

1. Summary information					
School	St Wilfrid's CE Primary School				
Academic Year	2017/18	Total PP budget	£71,280.00	Date of most recent PP Review	February 2017
Total number of pupils	331	Number of pupils eligible for PP	51 pupils 15.41%	Date for next internal review of this strategy	March 2018

2. Current attainment			
KS 2 Attainment 36 children in Year 6 (see continuation sheet page 7)	<i>10 Pupils eligible for PP</i>	<i>National Average for all pupils</i>	<i>16 Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	70%	61%	61.5%
% achieving expected standard or above in reading	80%	71%	76.9%
% achieving expected standard or above in writing	80%	76%	69.2%
% achieving expected standard or above in maths	80%	75%	84.6%
% achieving expected standard or above in GPS	70%	77%	80%
Average progress in reading (or equivalent)		2.81	All pupils +0.16
Average progress in writing (or equivalent)		1.56	All pupils +0.11
Average progress in maths (or equivalent)		2.06	All pupils +2.13

Pupil Premium Strategy Statement for 2017-2018

The barriers to learning set out below reflect some deep seated and seemingly intractable socio-economic issues which do not lend themselves to “quick fixes”.

Therefore school uses a large part of its pupil premium money to “bear down” on these barriers consistently over a number of years as a longer term investment in the academic future of our children. For example, spending on school trips and free extra - curricular clubs is a regular item of expenditure.

Within this overall approach, there will be a degree of variation in how pupil premium money is spent on an annual basis in response to specific performance data and the particular concerns this may through up. Furthermore, the senior leadership of the school does look critically at the impact this spending is having on outcomes for all children, but especially the disadvantaged. Expenditure that does not improve outcomes is redirected as and when necessary to make the best possible use of public monies.

Barriers to learning

- A: Memory/Recall
- B: Poor early speech and language development
- C: Speaking, reading and writing problems
- D: Safe place for Homework
- E: Parental disengagement / low aspirations/ misplaced ideas around ways of learning
- F: Limited access to high quality reading materials outside school
- G: Attendance and punctuality issues
- H: Safeguarding and emotional barriers
- I: Children with Special needs whose learning issues are compounded by some of the above

Barrier to Learning	Number of Students in N (3)	Number of Students in R (1)	Number of Students in Year 1 (4)	Number of Students in Year 2 (5)	Number of Students in Year 3 (8)	Number of Students in Year 4 (6)	Number of Students in Year 5 (11)	Number of Students in Year 6 (13)
A			3			2	1	1
B	2	1						
C			1	1			3	7
D								
E			1		1	2	2	1
F					3	2	4	1
G			1			1	1	1
H	1		1	3	1		1	2
I				1	3			
TOTAL: 51								

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Significant complexities of need for a high number of Pupil Premium children who are also on the SEND register (31%)
B.	To diminish any difference in attainment in reading, writing and maths of the low attaining group of pupils who are disadvantaged.
C.	Pupils being ready to learn in class (pupils are in a secure place mentally/emotionally)
D.	Gaps in prior learning

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance and punctuality rates monitored throughout the year – consistent attendance and punctuality.
E.	Lack of routine e.g. sleep, food, homework, spellings and having the correct equipment such as PE kits and swimming kits
F.	Access to high quality resources such as books.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Disadvantaged pupils' attendance to improve	Disadvantaged pupils' attendance (currently 95% in Spring 2018 for Y1-Yr 6 and in the EY 87.4%), especially in the EY, to be better attendance % for national non-disadvantaged. (Whole School Yr 1 – Yr 6: 96.57% and EY: 95.08%)
B.	Pupils can access learning and are ready to learn in class at all times of the day because their basic needs, belongingness, learning, coping and core-self are met (see Resilience Framework for more details)	Pupils are ready to learn in class without the need for intervention. Number of interventions from the pastoral team to ensure pupils ready to learn are reduced.
C.	Learning gaps are identified and targeted teaching/support interventions are in place to teach gaps.	Formative and summative assessment will show gaps are being addressed. Pupils will make/exceed expected progress.
D.	Pupils read regularly and have access to high quality texts in English lessons, with improved opportunities in speaking and listening.	Target Tracker evidence shows pupils achieve/exceed expected levels in reading and writing and make/exceed expected progress.
E.	Pupils are excellent mathematical problem solvers.	Target Tracker evidence shows pupils achieve/exceed expected levels in maths and make/exceed expected progress.

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?
For Yr 3 PP children to settle quickly and effectively to learning and to make/exceed expected progress	Staff ratio is increased with three members of staff until 10:45. This includes 3 members of staff for 3 full afternoons for interventions and consolidation.	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to needs of the children.	Through Pupil Progress meetings, teaching and learning reviews we will continuously evaluate provision.	Head of School	Half termly
For Yr 4-6 PP children to settle quickly and effectively to learning and to make/exceed expected progress	Staff to pupil ratio to be increased to allow for additional teaching groups and intervention.	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to needs of the	Through Pupil Progress meetings, teaching and learning reviews we will continuously evaluate provision.	Head of School	Termly for Year 4 and 5. Half termly for Year 6

		children.			
To plan professional meetings to enhance CPD to ensure teaching is of an excellent standard and non-teaching staff support is of an excellent standard.	To strategically plan in focused CPD for teaching and non-teaching staff led by SLT, middle leaders and external agencies.	July 2016 DfE Standard for teachers' professional development states that: Professional development must be prioritised by school leadership.	CPD focus is linked to School Development Plan and Self-Evaluation within the strategic overview calendar.	Deputy Head and Head of School	Half Termly
Total budgeted cost					£50,905

