

# Pupil premium strategy St.Wilfrid's Primary School 2018-19



1. Summary information					
School	St.Wilfrid's Primary School				
Academic Year	2018/19	Total PP budget	£17,720	Date of most recent PP Review	Termly
Total number of pupils	307	Number of pupils eligible for PP	12	Date for next internal review of this strategy	July 19

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%	94%
% making at least expected or above progress in reading end of KS2	100%	88%
% making at least expected or above progress in writing end of KS2	100%	95%
% making at least expected or above progress in maths end of KS2	100%	98%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	High Social, Emotional & Mental Health Need for Y6 & 4 pupils.
B.	Reading Comprehension - Y6, 3 & 4 pupils plus a focus for EAL PP
C.	GPV – Target for Y6, 3 & 4 PP pupil – need to improve oral language skills for the pupil to then improve GPV.
D.	Maths – Target for Y6, 3 & 4 pupils – below age related expectation.
<b>External barriers</b> ( <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 behaviours for learning as a result of regulated emotional health. – Higher rates of progress	Improved Pupil Achievement rates.

	across all areas of the curriculum	Pupil Voice through – Learner Profile Emotional Literacy Assessment Forms
<b>B.</b>	Improved reading outcomes for targeted pupils.	Improved progress rates for reading demonstrated on RWI fluency test, SALFORD, Benchmarking
<b>C.</b>	Improved oral language for Year 6, 3 and 4 children, which then is transferred to written work.	Pupil makes expected progress across all areas.
<b>D.</b>	Improved maths outcomes for targeted Y6 and Y4 pupils.	Pupils to close the gap with peers by summer 19 Pupils to access age related expectation curriculum through the use of pre-teach, SDI & additional maths interventions. Intervention Records and analysis of progress. Early Bird Maths sessions. Additional targeted daily maths to improve place value and calculation fluency – Precision Teaching. Maths specialist teacher to target Y6 pupils.

5. Planned expenditure					
Academic year	2018/19				
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 behaviours for learning as a result of regulated emotional health. – Higher rates of progress across all areas of the curriculum	Meta cognition – Rosendale research project	<b>Education Endowment Foundation</b> Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	Training for P.Devitt / D.Evans Disseminated to staff Used in all classrooms Monitoring by P.Devitt Updated staff training Part of research project	P.Devitt <b>D.Evans</b>	June'19
A - Improved well being and mental health as a result of regulated emotional health. – Higher rates of progress across all areas of the curriculum	<b>Healthy Minds Project</b> Healthy Minds Project working with Dr. Robert John from CAMHS to develop whole school strategies to support mental health of staff and pupils. Investment in whole school approaches to support and develop mental health and wellbeing. Development of structure to support whole school approach through the Pastoral Team working closely with staff and analysis of data (through CPOMS) will impact significantly on learning.	Developed by Sheffield CAMHS recognised nationally as an example of good practice. Whole school approach which will directly benefit our target pupils to ensure positive relationships and communication to support mental health. Advice from CAMHS team Dr Robert John through the Healthy minds Project.	Continuing whole school training for ALL staff: dinner staff, office, Building supervisor, TA's and teachers building on from the Healthy Minds Action plan Development of PSHE materials or school protocols to further support young people's emotional wellbeing.	Assistant Head Learning Mentor	June'19

B. Improved reading outcomes for targeted pupils through improving comprehension skills..	Improved home / school reading materials to develop book club groups. This approach to be combined with <a href="#">Metacognition learning</a> techniques and <a href="#">Phonics</a> to develop reading skills.	Research among locality & Catholic schools and 'what works well' to improve motivation for reading. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	KS2 Literacy lead Mrs Pearson to research popular modern literary recommended texts. To work closely with St. Maries and St.Thomas' Literacy leads and English Mastery specialist teacher RWI Lead – L.McKerrow to embed quality first teaching approaches in KS2 classes	English lead – Kerry Pearson. RWI Lead – L.McKerrow	Termly assessment points.
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 Teachers & 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.	Maths Mastery Specialist / Maths co-ordinator Amanda Marsh to oversee, train and target key teachers and TA's to support target pupils. PUMA / Teacher assessments.	Maths Lead	Mastery Maths TA training
<b>Total budgeted cost</b>					£8,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Improved reading outcomes for targeted pupils.	Lexia – Reading & Comprehension On line programme.  RWI small group for target Y2 pupils Y3 and Y4 groups Year 5 and 6 group	Evidence based progress measures. Computer-based tutoring approaches Lexia to improve reading comprehension	RWI lead LMCK to monitor and evaluate	Class teachers  KS2 Literacy Lead	Termly  6 weekly phonics checks

