



# Willington Primary School: Pupil Premium Strategy Statement



## 1. Summary information

<b>School</b>	Willington Primary School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£32260	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	213	<b>Number of pupils eligible for PP</b>	23 Ever6	<b>Date for next internal review of this strategy</b>	Sept 17

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

	<i>Pupils eligible for PP (WPS)</i>	<i>Pupils not eligible for PP (WPS)</i>
% achieving expected standard or above in reading, writing & maths at KS2	83%	65%
Average scale score for reading	106.3	105.6
Average scale score for Grammar, Punctuation and Spelling	106.0	103.9
Average scale score for maths	104.0	105.5
% achieving expected standard or above in reading, writing & maths at KS1	100%	85%

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	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>B.</b>	Some Pupil Premium pupil's engagement with reading is low and it can be difficult to gain parental support	
<b>C.</b>	The school has relatively high levels of Children-in-Care. These children have and continue to make excellent progress but have required significant support to enable them to close the gap. A number of pupils eligible for Pupil Premium are Children-in-Care, or subject to work with outside agencies.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	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	
<b>E.</b>	There is a relatively high level of external agency involvement including: Social Care, Virtual School, MAT team, SSEN support	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	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"> <li>• Improvement in number of children achieving the Year 1 Phonic Test</li> <li>• Reversal of the downward trend for Year 1 Phonic Test results</li> </ul>
<b>B.</b>	To raise engagement with reading, especially for boys	<ul style="list-style-type: none"> <li>• Children's surveys and discussions show high levels of engagement</li> </ul>
<b>C.</b>	To raise progress and attainment in reading, with a focus on improving comprehension skills	<ul style="list-style-type: none"> <li>• Progress measures for PP are in-line with or higher than non-disadvantaged</li> <li>• Attainment measures for PP are in-line with or higher than non-disadvantaged</li> </ul>
<b>D.</b>	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"> <li>• Pupil and parent surveys show children feel well supported</li> </ul>

## 5. Planned expenditure

Academic year

2016 - 2017

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"> <li>To improve progress and attainment in reading through improving comprehension skills</li> <li>To improve levels of engagement with reading</li> </ul>	<ul style="list-style-type: none"> <li>Purchase FFT training for two teachers into Reciprocal Reading techniques</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit – Reading Comprehension Strategies</li> <li>Evidence shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</li> <li>Reading Comprehension Strategies approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.</li> <li>Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches</li> <li>FFT is a respected charity offering high quality training into Reciprocal Reading techniques</li> </ul>	<ul style="list-style-type: none"> <li>Two staff will attend 2 initial days of FFT (with an additional 2 days later in the year)</li> <li>Teachers who attended training will plan and deliver whole school training into Reciprocal Reading techniques to all teachers and TAs</li> <li>Guided Reading sessions will be made 30 mins long per year group</li> <li>Each year group will have up to 4 TAs for each Guided Reading Session</li> <li>Improved Guided Reading resources will be purchased</li> </ul> <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> <li>Staff meetings to evaluate effectiveness</li> <li>Learning walks</li> <li>Lesson observations</li> <li>Peer observations</li> <li>NFER and other test results</li> <li>Feedback at Pupil Progress meetings</li> </ul>	SLT Literacy Co-ordinator	July 2017
	<ul style="list-style-type: none"> <li>INSET day training for all staff and TAs into using Reciprocal Reading techniques in Guided Reading</li> </ul>			MU & MR	July 2017
	<ul style="list-style-type: none"> <li>TA support for half-hour dedicated small Guided Reading groups outside of English lessons</li> </ul>			SLT	July 2017
	<ul style="list-style-type: none"> <li>Purchase new materials to deliver Reciprocal Reading Guided Reading sessions</li> </ul>			Literacy Co-ordinator	July 2017
					Budgeted Cost £650
					Budgeted Cost £400
					Budgeted Cost £6780
					Budgeted Cost £500
<ul style="list-style-type: none"> <li>To improve progress and attainment in reading and spelling through outstanding Letters and Sounds/Phonic teaching</li> </ul>	<ul style="list-style-type: none"> <li>Provide high levels of TA support to ensure the smallest possible groups from phonics teaching</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit – Phonics</li> <li>Phonics approaches have consistently been 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.</li> </ul>	<ul style="list-style-type: none"> <li>Phonics will be taught in small groups</li> </ul> <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> <li>KS1 phonics meetings to evaluate effectiveness</li> <li>Learning walks</li> <li>Lesson observations</li> <li>Peer observations</li> <li>NFER and other test results</li> <li>Feedback at Pupil Progress meetings and SENCO meetings</li> </ul>	SLT Literacy Co-ordinator	July 2017