i. 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?
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn	Daily Breakfast Club Use of Resilience Framework	The EEF found that school breakfasts are more nutritious, and that attending the club effectively prepares pupils for learning, with an improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children by 2 months progress per year and not just those who attend breakfast club, through better classroom environments. Breakfast clubs also improve behaviour and punctuality.	Attendance will be monitored	Head of School and Attendance Lead	Half Termly
	Attendance Lead	The link between attendance and	Attendance Lead will report	Attendance	Weekly

		attainment, as evidenced by Gov.uk Research (and as we know), in general, the higher the overall absence rate across of a child, the lower the likely level of attainment at the end of KS2 and in that year group.	each week on the attendance levels of (N and R) and (Yr 1- Year 6)	Lead	
For identified gaps in learning to be addressed.	A variety of interventions (according to need) to be provided in (before, during and after) school	Children's gaps in knowledge and learning through formative and summative assessment allow for timely and targeted teaching to enable gaps to diminish. The EEF Report – The Attainment Gap state that to close the gap, we have to understand the gap.	Progress checked half termly, with formal pupil progress meetings termly.	Phase Leaders	Half Termly
Total Budgeted Cost					£19,830

i. Enrichment and experiences					
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?
For pupils to access a range of social/cultural/sporting experiences, visits and activities	Pupils will take part in a range of cultural visits e.g. Residential, to Chester Zoo, museums in the North West, places of worship, variety of sporting fixtures etc.	The EEF found that adventure learning consistently show positive benefits on academic learning and also evidence of an impact on non-cognitive outcomes such as self-confidence. Pupils will learn more about culture, history and geography and be active in the outdoors.	Reviewing programme of trips and attendance	Deputy Head Teacher	Yearly

i. 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	When will you review implementation?
For disadvantaged pupils to access the school library each week and spend further allocated time with librarian.	School librarian and English Lead to ensure the library is open at the allocated times and identified PP pupils spend further time with librarian to have the opportunity to carry out 1:1 reading, discussion of books etc.	The National Literacy Trust summarises that, "Embedding a love of reading in your classroom can be transformative to your pupils' academic success. This course explores the link between a love of reading and attainment and will help you drive an improved reading culture across your school." As a result of this we have a paid librarian twice weekly spending time with all classes, focusing on a core group of PP pupils in all classes.	Incentives for pupils to keep changing schools and be involved in positive book talk.	Literacy Lead	On a half termly basis
Total Budgeted Cost					£1,335

6. Review of expenditure				
Previous Academic Year	2016-2017	Total: £95,040.00		
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

Higher rates of progress across KS 1 and KS 2 for all pupils, particularly in maths	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.	The KS 2 results in Maths demonstrate that the majority of PP pupils achieved ARE in Maths. See table on front page for figures.	Children responded very well to the extra support in Year 6. We now must focus on diminishing the difference across the school between disadvantaged pupils and national expectations. All staff including TAS to attend CPD training to ensure they are providing quality support. Use of the combined RWM in each year group to monitor progress and attainment across the subjects Feedback from AHT and individual phase leaders and action planning for phase to monitor and evaluate effectiveness of teaching and learning.	£60,809.00
Higher rates of progress across Year 1 for the number of children passing the Year 1 phonics screening	Teach groups of children by ability with staff teaching groups on a carousel approach.	88% of Year 1 passed the phonics test with 80% of disadvantaged pupils passing (4 out of 5 children) Enhanced provision and resources. Staff skills development	Staff re secure with teaching, monitored by external consultants and improvements in phonics have increased. Whole school priority will be to enhance and continue to develop our phonics approach to teaching.	
Increase quality of literacy particularly amongst those pupils in UPKS 2	Use of Literacy Company training	Outcomes for all pupils were better than national in reading and GPS and a only just below in writing, with 20% of disadvantaged pupils achieving the higher standard in reading and 10% achieving the Higher Standard in RWM.	Yes – training to continue this academic year with a focus on greater depth planning.	
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
Excellent progress and identification of further strategies for support	Additional monitoring by SLT with external consultants (lesson observations, book scrutiny, case studies) and new tracking system.	End of KS 2 measures show good progress	Continue	£ 24,234.00

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
Development of confidence and academic skills through wider school experiences.	Funding for educational visits (inc. residential) and other extra-curricular experiences including football opportunities.	All pupils were able to participate in a range of educational based trips, visits and take part in workshops.	Yes – appropriate and relevant approach to enhance and extend learning outside the classroom	£10,000.00
Enhance the social and emotional development of pupils through the rapid identification of pupils with additional needs	Changed approach	Identified children met with positive impact on learners requiring specific needs and therapies.	Changed approach to focus on additional educational psychologist time. Implementation of pastoral support through art therapist, cookery therapy and other creative therapies to support emotional wellbeing of the identified children.	
Total Budget Cost				£95,040.00

Additional detail**Pupil Premium Outcomes – End of Summer Term 2017**

Year Group	Numbers	SEND NEED	MORE ABLE	READING	WRITING	MATHS	COMBINED
1	5	1	0	60%	60%	60%	40%
2	8	4	0	38%	25%	63%	25%
3	7	0	0	43%	43%	71%	29%
4	12	2	1	67%	58%	67%	58%
5	13	1	0	31%	15.4%	38.5%	15.4%
6	10	2	2	80%	80%	80%	70%