

# Pupil premium strategy St.Wilfrid's Primary School 2019-20



1. Summary information					
School	St.Wilfrid's Primary School				
Academic Year	2019/20	Total PP budget	£9,240	Date of most recent PP Review	Termly
Total number of pupils	310	Number of pupils eligible for PP	10	Date for next internal review of this strategy	July 20

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	50%	75%
% making at least expected or above progress in reading end of KS2	50%	79%
% making at least expected or above progress in writing end of KS2	50%	88%
% making at least expected or above progress in maths end of KS2	50%	92%

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> )	
<b>A.</b>	Reading Fluency (Year 5:) which impacts upon Reading Comprehension - Y6
<b>B.</b>	Vocabulary Gap EAL / Language Barrier which impacts upon - GPV – Target for Y6, 3 & 4 PP pupil – need to improve oral language skills for the pupil to then improve GPV.
<b>C.</b>	Gaps in Maths subject knowledge due to underdeveloped vocabulary gaps– Target for Y5
<b>D.</b>	Communication & Interaction issues which require quality first teaching with knowledge of Autism friendly approaches
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved outcomes for pupils in Reading (fluency & comprehension)	Improved Pupil Achievement rates.

<b>B.</b>	Improved subject knowledge and vocabulary which improves GPV	Improved Pupil Achievement rates.
<b>C.</b>	Improved Maths outcomes	Improved Pupil Achievement rates.
<b>D.</b>	Pupils accessing all areas of the curriculum with peer group.	Learner profile and parental feedback in Review process.

5. Planned expenditure					
Academic year		2019/20			
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?
To Improve reading fluency in order to improve comprehension skills.	<p>Classrooms become 'reader ready' areas with concentration on book areas and promoting reading. Build in use of speed sound charts to reinforce strategies taught in KS1</p> <p>Increase availability of non-fiction books</p> <p>Change book banding system for home readers Y2 – Y6 accessing book banded books as home readers</p> <p>Story times Plugging and developing vocabulary</p>	<p>The most significant barrier to comprehension of written texts is that of reading fluency. David Didau</p>	<p>School to introduce on line library – Renaissance. Staff to read aloud Non fiction texts that will extend pupils knowledge of the world and illustrate a current topic. Classes to make topic non fiction books including photographs of places visited, visitors into school and activities carried out See challenge checklist Staff trained in 'Talk through topics '</p> <p>Staff trained in ' Talk through stories' to develop vocabulary All staff to choose list of stories to read aloud every half term</p>	LMCK /KP	<p>Half termly Accelerated Reader, Gemma Books, Training</p> <p>£2,233.80</p>
To improve vocabulary, subject knowledge and retrieval strategies	<p>Story times Plugging and developing vocabulary through subject specific texts.</p> <p>Adopting Rosenshine's Principles to develop The Principles of Instruction.</p>	<p>Principles of Instruction – Research based strategies that all teachers should know. Barak Rosenshine</p>	<p>Staff trained in 'Talk through stories' to develop vocabulary . All staff to choose list of stories to read aloud every half term Children's vocabulary is extended through familiar stories. Children use the range of language independently .</p>	Louise Clements	<p>Half termly.</p> <p>PDM - £400</p>

			All staff provided with Tom Sherrington's Principles in Action. PDM time to work on each of the 4 strands.		
Improved Maths outcomes	Maths Mastery Programme.  Maths Meeting	The Maths Mastery programme has been designed on principles to provide learners with a deep conceptual understanding of mathematical principles, the ability to confidently communicate in precise mathematical language, while becoming mathematical thinkers. The programme can be delivered with confidence in the knowledge that if a student understands the core principles, they will be able to remember more and do more maths, in whatever context they encounter it.  Evidence based research to develop fluency.	Maths Mastery Lead to ensure Quality First Teaching and ongoing specialist support  Classroom resources and planning support for chosen year groups.  Mathematics Mastery – Subject Knowledge Enhancement Workshop (SKEW)	Amanda Marsh	<u>Half Termly</u>  £1,200
Improved provision for Communication & Interaction issues which require quality first teaching with knowledge of Autism/ ADHD approaches friendly approaches	Mighty Minds Project  Family Action ADHD programme	Education Psychologist Recommendation	2 x Staff trained in Mighty minds principles. Link to PHSE session in class		Training £200
<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>To Improve reading fluency in order to improve comprehension skills.</b>	RWI – fluency groups  Echo Reading Strategy	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.  Jennings, Caldwell, and Lerner (2014), "in echo reading, teachers help students match the spoken word with the printed word" (p. 165).	<b>Trained staff Pre/Post assessment X 5 session per week</b>  <b>Trained staff Pre/Post assessment X 3 session per week</b>	<b>LMCK JB</b>  <b>KP FC &amp; teachers</b>	6 weekly  March '2020  £1,800 LMck time, Gp time.
To improve vocabulary, subject knowledge and retrieval strategies	The Narrative Improvement Programme	Evidence based programme delivered by Speech & Language therapy team – Sheffield NHS Wave 2 intervention	<b>Trained staff Pre/Post assessment X 12 sessions</b>	CG JC	Termly  £1,560
Improved Maths outcomes	Pre teach and Same Day Intervention  Filling the Gap intervention	Evidence based programmes	<b>Trained staff Pre/Post assessment X 10 sessions</b>	A Marsh  JB	Half termly As above from maths

### iii. Other approaches

<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	£200
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. Weekly Pastoral Team sessions (Head, Assistant Head, Learning Mentor)	Pastoral Team	£600

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.	£1,046.20
					£1,846.20

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 behaviours for learning as a result of regulated emotional health. – Higher rates of progress across all areas of the curriculum	Metacognition	<b>Education Endowment Foundation</b> Metacognition and self-regulation approaches have had a consistently high levels of impact, with pupils making an average of seven months' additional progress.	Need to continue to consolidate and reflect on approach to Metacognition as a school. Continue to have training & updates with staff to allow time for reflection.	Metacognition Lead  Head of School
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	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
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

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
<b>Total budgeted cost</b>				£8,000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
B. Improved reading outcomes for targeted pupils.	Lexia – Reading & Comprehension On line programme.  RWI small group for	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
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	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.
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-
A - Improved well being and mental health as a result of regulated emotional health. – Higher rates of progress across all areas of the	<b>The Friends Programme</b> – Key staff trained in implementing the programme to support and target	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
<b>Total budgeted cost</b>				£7,000
<b>iii. Other approaches</b>				



<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</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
Pastoral systems and processes support target pupils through accurate tracking and timely support.	CPOMS software application for monitoring child protection, safeguarding and a	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
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.
<b>Total budgeted cost</b>				£2,720

## 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)