					<b>Total budgeted cost</b>	£16,676
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	
<ul style="list-style-type: none"> <li>To improve progress and attainment in reading, writing and maths</li> <li>To provide targeted support for identified groups, including PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>Provision of targeted teacher support for identified small groups</li> <li>Teacher to provide a targeted programme of work outside of normal class provision</li> <li>To allow teachers to provide intervention strategies for groups and individual, including PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit – Small group tuition</li> <li>Evidence shows that overall, the pattern is that small group tuition is effective</li> <li>Qualified teacher small group tuition has been shown to be effective previously and individual children have made good progress</li> </ul>	<ul style="list-style-type: none"> <li>Programme of work will be planned by the qualified teach in consultation with the class teacher</li> <li>Effectiveness will be monitored and reviewed in SENCO meetings and Pupil Progress meetings</li> </ul> Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> <li>Learning walks</li> <li>Lesson observations</li> <li>NFER and other test results</li> <li>Feedback at SENCO meeting and Pupil Progress meetings</li> </ul>	SLT SENCO	July 2017	
					£3200	
<ul style="list-style-type: none"> <li>To provide high quality speech and language support</li> </ul>	<ul style="list-style-type: none"> <li>Provision of targeted speech and language sessions for identified children</li> </ul>	<ul style="list-style-type: none"> <li>EFF toolkit – Oral language interventions</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Identified sessions provided on the TA support timetable for speech and language sessions</li> <li>To provide TA cover to ensure that TAs can attend meetings with speech and language professionals to ensure appropriate programmes of work and feedback</li> </ul> Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> <li>Speech and language meetings with outside professionals</li> <li>SENCO meetings</li> </ul>	SLT Literacy Coordinator	July 2017	
					Budgeted Cost £1412	
<ul style="list-style-type: none"> <li>To improve children's emotional wellbeing and social development</li> </ul>	<ul style="list-style-type: none"> <li>Provision of Positive Play sessions by trained TA</li> <li>Provision of Magic Room sessions</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identified sessions provided on the TA support timetable for Positive Play and Magic Room sessions</li> </ul> Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> <li>Positive Play meetings with outside professionals</li> <li>SENCO meetings</li> <li>Pupil Progress meetings</li> </ul>	SLT TA Positive Play Lead	July 2017	
					Budgeted Cost £4286	
<b>Total budgeted cost</b>					<b>£8898</b>	

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<ul style="list-style-type: none"> <li>To improve progress and attainment in reading</li> <li>To improve levels of engagement with reading</li> </ul>	<ul style="list-style-type: none"> <li>Reorganise reading system</li> <li>Purchase new reading books for the most able readers</li> <li>Purchase reading books that will engage reluctant and boy readers</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit – Reading Comprehension Strategies</li> <li>Evidence shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</li> <li>FFT, Pie Corbett - Talk for writing training/research highlights the importance of high quality, attractive texts to engaging reluctant and boy readers</li> </ul>	<ul style="list-style-type: none"> <li>INSET day and staff meeting time will be used to audit and reorganise the reading scheme</li> <li>Purchase new materials for the reading stages</li> <li>Purchase extension reading books for Y3, Y4, Y5 and Y6</li> <li>Purchase books to engage reluctant/boy/pupil premium readers</li> </ul> Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> <li>Staff meetings to evaluate effectiveness</li> <li>Learning walks</li> <li>Lesson observations</li> <li>NFER and other test results</li> <li>Feedback at Pupil Progress meetings and SENCO meetings</li> </ul>	SLT Literacy Co-ordinator	July 2017
					Budgeted Cost £3000
<ul style="list-style-type: none"> <li>To improve experiences for PP children</li> </ul>	<ul style="list-style-type: none"> <li>To subsidise Christmas theatre trips for PP pupils</li> <li>To subsidise class trips for PP pupils</li> <li>To provide subsidised music tuition</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit arts participation</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Letters for visits will include references about seeking help</li> <li>Headteacher will approach parents as necessary to offer to subsidise the cost of visits</li> <li>Music tuition will be offered to most able PP children</li> </ul> Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> <li>Feedback at Pupil Progress meetings and SENCO meetings</li> </ul>	SLT	July 2017
					Budgeted Cost £300
<ul style="list-style-type: none"> <li>To improve outdoor experiences for PP children</li> </ul>	<ul style="list-style-type: none"> <li>To subsidise residential trip for PP pupils</li> <li>To subsidise active class trips for PP pupils</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit – Outdoor Education Learning</li> <li>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' progress.</li> </ul>	<ul style="list-style-type: none"> <li>Letters for visits will include references about seeking help</li> <li>Headteacher will approach parents as necessary to offer to subsidise the cost of visits</li> </ul> Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> <li>Feedback at Pupil Progress meetings and SENCO meetings</li> </ul>	SLT	July 2017
					Budgeted Cost £500

<ul style="list-style-type: none"> <li>To improve children's emotional wellbeing and social development</li> </ul>	<ul style="list-style-type: none"> <li>To provide Talk Time sessions with trained staff from Action for Children</li> </ul>	<ul style="list-style-type: none"> <li>EEF toolkit – Social and emotional learning</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>Referrals made to Talk Time as appropriate</li> </ul> <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> <li>Meetings with Talk Time workers</li> <li>Feedback form from Action for Children</li> <li>SENCO and Pupil Progress meetings</li> </ul>	SLT SENCO	July 2017
					Budgeted Cost £3000
<b>Total budgeted cost</b>					<b>£6800</b>
<b>Total PP cost</b>					<b>£32374</b>

**NB Scroll down for Review tables**

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> <li>To improve progress and attainment in reading through improving comprehension skills</li> <li>To improve levels of engagement with reading</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal Reading techniques</li> <li>Dedicated Guided Reading Sessions outside of English lessons</li> </ul>	<ul style="list-style-type: none"> <li>Reciprocal Reading techniques have been implemented in all classes and ½ hour dedicated sessions have led to an improvement in the quality of teaching</li> </ul> <p><b>KS2 DATA (4 disadvantaged children)</b></p> <ul style="list-style-type: none"> <li>Progress measures for disadvantaged at KS 2 are higher than non-disadvantaged (-1.40 for disadvantaged and -2.27 for non-disadvantaged)</li> <li>Attainment measures for disadvantaged are lower than non-disadvantaged for Expected (50% for disadvantaged and 73% for non-disadvantaged)</li> <li>Attainment measures for disadvantaged are higher than non-disadvantaged for High Standard (50% for disadvantaged and 23% for non-disadvantaged)</li> <li>Average scale score for disadvantaged higher than for non-disadvantaged (106.7 for disadvantaged and 103.8 for non-disadvantaged)</li> </ul> <p><b>KS1 DATA (3 disadvantaged children)</b></p> <ul style="list-style-type: none"> <li>Attainment measures for disadvantaged are lower than non-disadvantaged for Expected (67% for disadvantaged and 85% for non-disadvantaged)</li> </ul>	<ul style="list-style-type: none"> <li>We are continuing to reform Guided Reading sessions and are modifying these sessions again so that teachers have one hour sessions with two Teaching Assistants. Children will receive 30mins direct Guided Reading Teaching per week from a teacher or TA and 30 minutes independent comprehension/Reciprocal Reading activity work per week</li> <li>We recognise that progress figures for reading are low (-1.40 and -2.27) so improvements need to be continued to improve reading provision</li> </ul>	
<ul style="list-style-type: none"> <li>To improve progress and attainment in reading and spelling through outstanding Letters and Sounds/Phonic teaching</li> </ul>	<ul style="list-style-type: none"> <li>TA support for phonics lessons</li> </ul>	<ul style="list-style-type: none"> <li>Higher levels of TA support for Phonics</li> <li>Improvement in number of children achieving the Year 1 Phonic Test (87% compared to 80% in 2016)</li> </ul>	<ul style="list-style-type: none"> <li>We feel that phonic teaching would be improved by bringing phonic teaching back under the direct control of teachers.</li> <li>TA groups will not be used in 2017-18</li> <li>Teachers will have one or two Teaching Assistants in their class when they teach phonics so groups can rotate around teachers and Teaching Assistants</li> <li>New phonics schemes to be evaluated in 2017-18</li> </ul>	£18,694

