

Pupil premium strategy St.Wilfrid's Primary School 2017-18



1. Summary information					
School	St.Wilfrid's Primary School				
Academic Year	2017/18	Total PP budget	£16,700	Date of most recent PP Review	n/a
Total number of pupils	307	Number of pupils eligible for PP	12	Date for next internal review of this strategy	February 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving Expected or above in reading, writing and maths end of KS2	100%	93%
% making at least expected or above progress in reading end of KS2	100%	93%
% making at least expected or above progress in writing end of KS2	100%	93%
% making at least expected or above progress in maths end of KS2	100%	93%

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.	High Social, Emotional & Mental Health Need for Y3,4 & 5 pupils.
B.	Reading Comprehension - Y4 and Y3 pupils plus a focus for EAL PP Y2 pupils
C.	GPV – Target for Y2 PP/EAL pupil – need to improve oral language skills for the pupil to then improve GPV.
D.	Maths – Target for Y3 pupils – below age related expectation.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PP attendance in line with whole school – 98.27%
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Improved executive functioning as a result of regulated emotional health. – Higher rates of progress across all areas of the curriculum	Improved Pupil Achievement rates. Pupil Voice through – pupil profile feedback, Analysis / comparison of Scaled score - Hope Attach profiling, Executive Functioning Questionnaires.
B.	Improved reading outcomes for targeted pupils.	All pupils at least in line with expectation for Reading. Lexia Reading – Progress rates – pupils working at or above year gp expectation. Bug club Online reading programme accessed – pupils working at or above yr gp expectation. RWI – tracking demonstrates accelerated progress.
C.	Improved oral language for Year 2 child, which then is transferred to written work.	Pupil makes expected progress in Y2 SATS across all areas.
D.	Improved maths outcomes for targeted pupils.	Pupils to make accelerated progress to close the gap with peers by summer'18. Pupils to access curriculum through the use of pre-teach, SDI & additional maths interventions. Intervention Records and analysis of progress.

5. Planned expenditure					
Academic year		2017/8			
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 executive functioning as a result of regulated emotional health. – Higher rates of progress across all areas of the curriculum	Hope Attach Emotional Welfare Toolkit. – Key staff trained in implementing the programme to support and target pupils. Termly meetings with parents to review outcomes and strategies/interventions to support outcomes. On-going training & review of process as this is the first year of implementation Development of whole school emotional intelligence awareness through PDM.	We want to invest some of the PP in longer term change which will help all pupils. Research through the Hope Attach Toolkit demonstrates an improvement of pupils' emotional health and wellbeing will impact significantly on learning. Advice from Locality behaviour consultant Dean Cotton (PSB training Ltd)	Training from Hope Attach (2016-17) Parent, teacher, SENCO consultation to individually profile each pupil. Outcomes for the year set, Strategies, interventions, awareness in place. Monitored through review system – termly. Parental feedback – questionnaires. Updated Behaviour Policy and Emotional Intelligence display within all classrooms and reference by teacher linking to behaviour system.	Assistant Head	Feb 2017 4 x CG time, class teacher time & cover for the class For parental meetings. <u>£1,200</u>
A - Improved executive functioning as a result of regulated emotional health. – Higher rates of progress across all areas of the curriculum	Healthy Minds Project Whole school training for ALL staff: dinner staff, office, Building supervisor, TA's and teachers to support pupil's mental health and emotional wellbeing. 2 day training for Assistant Head & Learning Mentor. Involvement of school parliament to elicit pupil voice to share objectives and priorities throughout school.	Developed by Sheffield CAMHS working with ten pilot schools and has been recognised nationally as an example of good practice. Whole school approach which will directly benefit our target pupils to form positive attachments, emotionally regulate and then progress to their academic potential.	Whole school training for ALL staff: dinner staff, office, Building supervisor, TA's and teachers. Develop an action plan for school based on the Healthy Minds survey. This will cover further training needs, development of PSHE materials or school protocols to further support young people's emotional wellbeing.	Assistant Head Learning Mentor	March'17 2 x CG time, class teacher time & cover for the class x ½ day <u>£1,000</u>

