



# Pupil premium strategy statement 2017/18

1. Summary information					
<b>School</b>	Wilbury Primary School				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£414,460 (based on current pupil number)	<b>Date of most recent PP Review</b>	September 2017
<b>Total number of pupils</b>	915	<b>Number of pupils eligible for PP</b>	308 (rec – y6) 4 LAC + 1 service	<b>Date for next internal review of this strategy</b>	December 2017

2. Current attainment			
	<i>Pupils eligible for PP (your school) 2017</i>	<i>National average 2017</i>	<i>National 'other' 2017</i>
<b>% achieving expected standard in reading</b>	67.2	71	77
<b>% achieving expected standard in writing</b>	73	76	81
<b>% achieving expected standard in maths</b>	73.1	75	80
<b>% achieving expected standard in reading, writing, maths combined</b>	61.2	61	67
<b>% achieving expected standard in GPS</b>	80	72	81

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>	Children start with very low starting points – 2s provision for deprived children – data shows TWOs still lag behind on language and reading– reading support needs to continue into Reception following the cohort to ensure they catch up.
<b>B.</b>	Year 1 data shows clear gaps between PP and Non-PP outcomes particularly in reading. High quality intervention groups and a large number of RWI groups are required to raise standards quickly by the end of year 1 – phonics test and moving into year 2.
<b>C.</b>	High ability pupils who are eligible for PP do not achieve the higher levels by the end of year 6 compared to non-PP
<b>D.</b>	Being a large school with nearly 40% of children being eligible for PP, capacity needs to be created to allow more effective monitoring of progress of PP pupils, ensuring interventions are clearly targeted, have significant impact and are value for money.

<b>External barriers</b> ( <i>issues which also require action outside school</i> )	
<b>E.</b>	Very low entry language skills, either through EAL issues or poor role models for language
<b>F.</b>	46.55% of pupils with persistent absence during 2016/17 were Pupil Premium children

<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To raise standards of speaking, reading and writing in Reception and into year 1 for PP children To raise PP children phonic standards by the end of year 1	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. The difference currently in year 1 reduces by July 17.
<b>B.</b>	To raise standards of reading + writing + maths (combined) for PP children in year 6	PP children show accelerated progress so that, by the end of year, they are in line with non-pp children in the year group.
<b>C.</b>	To increase the numbers of PP children attaining higher scores at the end of year 6 (working at greater depth) in all areas.	PP children at the end of year 6 exceed the ARE in reading in similar proportion to non-PP
<b>D.</b>	A much more detailed view of the progress of PP children will be held by the Head of Department who can intervene quickly as necessary to ensure support/provision in class and in interventions, for PP children is effective in raising outcomes	PP children receive the necessary support/provision to improve standards. All PP children are identified in class and within the department effectively to provide impact
<b>E.</b>	To increase the number of children coming through from 2s + 3s into Reception who have had significant language input – (all children in 2s provision will be from deprived PP group). To improve children's S+L through Reception into year 1	End of EYFS data shows outcomes above those who have not been in our provision. Assessments show clear improvements in S+L for all children who receive support
<b>F.</b>	The persistent absence figure for the school reduces to national level and Pupil Premium persistent absence is equal to non PP	Pupil Premium children show increased attainment outcomes as a result of improved attendance

## 5. Planned expenditure

Academic year

2017/18

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. To raise standards of speaking, reading and writing in Reception for PP children	Staff training on RWI  EY -Small group RWI to start earlier than in previous years using 12 EYFS staff	All new staff need to be confidently delivering RWI.  Evidence from pilot last year shows that starting systematic small groupwork for RWI in Reception is effective in raising standards.	2 days bought in training for all EY and KS1 staff- 35 staff trained – Sept 17	HoD FS	Dec 17
B. To accelerate progress through year 1 in reading and maths	Training for all staff on RWI  Year 1 assessment Oct 17 using phonics test 16.  Intervention senior TA to teach groups of targeted children daily in phonics and maths.  Intervention TA (2 days) to develop language on targeted children	Evidence from same action last year enabled children to be more effectively targeted with interventions  Targeted high quality interventions had significant impact on raising standards for PP children and others	2 days bought in training for all EY and KS1 staff- 35 staff trained – Sept 17  HoD KS1 to oversee assessment and target groups. To re-assess children's outcomes across year group and within targeted groups at end of term and see impact.	HoD KS1	Dec 17

