

Worplesdon Primary School



Pupil Premium Strategy Statement 2017 to 2018

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Summary information

School	Worplesdon Primary School				
Academic Year	2017-2018	Total PP budget	£57,340	Date of most recent PP Review	None to date – scheduled for Summer term
Total number of pupils	454	Number of pupils eligible for PP	3 (infants) 59 (juniors)	Date for next internal review of this strategy	July 2017

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Attainment

EYFS Attainment		
EYFS	% of children achieving a good level of development	
Good level of development	Pupils eligible for PP (Worplesdon Primary School) Cohort: 3 children	Pupils not eligible for PP (national average) Cohort: 56 children
	67%	73%
KS1 Attainment		
KS1 National Curriculum	% of children met end of KS1 expectations	
	Pupils eligible for PP Cohort: 1 children	Pupils not eligible for PP Cohort: 58 children
Reading	0%	74%
Writing	0%	67%
Maths	0%	78%
KS2 Attainment		
Subject	% of children met end of KS2 expectations	
	Pupils eligible for PP Cohort: 12 children	Pupils not eligible for PP Cohort: 47 children
Reading	75%	87%
Grammar, Punctuation and Spelling	75%	85%
Writing	83%	72%
Maths	58%	87%
Combined EMW attainment	58%	66%

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Desired Outcomes (Desired outcomes and how they will be measured)		Success criteria
A	Accelerated progress to close the gap (Measure by data, learning walks, book sampling)	The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points as shown in data, learning walks, observations, work sampling, individual case studies.
B	Build confidence and independence in children (Measure by learning walks, book sampling, data analysis)	Parent and children questionnaires show 95% agree or strongly agree : they feel safe at school; is well looked after at school; the school makes sure children are well behaved; school deals effectively with bullying; the school is well led and managed. 100% of formal observations and informal learning walks at break and lunchtimes judge behaviour and personal development good or better. Observations of the delivery of the PSHCE curriculum show that pupils are taught how to keep themselves safe.

Planned Expenditure

Academic year 2017-2018

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

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	Next implementation Review
Improve the teaching of a mastery curriculum.	Use of consultancy support during PPA and during moderation Team teaching amongst staff Staff training	Learning walks and professional dialogue with staff showed that swift training was required in the new teaching methods required for teaching a mastery curriculum.	Through learning walks and consultation with staff agree way forward Use of high quality specialists / consultants Provide non contact time for staff to implement ideas Support by senior leaders	Head	Termly School Improvement Visits
Increase the proportions of children receiving high quality feedback in daily lessons.	Intensive training for teachers and begin training for support staff, in accordance with the Sutton Trust report findings i.e. increasing the amount of high quality feedback to children.	Sutton Trust research shows that high quality feedback within lessons has the greatest impact on progress.	High quality training Team teaching Learning walks and supportive feedback	Assessment Leader Deputy	Termly

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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	Next implementation Review
Rigorous performance management ensures CPD is specific and effective.	Teacher training to monitor the impact of Teaching Assistants to enhance the level of support children receive.	Sutton Trust research shows that where support staff are well trained they are able to provide high quality feedback within lessons has the greatest impact on progress.	Training for staff in performance management Ensure training needs are identified and built into staff programme Monitor impact and provide further support as needed	SLT	February & July 2018
Accelerated progress to close the gap	Teaching to mastery	Most recent research Data analysis shows that specific gaps were identified and more teaching was required to secure this learning before moving on	Training of assessment model Coaching and mentoring of staff and teaching methods used Explore new teaching methods for mastery curriculum	Senior leaders	Termly
Build confidence and independence in children	Increase the opportunities for independent learning	Case study scrutiny shows that some of our children not achieving expectations lack confidence and are not willing to move out of their comfort zones as they would prefer not to make mistakes. Data analysis shows some children struggling to apply skills independently	Further training and implementation of our assessment tool. Peer observations of reception classes followed by professional dialogue of how to build upon this model of self-choice and independence. Use of House Captains to support infant children at lunchtimes to apply taught social skills	SENCO & inclusion leader	Termly

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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	Next implementation Review
Build confidence and independence in children	Re-design behaviour policy with whole staff Review and adapt lunchtime staffing	When behaviour is strong, children feel safe and ready to learn Observations show that a higher staff to child ratio is needed at lunchtimes so that friendship issues can be resolved swiftly leading children to be ready to learn	External consultancy support to review and re-write our Behaviour Policy, involving all staff and children within the process Clearly communicate the policy with children, staff and parents Increase the number of staff at lunchtimes and provide training Senior leaders to monitor	Head teacher	Summer term
Accelerated progress to close the gap	Fine tune progress data and identify gaps, leading to intervention groups	2016-17 data analysis identified key strands where children did not achieve so well (e.g. improve inference skills)	Revise medium and short term plans to ensure more teaching opportunities are found to teach those areas identified. Purchase new resources Learning walks, planning scrutiny, work sampling. Use Reading Expert to lead interventions in years 1, 2, 3	Senior leaders SENCo	Summer term

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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	Next implementation Review
Provide emotional support so that the children are ready to learn.	Bereavement counselling. Emotional literacy support (ELSA) Home School Link Worker.	Research shows that mental health is a significant barrier to children’s achievement	Secure funding for training Half termly progress reviews will identify those children requiring additional support Inclusion leader and & SENCO to monitor children’s progress and ensure where progress is slow, intervention is reviewed and adapted	SENCo & Inclusion Leader	Summer term
Accelerated progress to close the gap Build confidence and independence in children	Paying for clubs including breakfast and after school club	There is strong evidence that additional tutoring can accelerate progress Extra curricular activities can improve self confidence and independence	Regular homework support in small groups at a weekly homework club Set up opportunities for children to complete homework at BFC & ASC Increase the number of additional clubs	Head	Summer term
Full access to the curriculum.	Funding of trips.	Self esteem will be improved and children feel fully included within their class resulting in good emotional well being.	Advertise support in funding SBM closely monitor where children not going to attend trips & head teacher to follow up with financial support offered as appropriate	SBM Head	Summer term
Total budgeted cost					£57,340