



Pupil premium strategy statement:

1. Summary information					
School	Wootton Primary School				
Academic Year	2017/18	Total PP budget	£38280	Date of most recent PP Review	Oct 2018
Total number of pupils	412	Number of pupils eligible for PP	34 (29 funded)	Date for next internal review of this strategy	Feb 2018

2. Current attainment (EOY6 data) – data from 16/17 results		
	Pupils eligible for PP	Pupils not eligible for PP (national average)
% achieving in reading, writing and maths	64%	64%
% achieving in reading	73%	75%
% achieving in writing	73%	78%
% achieving in maths	73%	75%

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.	Children start school with limited vocabulary and oral language skills in Reception - these are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.
B.	Children who are registered PP have had fewer opportunities to experience a broad range of enrichment activities before they start school. This slows writing progress in subsequent years.
C.	Children are leaving KS1 without the necessary skills to read fluently for sustained periods and understand what it is they are reading.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for some PP are as low as 80% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average.

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.	Enable PP children to access extra-curricular activities through the use of the PP voucher.	Full participation by all PP children on school trips and visits. PP children engaging in a range of extra-curricular clubs.
C.	Ensure every child achieves functional literacy skills, and so to close the reading achievement gap for vulnerable children working below age-expected levels.	PP children accessing the programme will make accelerated reading progress.
D.	Maintain attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance continues to improve from to 96% in line with 'other' pupils.
E.	Improved progress for SEN pupil premium children	SEN PP children will accelerate progress throughout KS2

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?
Improved progress for high attaining pupils in reading. Accelerated progress for SEN children in reading.	CPD on providing challenge for all abilities and access to all materials - reading. CPD on reading as an intervention programme.	High ability pupils and high attaining pupils eligible for PP are sometimes making less progress than other higher attaining pupils across Key Stage 2 in reading. We want to ensure that all pupils can achieve high attainment as well as simply 'meeting expected standards'. SEN children are not progressing in line with their peers across all three core subjects.	Support the implementation of new strategies. Whole school class reading CPD. CPD for high prior attainment readers for Literacy lead - £1000 Switched On - £630 Management time – 6 hours per term £2400	Deputy Head with Literacy lead.	February 2018
Total budgeted cost					£4030
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?
Improve oral language skills for pupils eligible for PP in Reception class.	Speech and language experts delivering high quality S&L interventions from the earliest opportunity. In Reception – Chataway programme	EEF Toolkit suggests that effective oral language interventions and phonics teaching improves attainment and is suitable as an approach that we can embed across the school.	Four LSAs are qualified to deliver the intervention. Regular update with external S&L expert to give additional targets. S&L LSAs – 6hrs per week - £3 000 Management time 3 hrs per term- £1200	Deputy Head	February 2018

Ensure every child achieves functional literacy skills, and so to close the reading achievement gap for vulnerable children working below age-expected levels.	LSAs to attend CPD then deliver SwitchedOn reading programme. SLT to monitor children's progress at the end of each 10 week programme.	EEF toolkit suggests the programme can make a noticeable positive impact. This effect can be envisaged as suggesting that on average pupils receiving the intervention would make approximately three additional months' progress over the course of a year compared to similar pupils who did not. Pupils with low attainment prior to the intervention showed particularly positive results, making five additional months progress on average. Pupils eligible for free school meals and pupils identified as having special educational needs made four additional months progress on average.	All LSAs will be trained. Each LSA will be responsible for 1 child. Regular updates on progress of children including SWOT style analysis. LSA specialist (4 children and 3 cycles) £3720 LSAs (10 children 3 cycles) £4800 DHTs (2 children 3 cycles) £5400 Management time 3 hrs per term- £1200	Deputy Head	At the end of each intervention (10 weeks approximately)
Total budgeted cost					£19 320
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?
Increased attendance rates of PP children	Family Support manager and Head to monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Family Support Analysis £600 Management time 6hrs per term - £3500	Headteacher supported by Family Support Manager	February 2018
All PP children to be able to access extra-curricular opportunities throughout each year group	Sports & Arts participation	EEF suggests that Sports & Arts participation both improve attainment of Vulnerable pupils.	All PP children will have access to school voucher to enable parents to access any school clubs and trips for their child. KS1 = £100 KS2 = £150	Office staff to issue. Deputy Head to monitor.	Jun 2018