B. Improved reading outcomes for targeted pupils.	Reading Reconsidered – KS2 RWI small group for target Y2/3 pupils	To ensure all PP pupils achieve at least expected levels and higher attainment for those already at expected levels. Train all teachers in practices to provide targeted reading comprehension strategies within mastery lessons. Small group RWI for target pupils	Course selected using evidence of effectiveness. Use LUTSA training package to deliver training. RWI manager to oversee and monitor pupil progress at 6 weekly points to ensure progress.	English lead / RWI Lead	Half Termly assessment points. <u>£2,535</u>
D. Improved maths outcomes for targeted pupils.	Implementation of the Mastery Maths – whole school approach with support from Mastery Maths Development Team throughout the year. Additional Training for Teaching assistants to target and scaffold vulnerable groups.	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. EEF report.	Course selected using evidence of effectiveness. LUTSA training package to deliver training. Lesson Study Programme. Jamie Heathcote Training. Peer observation of attendees' classes after the course, to embed learning . PUMA / Teacher assessments.	Maths Lead	Mastery Maths TA training – <u>£300</u>
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?
B. Improved reading outcomes for targeted pupils.	Lexia – Reading & Comprehension On line programme. Bug Club – on line reading programme	Lexia individualised Reading programme is a successful reading comprehension programme which carefully selects activities for pupils according to their reading capabilities – Evidence from partner academy school. Bug Club – successfully implemented at locality school & evidence of impact measures.	1 month free trial for each programme. With pre/post assessment measures. Learning mentor & HLTA to oversee delivery of programme to target pupils Class teacher monitors progress and home use.	Class teachers KS2 Literacy Lead	November 2017 £6,000 Lexia over 3 years so <u>£2000</u> for 2017/18 Bug club cost - <u>£449</u>

C. Improved oral language for Year 2 child, which then is transferred to written work.	2 x Weekly small group sessions in Vocabulary Improvement programme for Y2 pupil.	Narrative Improvement Programme for target pupil – evidence based programme which has achieved accelerated progress for pupils within school.	TA and teacher liaise regarding focus language to be targeted through the programme. Link to class based work. Pre / Post assessment Data.	Assistant Head Class teacher.	Mar 2018 <u>£624 per year</u>
D. Improved maths outcomes for targeted pupils.	Pupils to access curriculum through the use of pre-teach, SDI & additional maths interventions.	Evidence from EEF report - Pre teach. Same Day Intervention make significant impact upon pupils outcomes.	Math Co-ordinator / Assessment Co-ordinator analysis of data.	Math Co-ordinator A.Marsh Assessment Co-ordinator. P.Devitt.	
Total budgeted cost					
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 focus and priority set upon PP pupils.	PP progress PDM's	Staff to share overview of pupil progress with all staff in half termly PDM's. Summarising profile, QFT strategies, interventions and progress.	Tracking of PP pupils Parental views ascertained in reviews.	Assistant Head	Feb'18
Pastoral systems and processes support target pupils through accurate tracking and timely support.	CPOMS software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues.	CPOMS is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. CPOMS is being used in 75-80% of Sheffield school.	Staff training on system Safeguarding Team to monitor and review all logged cases and ensure appropriate follow up. System reviewed in PDM's to ensure correct categories generated.	Safeguarding Team: Head of School, Assistant Head Learning Mentor.	Spring 2 <u>£895</u>