C. Improved oral language for Year 3 & Y4 which then is transferred to written work.	Mastery English, Maths and focused vocabulary work in wider curriculum subjects. Narrative Improvement Programme x 2 per week.	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.	<u>Termly</u>
D. Improved maths outcomes for targeted pupils.	Pupils to access curriculum through the use of pre-teach, SDI & additional maths interventions. Small group – maths specialist teacher to work with target groups. Mrs McLoughlin Mrs Kirwan Mrs Francis	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.	Termly
A - Improved well being and mental health as a result of regulated emotional health. – Higher rates of progress across all areas of the curriculum	<b>The Friends Programme</b> – Key staff trained in implementing the programme to support and target pupils. Parental and pupil voice is included in assessment and planning. <b>Gritstone</b> – outward bound opportunity for target pupils. <b>Music Therapy</b> for target pupils	Recommendation from Educational Psychology team And specialist social worker team.	Termly Review process Learner Profiles Analysis of Signs of Safety feedback sheets.	Pastoral Support Team	Termly
<b>Total budgeted cost</b>					£7,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Increased focus and priority set upon PP pupils.	PP progress PDM's	Staff to share overview of pupil progress in pupil progress meetings. Summarising profile, QFT strategies, interventions and progress.	Tracking of PP pupils Parental views ascertained in reviews.	Assistant Head / Assessment Co-ordinator	Termly
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.	Pastoral Team	Termly
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.	Termly
<b>Total budgeted cost</b>					£2,720

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 executive functioning as a result of regulated emotional health. – Higher rates of progress across all areas of the curriculum	<b>Hope Attach Emotional Welfare Toolkit.</b> – Key staff trained in implementing the programme to support and target pupils. Termly meetings with parents to review	Successful in that the approach was disseminated throughout the whole school. It identified that some pupils had an underlying SEND need that required further investigation and approaches. It supported in the identification of 16 % of pupils have additional needs.	Now this approach is continuing to be embedded throughout school – clear specific outcomes to be set for individual pupils who require over and above quality first teaching,	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	<b>Healthy Minds Project</b> Whole school training for ALL staff: dinner staff, office, Building supervisor, TA's and teachers to support pupil's mental health and emotional well-being	As above	As above. Target pupils to now have Learner Profiles and support plan.	£2,700
B. Improved reading outcomes for targeted pupils.	Reading Reconsidered – KS2 RWI small group for target Y2/3 pupils	We want to ensure that all PP pupils achieve at least expected levels and also higher attainment for those already at expected levels. We want to train all teachers in practices to provide targeted reading comprehension strategies within mastery lessons. Small group RWI for target pupils 75% of pupils reached expected or above expectations throughout the school.	Continue to target the pupils with small group phonics until meet the fluency requirements in order to then develop and support comprehension skills.	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	Successful for the majority of pupils now need to target pupils with additional need. 75% of pupils reached expected standards.	Now need to target specific pupils through Learner Profile and support plan using the Sheffield support Grid and graduated response.	Mastery Maths TA training – <u>£300</u>
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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
B. Improved reading outcomes for targeted pupils.	Lexia – Reading & Comprehension On line programme.	For those pupils that used Lexia consistently they made good progress.	Need to formalise the timings of Lexia to ensure it is used consistently in each class and parents are supported to use it at home.	November 2017 £6,000 Lexia over 3 years so <u>£2000</u> for 2017/18
D. Improved oral language for Year 2 child, which then is transferred to	2 x Weekly small group sessions in Vocabulary Improvement programme for Y2	Extremely effective programme.	TA and teacher liase regarding focus language to be targeted through the programme. Link to class based work. Pre / Post assessment Data.	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	High impact	Now timetabled so can be seen on each class intervention timetable.	£2000

## 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
Increased focus and priority set upon PP pupils.	PP progress PDM's	Teachers now report they feel increasingly confident to address the needs of all pupils in their class	Tracking of PP pupils Parental views ascertained in reviews. Supplement this with the use of the Sheffield Support Grid exemplification document and a graduated response.	£400
Pastoral systems and processes support target pupils through accurate tracking and timely support.	CPOMS software application for monitoring child protection, safeguarding and a	Excellent impact – pastoral team meeting regularly to review incidents and ongoing cases.	Linking with MAST and support offer where it is needed. Regular weekly meets ensure issues are addressed quickly and action taken.	<u>£1,244</u>



Equality of opportunity for all.	Extracurricular Enhancement	A number of PPP parents have expressed that this is very important to them to allow their child to access a range of opportunities.		Spring 2 <u>£2,700</u>
Improved emotional health and mental wellbeing through whole school approach to emotional literacy.	Emotional Literacy display and 'cosy area' to all classrooms where pupils have	This continues to be embedded throughout school and impacts on the culture of the school.	Continue to develop with the introduction of the more structured PHSE association scheme and the Christopher Winter Relationship policy.	<u>1000</u> £100 per class
			Total Spend	£16,703

## 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](http://www.aschool.sch.uk)