

PUPIL PREMIUM STRATEGY STATEMENT

1. Summary information					
School	Wickersley Northfield Primary School				
Academic Year	2018-19	Total PP budget	£59320	Date of most recent PP Review	Oct 18
Total number of pupils	452	Number of pupils eligible for PP	33	Date for next internal review of this strategy	Sep 19

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 2018 - 2019

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</i>	<i>Pupils not eligible for PP</i>
% achieving age expected or above in reading, writing & maths in y6	42%	<i>National 70%</i>
Average points progress made 2017/18 reading (% expected attainment)	3.38 (64%)	3.01 (74%)
Average points progress made 2017/18 writing (% expected attainment)	3.67 (64%)	3.05 (72%)
Average points progress made 2017/18 maths (% expected attainment)	3.53 (69%)	3.12 (77%)
Average points progress made 2017/18 grammar (% expected attainment)	3.87 (62%)	3.18 (67%)

2. Barriers to future attainment	
In-school barriers	
A.	Attainment gap of pupil premium pupils compared to non-pupil premium children
B.	PP pupils resilience is low when met with challenge
C.	Learning behaviours of some PP children need developing
External barriers	
D.	Attendance rates and SEMH needs

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3. Desired outcomes	Success criteria
<ul style="list-style-type: none"> Diminish the difference between PP pupils and non PP pupils. Link to i-peel and mastery maths. Measured half termly and tracked through E-mags system and discussed in half termly pupil progress meetings. 	<p>On average the amount of pupil premium pupils who are at age expected will be closer to the non PP pupils' average.</p>
<ul style="list-style-type: none"> Accelerated progress of all PP pupils. Link to i-peel and mastery maths. Measured half termly and tracked through E-mags system and discussed in half termly pupil progress meetings. 	<p>PP pupils who are under age expected make above the expected 3 points progress throughout the year.</p>
<ul style="list-style-type: none"> 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>PP pupils on the SEN register make at least 2 points progress each term</p>
<ul style="list-style-type: none"> 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>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	2018-2019				
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 work set by class teacher run by TA or class teacher to the class's pupil premium children who are below age expected standard. Linked to mastery maths and i-peel. Work to be completed in the lesson, on a 1 to 1 or small group basis</p> <p>Weekly activities by trained staff following planned and set individualised work.</p>	<p>The programme has shown positive outcomes 2016 y6 gap 3.6. 2017 y6 gap 3.16 2018 y6 gap 1.78</p> <p>Tracking data through school will show that pupils make better than expected progress when specifically targeted intervention work is tailored to meet their needs</p> <p>Increase in maths and writing attainment.</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>	<p>Deputy head</p> <p>Head</p> <p>JM</p> <p>SO</p>	<p>January 2019</p> <p>March 2019</p> <p>July 2019</p>

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Total budgeted cost 20000 (teacher) 33x10x3 990 (ta support) 33x16x4 (HLTA support) 2112					?????
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 according to data.	Some pupils need targeted support to diminish differences and to have individual support matched to their needs. Pupil premium tracking has shown targeted interventions are effective.	Groups will be tracked every half term and assessment information analysed. Timetabled to ensure that Interventions take place with relevant staff. PP pupil's intervention work monitored.	Head and deputy head	January 2019 March 2019 July 2019
Accelerate progress of all PP pupils	Teachers and SLT target support and provide interventions as directed through data in reading, writing, grammar and maths Mastery reading and mastery writing interventions.	Some pupils need targeted support to diminish differences and to have individual support matched to their needs Data for 2018 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	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 Interventions will be scrutinized to ensure effectiveness.	Head and deputy head	January 2019 March 2019 July 2019

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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 2019 March 2019 July 2019</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 2019 March 2019 July 2019</p>
<p>Total budgeted cost 25x13x6 1950 (boosters) 5000 (intervention resources) 33x10x10 3300 (interventions)</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>Class teachers to run workshops for their year groups</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 2019</p> <p>March 2019</p> <p>July 2019</p>
Improve attendance of PP pupils	Head and Attendance Officer to focus on PP that are PA	<p>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>	<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 2019</p> <p>March 2019</p> <p>July 2019</p>
Total budgeted cost 25x12 (teach workshop) 300, 25 x 12 (teach meets) 300 3000 (resources) 33x25=825 club					

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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

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