Equality of opportunity for all.	Extracurricular Enhancement	Parents expressed a preference for this choice to enable their children to attend a range of educational visits, experiences, additional music lessons, art clubs and sporting opportunities.	Evidence of pupil progress and engagement. Parental Reviews / Feedback in parental survey.	Head of School / Assistant Head.	Spring 2 <u>£2,700</u>
Improved emotional health and mental wellbeing through whole school approach to emotional literacy.	PHSE teaching throughout school and small group nurturing structures to develop support chn with emotional difficulties. Update Behaviour Policy. Training for Nurture gps for 2 staff	Teaching Emotional Intelligence in Schools: An Evidence-Based Approach - Chapter · April 2016 DOI 10.1007/978-3-319-28606-8_13	MW to work with CG to implement Emotional Literacy display and creation of Emotional Regulation board for the whole class. Link to Health Minds project Mrs Heaton/Mrs McLoughlin to run social skill groups to develop effective communication and build relationships. Whole school PHSE programme.	Assistant Head / Mrs Wright.	<u>£1000</u> £100 per class
Total budgeted cost					£16,703

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
To improve quality first teaching through use of EAL friendly strategies.	Teacher training - EAL Champion	Successful in that we targeted specific teachers and used the strategies in their own classes.	This should have been shared for the whole school and built upon across school so that every member of staff had a shared understanding of EAL strategies. This now needs to be cascaded throughout school again and updated on a yearly basis. – Team to work on this focus. T.Marshall lead.	£600
To close the gaps between progress between PP and other pupils in St.Wilfrids.	Pre teach / Same day intervention.	Successful in that pupils made significant progress completing these programmes and allowed most pupils to make progress in line with expectations.	Now need to monitor if the progress is sustained through the next academic year. Best to start programmes in Autumn / Spring term as many interruptions in summer term due to trips and activities.	£2,700
To close the gaps between progress between PP and other pupils in St.Wilfrids.	Numbers First Class	Successful in that pupils made significant progress completing these programmes and allowed most pupils to make progress in line with expectations.	Highly effective intervention where pupils made on average of 5 months progress over 10 weeks. In future need to continue to build upon links with class teacher awareness of programme and successful strategies used in programme linked to classwork.	£1,800
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

Improved understanding of attachment issues for LAC and adopted pupils. Leading to improved outcomes.	Emotional Wellbeing and attachment Training for Schools	Mixed – teachers and key staff did benefit from the training and increased knowledge and understanding was gained. Now that needs to directly link to improved outcomes for target pupils.	Mixed – improved staff understanding of attachment difficulties need for regular work with parents for Plan – Do – Review approach.	£1,500
Improved understanding of attachment issues for LAC and adopted pupils.	Subscription to Adoption UK	As above	Mixed – shared to all but need to distribute more effectively eg regular updates in pdm's – CG.	£255
Improved understanding of attachment issues for LAC and adopted pupils.	Well being & Attachment Programme – Learning mentor work	As above.	Now need to build knowledge and understanding into a bespoke package for PPP pupils. Implementing the Hope Attach Toolkit.	£1,745
To raise attainment of pupils completing their SATS this year.	Learning Mentor (Role KS1 & 2) Mentoring Programme. & Meta cognition	Very successful especially in KS2 working on metacognition strategies.	Worked well in KS2 – is it appropriate for KS1. Focus for Y4 and above pupils.	£6,630 £4,387.5
To improve spoken language and understanding	NIP, VIP, LEAP programmes	Very successful – pupils all made excellent progress working through the levels this impacted on outcomes.	Worked especially well when TA's linked with class learning and shared outcomes and planning time with TA	£1,640

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
To improve focus and attention for Y4 pupil.	Update existing Sound field Systems.	Medium – child did demonstrate improved listening and attention and made accelerated progress in maths, reading and writing.	To implement this system in conjunction with coaching and meta cognition strategies to allow the child to self monitor and take responsibility / be more engaged through active learning for their own learning	£1,900
Equality of opportunity for all.	Financial support for residential and class trips	Medium – All chn were able to access all trips and residential to ease the financial burden on families.	Although this was a popular choice for parents – did this impact pupils outcomes. Need to do parental survey.	£2,182.5
Equality of opportunity for all.	Extracurricular Enhancement	Medium – All chn were able to access a range of extra curricular activities they would not have otherwise have accessed . Including sports, the arts and music.	Although this was a popular choice for parents – did this impact pupils outcomes. Need to do parental survey.	£600

			Total	£25,940
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk