

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
School	Wickersley Northfield Primary School				
Academic Year	2017-18	Total PP budget	£55440	Date of most recent PP Review	Sep 17
Total number of pupils	454	Number of pupils eligible for PP	42	Date for next internal review of this strategy	Sep 18

At Wickersley Northfield Primary we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential and aspire to be the 'Best you Can Be'.

Use of Pupil Premium 2017 - 2018

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable as to how we have used the additional funding to support these pupils and are also required to publish this information online. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

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Current attainment		
	<i>Pupils eligible for PP (your school) 39 pupils</i>	<i>Pupils not eligible for PP (our school)</i>
% achieving age expected or above in reading, writing & maths	41%	60%
% making at least expected progress in reading (expected attainment)	90% (62%)	(73.2%)
% making at least expected progress in writing (expected attainment)	90% (59%)	(68.6%)
% making at least expected progress in maths (expected attainment)	85% (54%)	(70.4%)
% making at least expected progress in grammar (expected attainment)	92% (54%)	(62.6%)

2. 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.	A significant number of PP pupils in year 6 are significantly behind age related expectation
B.	PP pupils resilience is low when met with challenge
C.	A large majority of PP pupils are also on the SEN register
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates

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3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	Success criteria
<p>A. Diminish the difference between PP pupils and non PP pupils. Measured half termly and tracked through E-mags system and discussed in half termly pupil progress meetings.</p>	<p>On average the amount of pupil premium pupils who are at age expected will be close to the non PP pupils average.</p>
<p>B. Accelerated progress of all PP pupils. Measured half termly and tracked through E-mags system and discussed in half termly pupil progress meetings.</p>	<p>PP pupils who are under age expected make above the expected 3 points progress throughout the year.</p>
<p>C. Provide additional support for PP SEN pupils Measured half termly and tracked through E-mags system and discussed in half termly pupil progress meetings.</p>	<p>PP pupils on the SEN register make at least 2 points progress each term</p>
<p>D. Increase the resilience of PP pupils through PSHE work. Pupil questionnaire completed. Increase the number of PP pupils reaching a greater depth across the curriculum</p>	<p>Children have a positive approach to the mastery curriculum and engage with all levels of mastery within the classroom Data shows most able PP pupils are in line with most able nationally.</p>

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4. 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?
Diminish the difference between PP pupils and non PP pupils.	<p>Targeted intervention by class teacher run by TA or class teacher to the class's pupil premium children who are below age expected standard.</p> <p>Work to be completed in the afternoon on a 1 to 1 or small group basis</p> <p>Pupil Premium book to be used.</p>	<p>The programme has shown positive outcomes and current research has shown desired outcome (third space learning)</p> <p>Tracking data in the school shows that pupils made better than expected progress.</p> <p>Weekly activities by trained staff following planned and set intervention work.</p>	<p>Head and Deputy head – regular monitoring & Assessment</p> <p>All staff inducted</p> <p>Staff timetabled to ensure specific children are targeted appropriately.</p>	Deputy head	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p>

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					Total budgeted cost	
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?	
Diminish the difference between PP pupils and non PP pupils.	1 to 1 work with PP pupils. Small group work with PP pupils. Varying interventions to meet the need of the PP pupil.	Some pupils need targeted support to diminish differences and to have individual support matched to their needs This approach has been shown to be effective.	Groups will be tracked termly and assessment information analysed Timetabled to ensure that Interventions take place with relevant staff. PP pupil's books monitored.	Head and deputy head	January 2018 March 2018 July 2018	
Accelerate progress of all PP pupils	Teachers and SLT target support and provide interventions where needed in reading, writing, grammar and maths	Some pupils need targeted support to diminish differences and to have individual support matched to their needs Data for 2017 throughout the school showed very positive progress measures where additional support and interventions were implemented The data for PP pupils shows they must make accelerated progress to diminish the differences with all pupils Nationally in some year groups	<ul style="list-style-type: none"> • Part of SIP – SLT regularly review this • Groups will be tracked termly and assessment information analysed • All PP pupils will be monitored through pupil progress meetings and outcomes tracked to measure the impact of the support 	Head and deputy head	January 2018 March 2018 July 2018	

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<p>Provide additional support for PP SEN pupils</p>	<p>Additional 1-1 Support</p> <p>Inclusion of SENCo and outside agencies to offer additional support and strategies</p> <p>Additional tailored interventions.</p>	<p>Pupils with emotional behaviours need addition support to address these needs alongside learning needs.</p> <p>Emotional wellbeing is key to supporting pupils learning</p> <p>School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to diminish the difference as much as possible</p>	<p>Head, deputy head and SENCo will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional development</p> <p>Head, deputy head & SENCo will have termly meetings to ensure the provision is supporting all PP with SEN</p> <p>IEP's regularly updated</p>	<p>Head and deputy head.</p> <p>SENCo</p>	<p>January 2018 March 2018 July 2018</p>
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<p>Increase the resilience of PP pupils through PSHE work and creating home school link.</p>	<p>Class teachers to identify issues with PP pupils learning behaviour and identify</p> <p>Class teachers and SLT to meet with parents of potential pupils to share ideas for supporting learning at home</p>	<p>Data shows PP pupils with low social economical background and poor educational role models at home struggle to meet the expected standard.</p> <p>Home support and links with school will greatly increase the chances of PP pupils making accelerated progress and meeting the expected standard.</p>	<p>Overseen by Head and deputy head</p> <p>Produce a list of targeted pupils and track progress in addition to minutes from meetings with parent / carers.</p>	<p>Head and deputy head.</p>	<p>January 2018 March 2018 July 2018</p>
<p>Total budgeted cost</p>					

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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?
Increase parental engagement through workshops	<p>Senior Leaders and subject Leads to deliver workshops</p> <p>Support parents With reading questions and advice to use at home.</p>	<p>Parents are key in supporting effective learning as shown by a number of research projects (Sutton Trust)</p> <p>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regularly read with their child and complete homework.</p>	Attendance information at workshops to be analysed	SLT and subject Leads	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p>
Improve attendance of PP pupils	Head and Attendance Officer to focus on PP that are PA	We know that attainment for all pupils can be improved with good attendance. Targeting families and promoting the importance of good attendance is essential to improving outcomes	<p>Tracking of attendance data</p> <p>Regular meetings with EWO</p> <p>Part of DEP – SLT regularly review this</p> <p>Governors to have a termly report to ensure clear actions are in place and attendance data is improving for PA, PP pupils</p>	Head	<p>January 2018</p> <p>March 2018</p> <p>July 2018</p>
Total budgeted cost					

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5. Review of expenditure				
Previous Academic Year				
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

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ii. Targeted support				
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