

## Pupil premium strategy statement:

1. Summary information					
School	St Wilfrid's CE Primary School				
Academic Year	2016/17	Total PP budget	£95,040.00	Date of most recent PP Review	September 2015
Total number of pupils	317	Number of pupils eligible for PP	72 (23%)	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
KS 2 Attainment 34 children	Pupils eligible for PP (9 pupils)	Pupils not eligible for PP ( <i>your school/national Y6</i> )
% achieving expected standard or above in reading, writing and maths	11.1%	60%
% achieving expected standard or above in reading	33.3%	71%
% achieving expected standard or above in writing	66.7%	79%
% achieving expected standard or above in maths	11.1%	75%
% achieving expected standard or above in GPS	33%	78%
Average progress in reading (or equivalent)	-1.69	-0.79
Average progress in writing (or equivalent)	1.69	1.27
Average progress in maths (or equivalent)	-3.22	-0.52

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>	The number of children meeting ARE within their year group for Maths of Pupil Premium children is not as strong as in other subjects.
<b>B.</b>	Pupils who are eligible for PP are making less progress than other pupils across KS1 and KS 2 in GPS and the phonics screening programme.
<b>C.</b>	Literacy skills (both reading and writing) are lower for a majority of our PP children in KS 2
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

D.	Attendance rates monitored throughout the year
E.	Lack of routine (sleep, food, homework,)

#### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher rates of progress across KS 1 and KS 2 for all pupils, particularly in maths	End of KS 2 measures will indicate both good progress and attainment for our PP children when compared with national non-PP children.
B.	Higher rates of progress across Year 1 for the number of children passing the Year 1 phonics screening programme and in KS 2 for GPS.	End of KS 2 measures will indicate both good progress and attainment for our PP children when compared with national non-PP children.
C.	Increase quality of literacy particularly amongst those pupils in UPKS 2	PP pupils will be working at, at least age related expectations in reading and writing regardless of year group.

#### 5. Planned expenditure

Academic year	2016/17				
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.					
<b>i. Quality of teaching for all</b>					
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?
Development of whole school sense of number calculation policy and school aims including pupil self-assessment, use of visuals and resources in maths and creating effective learning environments.	Key Stage Learning Teams	Foci for those who have been chosen in line with whole school development plan.	Learning Teams are led by Phase leaders (Senior Managers) who are in turn held to account by Senior Leaders	Deputy Head	January 2017

Improve progress for all pupils	Professional Learning Focus on Marking and Feedback and a focus on self-regulation approaches	The EEF Teaching and Learning Toolkit cite feedback as one of the most significant factors affecting pupil progress. Focus on self-regulation techniques	Use of Professional Learning Meetings to deliver staff training. Marking and Feedback Policy to be reviewed by Senior Leaders. Possible external trainers on self-regulation and mindsets.	Assistant Headteacher /Deputy Headteacher	Spring 2017
Developing confidence in literacy skills	Staff professional learning to focus on communication	The quality of pupils' oral language and confidence in learning has a direct impact on rates of progress. Focus on oral language which adds up to 5 months progress according to the EEF Teaching and Learning Toolkit	Use of Professional Learning Meetings to deliver staff training and additional training for support staff Whole school Curriculum Week (Spring 1)	Assistant Headteacher / English Lead	Spring 2017
Improved maths provision for all children in KS 1 maths	Singapore Maths Scheme and Training	This is an approach, originally developed in Singapore, to teaching students to learn and master fewer mathematical concepts at greater detail as well as having them learn these concepts using a three-step learning process. The three steps are: concrete, pictorial, and abstract. This will appeal to different learning styles.	Learning Teams are led by the Phase leaders and the Mathematics lead will monitor teaching and learning. Each are in turn held to account by Senior Leaders	Maths Lead and KS 1 Lead	Half Termly