			35 children £4600 Management time 3hrs per term- £1200		
Pastoral support for vulnerable groups.	Family support manager and School counsellor deliver pastoral support interventions for identified vulnerable children and groups.	If children's basic needs are not being met physically, socially and emotionally then they are not in a position to academically succeed.	Baseline assessments of SDQ and emotional literacy will be used to measure impact and progress of the interventions. FSM interventions - £5500 School Counsellor - £3000 Music therapy - £2500 Management time 2hrs per term - £800	Deputy Headteacher	February 2018
Total budgeted cost					£19 200

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Action	Intended outcome	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
Provide CPD on challenge for all abilities and access to all materials for all abilities.	Improved progress for all ability groups.	Reading scaled score for Y6 children has increased. % of children achieving expected standard in reading increased at the end of Y6. % of children achieving higher at end of Y6 increased slightly. PP % of children achieving expected	Approach to teaching reading has been more successful. Best practices will be kept in place. Continue to use Rising Stars to measure impact.	£1000

		standard increased from 50% to 73%		
CPD on Switch On Reading	LSAs in school able to deliver targeted reading intervention with impact	All LSAs at the start of the year were trained. Most LSAs delivered SO intervention unless there were circumstances out of our control.	LSAs are in the best place to effectively deliver these interventions so the programme will continue next year. However, theoretically there will be fewer pupils to access SO intervention.	£630
ii. Targeted support				
Action	Intended outcome	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
Speech and Language experts to deliver high quality interventions.	Improve oral language skills for PP children.	Chataway Programme was delivered to Reception aged children. As a result, children with continued difficulties received speech and language intervention. Speech and language interventions have been delivered to children identified as having an S&L barrier. 5 PP children received S&L support across the year.	Continue next academic year but children moving in to Y1 who have not completed the programme need to finish it in Year 1. 7hrs per week for 39 weeks including resourcing.	£3038
SwitchOn reading CPD and delivery of the programme	Every child on the programme to improve their functional literacy skills.	Wave 1 – 18/22 made accelerated progress. Wave 2 – 17/20 made accelerated progress.	Very successful intervention when delivered effectively and consistently. However, incredibly expensive and time consuming. LSAs are best placed to deliver this intervention as it proved to be the most consistent approach.	£445 per child per 10 weeks.

iii. Other approaches				
Action	Intended outcome	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
Monitor attendance. First day response provision	Improve attainment for children by ensuring they are in school. Raised attendance.	PP attendance improved when two children are removed from the figures.	Addressing attendance concerns quickly with parents has had a significant effect on attendance. FSM does not work on attendance so £600 less than budgeted.	£3500
Increase access to extra-curricular clubs, activities and trips.	Equitable access to extra-curricular experiences.	PP children across the school utilised the PP voucher to pay for milk, music tuition, art clubs, trips, sports clubs and residential visits.	This tool empowers parents and removes potential barriers to additional opportunities and experiences.	£5404
Family Support worker and School Counsellor to deliver pastoral support interventions to identified vulnerable children and groups.	Pastoral and therapeutic support for vulnerable individuals and groups.	Pastoral interventions are constantly reviewed and their impact evaluated. The nature of vulnerable children means that progress is not in a straight line and at times they can regress. This means that vulnerable children often stay on the pastoral timetable for extended periods of time as opposed to the standard 10 week intervention. SDQ results have shown that in some cases children have progressed with their	These pastoral and therapeutic interventions have been very successful at supporting vulnerable children's needs. The SDQ analysis is too crude a tool to use to measure the progress a child makes during their pastoral intervention. These programmes will be delivered next year and hopefully added to ensure we are best placed to meet the complex needs of our vulnerable children.	£12000

		ability to manage their social, emotional and behavioural interactions during the school day.		
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