



Pupil Premium Strategy Statement

1. Summary information					
School	Wootton Lower School				
Academic Year	2017/18	Total PP budget	£75,240	Date of most recent PP Review	05.09.17
Total number of pupils	440	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Jan 18

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 15/16)</i>
% achieving in reading, writing and maths	62.5% (76.9% without SEN)	59.8%
% achieving the expected standard in reading	75% (86.6% without SEN)	74%
% achieving the expected standard in writing	68.8 (86.6% without SEN)	65%
% achieving the expected standard in maths	75%(86.6% without SEN)	73%
% achieving the expected standard in reading against EYFS	64% (70% without SEN)	85%
% achieving the expected standard in writing against EYFS	55% (60% without SEN)	82%
% achieving the expected standard in maths against EYFS	60% (70% without SEN)	86%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years. A high percentage of children come into reception with poor language skills. Our EYFS baseline shows our cohort's baseline is below comparative schools and national schools.	
B.	% of more able pupils working at greater depth in maths needs to improve. Opportunities for these children to make accelerated progress in this area needs to be provided.	
C.	Historical underachievement of PP pupils	
D.	A large number 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>)		
E.	Attendance rates for pupils eligible for PP are 94.88% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.	
F.	A high proportion of children have not joined the school at usual entry points. Lots of the families are new to the area and many have moved because of external issues which impact on the family/child	
G.	Some home learning environments lack support for pupils' communication and language skills	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Higher rates of progress in maths for high attaining pupils eligible for PP. % of pupils achieving GDS to increase.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability. Increase the percentage of pupils achieving GDS in maths to at least national.
C.	For children's progress and attainment in reading and writing to be at least in line with national at key benchmarks	Close the gap between PP pupils and all pupils in reading and writing with a focus on EYFS, Y2 and Y4.
D.	Improve attendance of PP pupils to be at least in line with national average	Increase the overall attendance for PP pupils to be at least in line with national
E.	Provide additional support for PP SEN pupils	PP pupils on the SEN register to make expected progress in relation to their SEN (as agreed with the SENCo)
F.	Ensure that PP children are not disadvantaged in their learning by a lack of prior knowledge of experiences	Improvement in the quality of children's writing and their participation in lessons

5. Planned expenditure					
Academic year	2017/18				
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?
A. Improved oral language skills in Reception	Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.	LG- Head of School	Feb 18
B. Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils. Guided maths introduced for KS2.	High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 1 in maths. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. We want to train teachers and teaching assistants in practices to provide stretch and encouragement for these pupils. Research (John Hattie, Sutton Trust toolkit) have shown that small group interventions with highly qualified staff are effective in promoting pupil progress.	Course selected using evidence of effectiveness. Use INSET sessions to deliver training. Maths lead to have a monitoring focus on more able pupils	Maths Lead-CW	June 2018
C. Accelerate progress of all PP pupils D. Provide additional support for PP SEN pupils	Read, Write Inc scheme for phonics	We want to invest some PP funding into R W Inc catch up. Many evidence sources e.g. EEF show that phonics intervention catch up (see Fresh start EEF findings) has a positive impact with at least 3 months progress for the children who take part in this.	Use of CPD training to develop the programme. Learning mentor employed and to lead catch up for vulnerable Y2-4 pupils. Regular reviews to assess who need catch up intervention with clear targets set. R W Inc development day to review	LG – Head of School	June 2018
Total budgeted cost					£10,000

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?
<p>A. Improved oral language skills in reception</p> <p>B. Improved progress for high attaining pupils</p>	<p>1:1 and small group provision of Lift off to Language Intervention for children in Pre-school.</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.</p>	<p>WB – SENCo with TC - HLTA</p>	<p>Dec 2017</p>
<p>C Accelerate progress of PP pupils</p>	<p>Weekly small group sessions in maths for high-attaining pupils with experienced teacher/HLTA, in addition to standard lessons (focus on Y2 & Y4).</p> <p>SLT to identify pupils with the potential to reach a higher standard in their learning cross the curriculum.</p> <p>Set up a maths club and book club and target those most able and potential most able PP</p> <p>Writing group set up for Y4 PP pupils who are not on track to meet their end of Y4 target</p> <p>Learning mentor employed to support wave 2 interventions</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful adults in a range of jobs.</p> <p>Increased parental involvement will ensure that pupils have access to a wider range of strategies to enable them to make accelerated progress (add in research to support this)</p> <p>Key grammar and spelling skills identified through our analysis and will be used as part of a writing programme for Y4 alongside read, write inc catch up.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths co-ordinator. Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Target pupils identified in pupil progress meetings with focused support planned</p> <p>Monitoring of teaching to evidence quality over time</p> <p>Evidence of progress towards targets in books and learning walks</p>	<p>Head of School- LG</p>	<p>Mar 2018</p>