Improved provision for writing and reading, use a text based approach to teaching.	Literacy Reading Company training and scheme Scheme	To support the introduction of shared reading in school. All children are to have their own copy of texts read during Whole Class Shared Read. Boxes of Topic books to support and enrich the curriculum.	Learning Teams are led by the Phase leaders and the English leads will monitor teaching and learning. Each are in turn held to account by Senior Leaders	English Leads (inc Assistant Headteacher )	Half termly
<b>Total budgeted cost</b>					<b>£60,809.00</b>
<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>
Excellent progress and identification of further strategies for support	Additional monitoring by SLT (lesson observations, book scrutiny, case studies)	Teaching School Council report on Effective Pupil Premium Reviews (May 2016) discusses the importance of a cycle of monitoring and evaluation of current practice.  Additional teacher in KS 1 to ensure smaller teaching groups.	Range of specific monitoring schedules by SLT to monitor progress and impact of strategies.	Assistant Headteacher	Half termly
Excellent progress and identification of further strategies for support	Additional tracking for PP pupils (inc specific meetings/monitoring)	Ofsted School Inspection Handbook (August 2016) (181) "For current pupils, inspectors will consider the impact of what a school is doing to reduce any differences in progress and attainment between disadvantaged and other pupils with the same starting points. In doing this, inspectors will take into account the progress and attainment of non-disadvantaged pupils nationally with the same starting point."	Additional pupil progress meetings scheduled with Senior Leaders	Headteacher  Deputy Headteacher	Half termly from Autumn 2

Ensure provision for Pupil Premium pupils has maximum positive impact.	Nominate PP Governor at December's Governor meeting	Ofsted School Inspection Pg. 41 cites the importance of Governors systematically challenging school leaders. Importance of support from governors to ensure progress.	Issues/updates to be followed up on in half termly LGB meetings.	Assistant Headteacher with nominated Governor	At 6x yearly LGB meetings
<b>Total Budgeted Cost</b>					<b>£ 24,234.00</b>
<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>
Development of confidence and academic skills through wider school experiences.	Funding for educational visits (inc. residential) and other extra-curricular experiences including football opportunities.	EEF reports extra-curricular pursuits including 'Outdoor Adventure Learning', Sports and Arts participation as adding 2-3 months progress.	Continue to offer funding to families of PP children.	Head Teacher	July 2017
Enhance the social and emotional development of pupils	Whole school focus on difference and diversity including respect (inc Black History Month) and Disability awareness) Staff training on attachment in association with Manchester Healthy Schools	DFE Report (2015) reports that successful schools have an 'individualised approach to addressing barriers to learning and emotional support.'	Link with School development plan	Deputy Headteacher (SENDCo) and PHSE Lead	May 2017

<b>Total Budgeted Cost</b>				<b>£10,000.00</b>
<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2015-2016</b>		
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Increased attainment and progress through raising the standards in Maths and English	Funding for Assistant Headteacher and associated Professional Learning Time in school	Training programmes in place for groups and individual teachers to focus on teaching and learning to develop deep knowledge of the subjects and highly effective questioning.	Approach will continue alongside increased monitoring from SLT	£41,600
Development of teaching and learning approaches with the introduction of Singapore Maths in KS 1 to engage learners and increase progress.	SLE with Manchester School whilst St Wilfrid's was in Special Measures	<ul style="list-style-type: none"> <li>Development of training for staff to ensure maximum progress for all pupils to develop reasoning and fluency skills, to ensure all succeed and work and challenge at own level.</li> </ul>	Ensure all training carried out this year, directly impact on the development of PP pupils.	£5,000 (training and supply costs given to the project and with SLE Maths )
<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>
Increase the attainment of PP pupils at the end of Key Stage 1 and 2	SENDCO to carry out training for TAs to carry out programmes e.g. Nussy and Toe by Toe  Additional teacher in UPKS 2 to create smaller teaching classes.	Progress across the key stages was strong Attainment in KS 1 was very strong (teacher assessment though!) with most pupils making the expected progress in all subjects with an average scaled score of above 100. (Please note this will need to be carefully monitored due to possible inaccuracies of TA)	Support will continue but will be more targets towards securing excellent attainment and progress in Maths, as well as English.	£41,600 Small classes in UPKS 2 with additional teacher for 4 days per week in the mornings.
<b>iii. Other approaches</b>				

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
Developing pupils' confidence and social skills	Funding for school trips inc residential for Year 6 and visitors into school.  Additional SEN Support worker	Pupils enthused by the experiences e.g. Kingswood, tour of football museum etc. Visitors into school to talk to the children and impact on pupil engagement.	Experiences linked to the curriculum and individual needs – evaluate impact of such experiences.	£10,042.10
Total Budget Cost				£ £96,242.10

## 7. Additional detail

Pupil Premium DfE report 2015

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

Ofsted Handbook, September 2016

[EEF Teaching and Learning Toolkit](#)