



Willington Primary School: Pupil Premium Strategy Statement 2017-18



1. Summary information

School	Willington Primary School				
Academic Year	2017/18	Total PP budget	£34900	Date of most recent PP Review	Oct 17
Total number of pupils	213	Number of pupils eligible for PP	25 Ever6	Date for next internal review of this strategy	Jan 18

At Willington Primary School we have the highest aspirations and ambitions for all children, regardless of their background. We have high expectations for all of our children, and believe that with outstanding teaching and a lot of care, every child can fulfil their potential.

Some interventions are planned on a whole school basis to benefit all pupils and are not restricted to Pupil Premium/Ever 6 pupils only. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils and improvement of each individual child's well-being.

The key aim is to diminish the gap between pupil groups. Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted interventions is also important. Children who start with low attainment on entry need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.

At Willington Primary School we:

- Make decisions about the spending of Pupil Premium based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of our pupils and their families
- Have a culture of high expectations for all Pupil Premium and Ever 6 children
- Believe that high quality teaching is vital, rather than interventions to compensate for poor teaching
- Ensure that teachers know who the Pupil Premium and Ever 6 children are in their class and report on their progress through Pupil Progress meetings
- Monitor and analyse which pupils are underachieving and will use Pupil Progress meetings to uncover why
- Make effective use of all assessment data to check the impact of interventions and will make adjustments as needed

2. Current attainment (Figures for disadvantaged for 2017)

	Disadvantaged	Other
% achieving expected standard or above in reading, writing & maths at KS2 (30 children – 4 disadvantaged)	50%	63%
Average scale score for reading	106.7	103.8
Average scale score for Grammar, Punctuation and Spelling	109.0	105.7
Average scale score for maths	105.3	103.5

Progress score for reading	-1.40	-2.27
Progress score for writing	-0.03	-1.08
Progress score for maths	-2.51	-2.74
% achieving expected standard or above in reading, writing & maths at KS1 (30 children – 3 disadvantaged)	33%	70%

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Children start school with weak oral language and phonic skills, especially boys and pupils eligible for Pupil Premium. This has an impact on phonic teaching in Key Stage One. In the two previous years, Reception phonic teaching has to begin at a lower level than in the past	
B.	Some Pupil Premium pupil's engagement with reading is low and it can be difficult to gain parental support	
C.	The school has relatively high levels of children at SEN support and with a Statement or EHC Plan (above national). A number of pupils eligible for Pupil Premium are have SEN needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Children generally start school with good levels of confidence having attended the local pre-school or nursery settings and a substantial proportion arrive working within age-related expectations in most areas of learning. However, attainment on entry in literacy areas is particularly low with growing numbers having speech and language development and physical development concerns	
E.	There is a relatively high level of external agency involvement including: Social Care, Virtual School, MAT team, Physical Impairment service, SSEN support	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To develop early interventions to close the gap in language and early literacy skills for children in EYFS and Year 1	<ul style="list-style-type: none"> • Improvement in number of children achieving the Year 1 Phonic Test • Reversal of the downward trend for Year 1 Phonic Test results
B.	To raise progress and attainment in reading, with a focus on improving comprehension skills To raise engagement with reading, especially for boys	<ul style="list-style-type: none"> • Children's surveys and discussions show high levels of engagement • Progress measures for PP are higher than non-disadvantaged • Attainment measures for PP are higher than non-disadvantaged
C.	To improve progress and attainment in maths through implementing a mastery curriculum	<ul style="list-style-type: none"> • Progress measures for PP are higher than non-disadvantaged • Attainment measures for PP are higher than non-disadvantaged
D.	To develop the social and emotional needs of children so that they have the engagement and capacity to learn	<ul style="list-style-type: none"> • Pupil and parent surveys show children feel well supported

5. Planned expenditure

Academic year **2017 - 2018**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> To improve progress and attainment in reading through improving comprehension skills To improve levels of engagement with reading 	<ul style="list-style-type: none"> Derbyshire Inference Training for Literacy Co-ordinator and Year 6 teacher 	<ul style="list-style-type: none"> EEF toolkit – Reading Comprehension Strategies Evidence shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Reading Comprehension Strategies approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches FFT is a respected charity offering high quality training into Reciprocal Reading techniques 	<ul style="list-style-type: none"> Two staff will attend Inference training Teachers who attended training will plan and deliver whole school training into Inference Reading techniques to all teachers and TAs Guided Reading sessions will be made 1 hour long per year group Each year group will have up to 2 TAs for each Guided Reading Session Improved Guided Reading resources will be purchased <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Staff meetings to evaluate effectiveness Learning walks Lesson observations Peer observations NFER and other test results Feedback at Pupil Progress meetings 	SLT Literacy Co-ordinator	July 2018
	<ul style="list-style-type: none"> Staff meeting training for all staff and TAs into using Inference techniques in Guided Reading 			MU & MR	July 2018
	<ul style="list-style-type: none"> TA support for dedicated small Guided Reading groups outside of English lessons 			SLT	July 2018
	<ul style="list-style-type: none"> Purchase new materials to deliver effective Guided Reading sessions 			Literacy Co-ordinator	July 2018
					Budgeted Cost £480
					Budgeted Cost £0
					Budgeted Cost £6800
					Budgeted Cost £500
<ul style="list-style-type: none"> To improve progress and attainment in reading and spelling through outstanding Letters and Sounds/Phonic teaching 	<ul style="list-style-type: none"> Provide high levels of TA support to ensure the smallest possible groups from phonics teaching 	<ul style="list-style-type: none"> EEF toolkit – Phonics Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. 	<ul style="list-style-type: none"> Phonics will be taught in small groups <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> KS1 phonics meetings to evaluate effectiveness Learning walks Lesson observations Peer observations NFER and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Literacy Co-ordinator	July 2018
					Budgeted Cost £8482.50