D Provide additional support for PP SEN pupils	To continue family support provision on both sites to support emotional wellbeing and improve attitudes. To support families at difficult times e.g. transition or family difficulties. The family support worker develops targeted behavioural interventions for identified students. Additional 1-1 support	Pupils with emotional behaviours need addition support to address these needs alongside learning needs. The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Emotional wellbeing is key to supporting pupils learning. School data shows that in year groups where PP pupils are also on the SEN register they need to make accelerated progress to bring them in line with all pupils Historically the school provision did not adequately meet the needs of SEN and PP pupils. Therefore, this underachievement needs to be addressed and pupils need to make accelerated progress.	Heads of School will take a lead on ensuring pupil outcomes are improving and that the provision supports their emotional development SENCo to regularly meet with support staff and teachers to ensure the provision is supporting all PP with SEN Weekly KIT meetings to identify patterns of behaviour and actions are put in place for key individuals Case studies of pupils	Heads of School	June 2018
Total budgeted cost					£30,000
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?
E. Increased attendance rates	Family Support workers to monitor pupils and follow up quickly on absences. Monitored weekly with SLT. First day response provision.	Family support workers will continue to work with parents and carers to improve the punctuality and attendance of children, particularly those from vulnerable groups. They will also support families to promote early engagement with the school and their children's learning. We have chosen this approach as we can't improve outcomes for children if they are not attending school regularly. The introduction of the first day response and regular attendance meetings has begun to improve attendance in the school last year.	Thorough briefing of family support workers about existing absence issues. SLT, family support workers, EWO. will collaborate to ensure new provision and standard school processes work smoothly together. Attendance promoted throughout the school.	SLT – overseen by Head teacher	Feb 2018

<p>E Increase parental engagement through workshops and PSA role</p>	<p>PP lead to run targeted sessions for parents with their child</p> <p>Support parents with reading books to share at home</p> <p>Reading challenge introduced with support for children who don't read regularly at home</p>	<p>Parents are key in supporting effective learning as shown by a number of research project (Sutton Trust)</p> <p>Pupil progress meetings show that those pupils who make accelerated progress have a supportive home environment where they regular read with their child and complete homework.</p>	<p>Attendance information at workshops to be analysed</p> <p>Parents invited to attend</p> <p>Reading workshops to be timetabled and family support worker to be released to run the workshops</p> <p>Fun activities planned for collaborative learning</p>	<p>Head of School- LG</p>	<p>November 2017</p> <p>April 2017</p> <p>July 2017</p>
<p>To fund a range of out of classroom experiences for pupils which build their cultural understanding of the rich artistic, cultural, spiritual and social heritage of the UK, and it's various communities</p>	<p>A range of trips planned across the year groups to include a variety of educational and cultural experiences.</p> <p>Additional opportunities planned for PP pupils to enable to them to have prior knowledge and access the curriculum.</p> <p>PP children targeted to attend lunchtime clubs</p>	<p>The Sutton Trust toolkit identifies positive gains in progress for Arts participation, outdoor learning and sports participation as having positive effects on pupil outcomes.</p> <p>In pupil and parent questionnaires feedback is overwhelmingly positive about the quality of trip provision.</p> <p>The quality of children's writing greatly improved after educational visits (see book look feedback)</p>	<p>Learning mentor to work with PP lead to plan a variety of trip and experiences to give prior learning and rich writing opportunities.</p> <p>Questionnaires and feedback from children and teachers</p>	<p>Head of school - LG</p>	<p>June 2017</p>
Total budgeted cost					<p>£12,000</p>