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<ul style="list-style-type: none"> <li>To provide high quality speech and language support</li> </ul>	<ul style="list-style-type: none"> <li>Targeted speech and language support sessions</li> </ul>	<ul style="list-style-type: none"> <li>Children receiving Speech and Language support make good progress with improving their speech sounds</li> <li>Speech and Language outside agencies are pleased with the school's provision and progress of children</li> <li>Improving phonics results</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to provide Speech and Language support as needed</li> <li>We will continue to work with Speech and Language outside agencies</li> <li>We will continue to provide TA support to outside agencies as needed</li> </ul>	
<ul style="list-style-type: none"> <li>To improve children's emotional wellbeing and social development</li> </ul>	<ul style="list-style-type: none"> <li>Positive Play and Magic Room sessions</li> </ul>	<ul style="list-style-type: none"> <li>Boxall Profiles allow support to be targeted appropriately</li> <li>On the whole Boxall Profiles show an improvement in scores as a result of positive play</li> </ul>	<ul style="list-style-type: none"> <li>During the year evaluation showed that 'Magic Room' Sessions were not effective so these were switched to the more formal and structured 'Positive Play' sessions</li> <li>From next year we will return to 10 week blocks of Positive Play to ensure sessions remain effective and a wider range of children can receive these sessions</li> <li>It was realised that the Positive Play room was dated and staff recognised that sessions were often cancelled when the adjacent meeting room was needed for meetings with outside agencies.</li> <li>The location of the Magic Room is to be changed to a more dedicated, modern and attractive space. In this area sessions will not need to be cancelled</li> </ul>	

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<ul style="list-style-type: none"> <li>To improve progress and attainment in reading</li> <li>To improve levels of engagement with reading</li> </ul>	<ul style="list-style-type: none"> <li>Reorganise reading scheme</li> <li>New engaging reading material</li> </ul>	<ul style="list-style-type: none"> <li>Reading Diary audit showed positive improvements with home reading for some identified children</li> <li>Reading scheme completely reorganised</li> <li>New books integrated into the reading scheme</li> <li>New books integrated into the library</li> <li>Extension books in each class for able readers</li> <li>See KS 1 and 2 data in table above</li> </ul>	<ul style="list-style-type: none"> <li>Reading Diary audit showed that teachers need to prioritise support and amount of school reading more specifically</li> <li>Parents need to be encouraged to hear children read more at home</li> <li>We are investigating the possibility of extending the library to improve children's attitudes to reading</li> </ul>	
<ul style="list-style-type: none"> <li>To improve experiences for PP children</li> <li>To improve outdoor experiences for PP children</li> </ul>	<ul style="list-style-type: none"> <li>Subsidise trips, visits and residential visits</li> </ul>	<ul style="list-style-type: none"> <li>Parents have responded positively to reduced rates for visits and residential visits</li> <li>Parent take up of reduced rates has been increasing</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide reduced rates for visits</li> <li>Use of SAP for visits so that reduced payments can be allocated to PP more accurately</li> <li>Consider how to ensure maximum take up for subsidised visit rates (eg separate letters)</li> </ul>	
<ul style="list-style-type: none"> <li>To improve children's emotional wellbeing and social development</li> </ul>	<ul style="list-style-type: none"> <li>Talk Time sessions from Action for Children</li> </ul>	<ul style="list-style-type: none"> <li>Exit evaluations for children completing Talk Time generally show improvement in scores between starting and ending the sessions</li> <li>Children and parents are extremely positive about the sessions</li> </ul>	<ul style="list-style-type: none"> <li>Continue to buy in to this service</li> <li>Continue to monitor the effectiveness and whether a similar service could be provided by an independent professional at a cheaper rate</li> </ul>	
				£7800