<ul style="list-style-type: none"> To improve progress and attainment in maths through implementing a mastery curriculum To improve teaching and learning of mathematics 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a mastery curriculum 	<ul style="list-style-type: none"> EEF toolkit – Mastery Learning mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. 	<ul style="list-style-type: none"> Maths will be taught using a mastery approach <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Pira and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Maths Co-ordinator	July 2018
	<ul style="list-style-type: none"> Provide supply cover for a coaching programme led by Joanne Mikillican 			Budgeted Cost £1000	
				SLT Maths Co-ordinator	July 2018
				Budgeted Cost £3300	
Total budgeted cost					£20,562.50

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> To provide high quality speech and language support 	<ul style="list-style-type: none"> Provision of targeted speech and language sessions for identified children 	<ul style="list-style-type: none"> EFF toolkit – Oral language interventions Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. 	<ul style="list-style-type: none"> Identified sessions provided on the TA support timetable for speech and language sessions To provide TA cover to ensure that TAs can attend meetings with speech and language professionals to ensure appropriate programmes of work and feedback Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Speech and language meetings with outside professionals SENCO meetings 	SLT Literacy Coordinator	July 2018
					Budgeted Cost £1131
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Provision of Positive Play sessions by trained TA Provision of Magic Room sessions 	<ul style="list-style-type: none"> EFF toolkit – Social and Emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. 	<ul style="list-style-type: none"> Identified sessions provided on the TA support timetable for Positive Play and Magic Room sessions Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Positive Play meetings with outside professionals SENCO meetings Pupil Progress meetings 	SLT TA Positive Play Lead	January 2018 April 2018 July 2018
					Budgeted Cost £3675.75
<ul style="list-style-type: none"> To improve children's mathematical skills and confidence 	<ul style="list-style-type: none"> Provision of 'Third Space' individual tutoring sessions for highlighted Year 5 and 6 children 	<ul style="list-style-type: none"> EFF toolkit – Individualised Instruction Individualised instruction has a positive effect, on average, for learners individualised instruction may be better used as an occasional supplement to usual class teaching, rather than a standard replacement. 	<ul style="list-style-type: none"> Tutoring sessions booked for identified children To provide a teacher to cover whilst the group are having tutoring sessions Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Pira and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Year 5 and 6 teachers	January 2018 April 2018 July 2018
					Budgeted Cost £3800
Total budgeted cost					£8,606.75

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> To improve progress and attainment in reading To improve levels of engagement with reading 	<ul style="list-style-type: none"> Purchase new reading books for the most able readers Purchase reading books that will engage reluctant and boy readers Purchase new library books 	<ul style="list-style-type: none"> EEF toolkit – Reading Comprehension Strategies Evidence shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. FFT, Pie Corbett - Talk for writing training/research highlights the importance of high quality, attractive texts to engaging reluctant and boy readers 	<ul style="list-style-type: none"> Purchase new engaging materials for the reading stages Purchase books to engage reluctant/boy/pupil premium readers Purchase new library material Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Staff meetings to evaluate effectiveness Learning walks Lesson observations NFER and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Literacy Co-ordinator	July 2018
					Budgeted Cost £2000
<ul style="list-style-type: none"> To improve experiences for PP children 	<ul style="list-style-type: none"> To subsidise Christmas theatre trips for PP pupils To subsidise class trips for PP pupils To provide subsidised music tuition 	<ul style="list-style-type: none"> EEF toolkit arts participation Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. 	<ul style="list-style-type: none"> Letters for visits will include references about seeking help Headteacher will approach parents as necessary to offer to subsidise the cost of visits Music tuition will be offered to most able PP children Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Feedback at Pupil Progress meetings and SENCO meetings 	SLT	July 2018
					Budgeted Cost £300
<ul style="list-style-type: none"> To improve outdoor experiences for PP children 	<ul style="list-style-type: none"> To subsidise residential trip for PP pupils To subsidise active class trips for PP pupils 	<ul style="list-style-type: none"> EEF toolkit – Outdoor Education Learning Evidence shows that studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' 	<ul style="list-style-type: none"> Letters for visits will include references about seeking help Headteacher will approach parents as necessary to offer to subsidise the cost of visits Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Feedback at Pupil Progress meetings and SENCO meetings 	SLT	July 2018
					Budgeted Cost £750

<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> To provide Talk Time sessions with trained staff from Action for Children 	<ul style="list-style-type: none"> EEF toolkit – Social and emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). 	<ul style="list-style-type: none"> Referrals made to Talk Time as appropriate <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Meetings with Talk Time workers Feedback form from Action for Children SENCO and Pupil Progress meetings 	SLT SENCO	<p style="text-align: right;">July 2018</p> <hr/> <p style="text-align: right;">Budgeted Cost £3000</p>
Total budgeted cost					£6050
Total PP cost					£35,219.25