<p>C.</p> <p>To increase the numbers of PP children attaining higher scores at the end of year 6 (working at greater depth) in all areas.</p>	<p>Training for all staff on Fluency in reading.</p> <p>Two non-class based job share teachers with excellent experience, to teach top set year 6 literacy</p> <p>Release for staff to visit other schools to learn from best practice.</p>	<p>All teachers to understand reading development and the importance of fluency for stamina by the end of year 6.</p> <p>50% (14/27) of top set are PP – high quality teaching in set to enable all PP to achieve higher level</p> <p>Sharing best practice from schools achieving well in reading</p>	<p>INSET programme</p> <p>Allocated daily to set</p> <p>Release organised by DHT</p>	<p>DHTs</p>	<p>Dec 17</p>
<p>D. A much more detailed view of the progress of PP children will be held by the Head of Department who can intervene quickly as necessary to ensure support/provision in class and in interventions, for PP children is effective in raising outcomes</p>	<p>HoDs to replace role of Interventions Manager (role deleted).</p> <p>To monitor closely their department PP children to ensure progress</p>	<p>HoDs manage 8 classes within their department. Evidence last year showed that their monitoring of PP ensured PP receive necessary support, make good progress and monitor use of PP monies for individual children.</p>	<p>HoDs to al have detailed information of PP children in Department. Progress meetings show who is not at ARE.</p> <p>HoDs to monitor in class assessment data and books, as well as pupil conferencing, to ensure accelerated progress.</p> <p>HoDs discuss interventions with Assessment DHT /Inclusion AHT regularly, allowing them to intervene at the point of learning more effectively.</p>	<p>HoDs</p>	<p>Dec 17</p>
<p><b>Total budgeted cost to include:</b>  <b>Staffing costs – 4 HoDs (AHT) – 50% + job share teachers</b>  <b>RWI training costs</b>  <b>RWI cover costs for training</b>  <b>Resources</b></p>					<p><b>£220,000</b></p>
<p>Review</p>					

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?
A. Improved oral and reading skills in Reception and into KS1	Small group and 1:1 reading with PP children  Reading Recovery Adult Supported reading Speech Bubbles (S+L)	Early intervention most effective – e.g. <i>'Early Intervention: smart investment, massive savings'</i> , report 2011. Very experienced Reception teachers non-class based to provide early reading support and Speech and Language interventions to catch up	Baseline assessment for all children carried out in first week. Children selected for reading interventions (HA and PP) – groups/1:1 to start by week 3  Groups to be assessed and reviewed after 6 weeks	HoD EY HoD KS1	Dec 17
B. To raise standards of reading + writing + maths (combined) for PP children in year 6	Booster groups after school    Non-class based teacher to support in year 6 reading and maths	Working in smaller groups will allow children to focus more, ask questions and receive more teacher input than in a full class group.  Many of our children do not read at home. This provides an extra opportunity to read together with a teacher daily  To provide small group opportunities for conferencing and feedback which is most effective at moving children on.  To offer high quality, modern reading books for children to read at home teacher input weekly over breakfast. To allow smaller group work with highly skilled teacher in maths sets and reading groups	Attendance registers kept. Any outcomes (quiz/tests etc) kept as evidence. Reading records monitored.  Attendance registers kept. Parents contacted to regularly to discuss progress.  Assessment outcomes  Assessment outcomes	DHT for assessment  HoD KS2U	Dec 17

<b>Total budgeted cost –</b> <b>Staffing costs – intervention reading teachers in Reception and year 1+2</b> <b>Staffing costs – booster groups in year 6 &amp; extra teaching support year 6</b> <b>Resources</b>	<b>£130,000</b>
<b>Review</b>	

iii External Barriers					
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
E. To increase the number of children coming through from 2s + 3s into Reception who have had significant language input – (all children in 2s provision will be from deprived PP group). To improve children's S+L through Reception into year 1	To re-organise staffing to allow increased numbers to meet ratios for 2s in Autumn term and to provide separate 3 year-old provision  To provide LASS programme for children in Reception through to Y1	Early intervention most effective – e.g. <i>'Early Intervention: smart investment, massive savings'</i> , report 2011.  Analysis of our data shows children who started at 3 years old in Jan 2015 achieved significantly better outcomes at end of EYFS than others. No 2s have yet moved through the whole EYFS but data also shows higher levels on entry to Nursery if children have been in 2s	Staff from 3s to go into 2s from Sept to allow intake of 24 for the first term. To then ensure they can move to 3s/Nursery from January.	H/T  Head of EY	Dec 2017
F. The persistent absence figure for the school reduces to national level and Pupil Premium persistent absence is equal to non PP	Parent Support Advisor to target key year groups where PA for PP pupils is particularly high and the difference is largest – years 1 and 2 PSA to meet with parents regularly Attendance officers to target these year groups	Attendance is one of the key markers of success at GCSE level. Reducing persistent absence at a young age will improve the life chances of these pupils.  Analysis of the data shows that overall attendance across the school shows very little difference between PP and non PP pupils. However, the difference is very evident in the data for persistent absence.	DHT to monitor actions of PSA and attendance officers, ensuring PA PP children are targeted effectively.	DHT (attendance)	Dec 2017

<b>Total budgeted cost to include:</b> <b>Specific 3 year old staffing</b> <b>EAL support staff</b> <b>Nurture group (additional costs only)</b> <b>PSA</b>	<b>£80,000</b>
<b>Review</b>	

<b>Additional detail</b>
<p>We also receive some Early Years Pupil Premium. This is likely to increase as our new families apply for the EYPP. Currently we are targeting reading and speaking in Nursery through story- telling and some EAL support.</p> <p>For our Looked After Children, the Pupil Premium allocation is reviewed twice annually at the Lac Review and the PEP meeting.</p> <p>A few specific enrichment activities are funded by Pupil Premium for those eligible for it.</p>