



Pupil premium strategy

1. Summary information					
School	Wootton Primary School				
Academic Year	2018-19	Total PP budget	£38280	Date of most recent PP Review	Oct 18
Total number of pupils	405	Number of pupils eligible for PP	29	Date for next internal review of this strategy	Feb 19

2. Current attainment			
	<i>Pupils eligible for PP (end of Y6 = 11 ch)</i>	<i>National average (all pupils)</i>	<i>National average (pupils not eligible for PP)</i>
% achieving expected standard or above in reading, writing & maths	64%	64%	70%
% making expected progress in reading (as measured in the school)	73%	75%	80%
% making expected progress in writing (as measured in the school)	73%	78%	83%
% making expected progress in mathematics (as measured in the school)	73%	76%	81%

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers (*issues to be addressed in school, such as poor oral language skills*)

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.

Additional barriers (*including issues which also require action outside school, such as low attendance rates*)

D.	Attendance rates for pupils eligible for some PP are as low as 80% . This reduces their school hours and causes them to fall behind on average.
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4. Intended outcomes (*specific outcomes and how they will be measured*)

Success criteria

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.
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5. Review of expenditure – see review of last year's PP strategy

Previous Academic Year	17-18
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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

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

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

6. Planned expenditure

Academic year	18-19
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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>Monitor the quality of reading lessons across the school.</p> <p>Identify areas that need addressing.</p> <p>Offer support from subject leader</p>	Improved progress for all pupils in reading.	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'.	<p>Review, evaluate and adapt the strategies and approaches implemented last year for reading lessons.</p> <p>Monitoring time</p> <p>Scrutiny of children's learning.</p> <p>Lesson observations</p>	Rachael Lambdon	February 19
Ensure that maths lessons follow the 'mastery' approach to	Improved outcomes and confidence in maths.	According to the EEF toolkit, the mastery approach can be a relatively low cost yet effective approach to improving attainment in maths. Mastery learning	Subject leader and an additional teacher will enrol on the programme.	Sarah Hornsby	Termly

developing knowledge and application.		appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students.	They will first embed the approach in their classroom before rolling out the programme. An attached specialist will support the roll out of the programme.		
Total budgeted cost					£10000

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Speech and language experts delivering high quality S&L interventions from the earliest opportunity. In Reception – Chataway programme	Improve oral language skills for pupils in Reception class. Improve oral language skills for those children identified as having an additional S&L need.	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.	Three LSAs are qualified to deliver the intervention. Regular update with external S&L expert to give additional targets. S&L LSAs – 6hrs per week Management time 3 hrs per term	Louise Harries	February 19 July 19
LSAs to deliver SwitchedOn reading programme. SLT to monitor children's progress at the end of each 10 week programme.	Ensure every child achieves functional literacy skills, and so to close the reading achievement gap for vulnerable children working below age-expected levels.	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.	Each LSA will be responsible for 1 child. Regular updates on progress of children using Reading Age tests as a bench line. LSA specialist LSAs Management time 6 hrs per term	Rob Crilly	December 18 March 19 July 19

Total budgeted cost

£20000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Head to monitor pupils and follow up quickly on absences. First day response provision.	Increased attendance rates of PP children.	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 provision and standard school processes work smoothly together. Management time 6hrs per term -	Jamie Nairn	Termly reviews
FSW to support families struggling through the EHA toolkit FSW and school counsellor to deliver interventions to effectively support the emotional and pastoral needs of all children.	Families better placed to support the needs of their children. Give children strategies to manage and understand their feelings.	Rationale for this is that children need to feel safe and secure and their basic needs need to be met in order that they are able to learn.	FSW and School counsellor to deliver appropriate pastoral interventions to support vulnerable children. FSW will utilise the EHA toolkit to support families of vulnerable children	Rob Crilly	Termly
Specialist support interventions delivered for children struggling with phonics, spelling and reading.	Increased confidence. Raised attainment	Children who struggle in class in these areas need a specialist intervention in order to boost their progress - catch up!	Each intervention will be reviewed termly with children's progress measured using spelling age measures and reading age measures.	Louise Harries	Termly
Sports & Arts participation	All PP children to be able to access extra-curricular opportunities throughout each year group	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 Management time 3hrs per term-	Rob Crilly	Feb 19

Total budgeted cost

£10000

7. Notes