6. 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
A. Improved oral language skills in Reception	<p>Staff training on high quality feedback.</p> <p>Staff training on developing oracy for the high attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p>	<p>% Communication and Language in EYFS for all pupils increased to 84% (was previously 80%). PP children achieving this was 76% so there is still a gap but this has reduced by 9%.</p> <p>Lesson observations show that the oral feedback in Reception and Year was having an impact and moving children's learning forward.</p>	We now need to look specifically at the strands of speaking in EYFS and plan for increased opportunities for PP pupils.	£400
Improved progress for high attaining pupils	CPD on providing stretch for high attaining pupils.	<p>The gap has closed for the percentage of PP children achieving GDS in reading and writing at KS1. In reading 25% of PP children achieved GDS (31% all pupils)/ In writing 18.8% of PP children achieved GDS (21.2% all pupils). Maths is still an area of significant concern as no PP pupils achieved GDS.</p>	<p>The strategies used for more able PP pupils in reading and writing worked last year and the English lead will continue to embed these.</p> <p>Mastery is maths is going to be a whole school focus for next year and the new maths lead will focus on improving the % of GDS for pp pupils. We will look at early identification, targeted support and extra-curricular opportunities we can use.</p>	£500

C. Accelerate progress of all PP pupils D. Provide additional support for PP SEN pupils	Read, Write Inc scheme for phonics	All of the resources have been purchased and training delivered to all staff. We are yet to see the impact of this as we are only starting the programme in September 17.	A focus of this year will be catch up/intervention for vulnerable pupils to ensure that all children leave our school able to meet the basic requirement for KS1 reading.	10,900
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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
A. Improved oral language skills in reception B. Improved progress for high attaining pupils	1:1 and small group provision of Lift off to Language Intervention for children in Pre-school.	% Communication and Language in EYFS for all pupils increased to 84% (was previously 80%). PP children achieving this was 76% so there is still a gap but this has reduced by 9%. Staff evaluations showed that 100% of children who completed the programme increased in confidence and were more willing to participate in lessons.	The programme has continued to have impact particularly for those children who come in with a weak baseline. We will continue to use this and monitor regularly to ensure that it continues to have an impact.	£12500
B. Improved progress for high attaining pupils C Accelerate progress of PP pupils	Weekly small group sessions in maths for high-attaining pupils with experienced teacher/HLTA, in addition to standard lessons (focus on Y2 & Y4). SLT to identify pupils with the potential to reach a higher	The additional sessions took place in Year 1 and Year 4. In Y1 the % of children achieving expected+ was 73.3% (84.3% all pupils). In yr 4 40% of pupil premium pupils were SEN which meant our % achieving exceeding plus was always going to be low. 60% of Y4 achieved age expected but none of these children were exceeding. Increased focus on PP children in KS1 has resulted in the gap closing in all areas (see data).	Look to ways to develop mastery in class using guided maths, additional focus marking – maths lead to take on	£9500

D Provide additional support for PP SEN pupils	Family support worker provision to support emotional wellbeing and improve attitudes to learning Additional 1-1 support	Attendance improved for the families supported by the family support workers. Children's emotional well-being and attitudes improved. Additional 1:1 support ensured that a PP child was not excluded and a EHCP was given in May 17.	Family support worker role to continue. All children accessing them now baselined and progress measured for the structured intervention.	£11000
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iii. Other approaches

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
E. Increased attendance rates	Family Support workers to monitor pupils and follow up quickly on absences. Monitored weekly with SLT. First day response provision.	This has been very successful. We now have half termly attendance meetings and reports, we challenge attendance quickly with meetings and letters and regularly involve the EWO. We have issued 3 parent contracts last year.	We will continue with this approach. We are going to have a whole school focus on attendance to raise the profile.	£5000

<p>E Increase parental engagement through workshops and PSA role</p>	<p>Senior Leaders and subject Leads to deliver workshops</p> <p>PP lead to run reading sessions for parents with their child</p> <p>Support parents with reading books to share at home</p>	<p>Regular workshops were delivered throughout the year with several PP parents attending. Parental attendance at parents evenings increased through targeting parents before the parents evening. PP children's parents who didn't attend were contacted for follow up appointments.</p> <p>All parents of the children who attended the ASPIRE group came to the final event to see the children's work.</p>	<p>Continue with this targeted support next year. PP lead to contact parents to ask what support/workshops they would like us to run.</p>	<p>£19000</p>
<p>C Accelerate progress of PP pupils</p>	<p>Drama therapy support for pupils</p>	<p>Drama therapy continued to be very successful for our most vulnerable pupils. 95% of the children attending had improved SDQ scores as a result of the therapy.</p> <p>All of the children attending drama therapy last year were SEN. All of the children who attended made progress last year and showed a huge change in behaviour both in class and around school</p>	<p>Although this was very successful the pupils who required the drama therapy all left in July. We have therefore decided not to continue with the drama therapy sessions this year.</p>	<p>£9500</p>