

Walsden St Peter's School: Pupil Premium Strategy Statement

1. Summary information					
School	Walsden St Peter's Primary School				
Academic Year	2017 - 2018	Total PP budget	£38420	Date of most recent PP strategy review	April 2017
Total number of pupils	174	Number of pupils eligible for PP	31	Date for next internal review of this strategy	April 2018

2. Recent attainment – 5 out of 6 pupils (1 pupil =working at pre-stage)		
July 2017 KS2 Assessments	Pupils eligible for PP (this school)	Pupils not eligible for PP (national average)
% attaining EXS+ in reading, writing and maths	50%	71%
% Expected progress in reading	80%	67% (2016)
% Expected progress in writing	100%	78% (2016)
% Expected progress in mathematics	60%	71% (2016)
Average scaled score in reading	102.6	104.1
Average scaled score in mathematics	102.4	104.2
Average scaled score in writing	107	-

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.	A large number of pupils have speech and language skills below age-related expectations on entry to Reception.
B.	Emotional barriers which impede learning, for example, lack of resilience/confidence.
C.	29% of PP children also have additional needs.
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Lack of parental capacity to support learning outside school.

4. Desired outcomes	
	Desired outcomes and how they will be measured
	Success criteria
A.	Improved speech and language skills for pupils eligible for PP in Reception class. <i>2 Build system & GLD data</i>
	Pupils eligible for PP in Reception class will improve their speech and language skills so they close the gap towards meeting age related expectations.

B.	Improved emotional outcomes and resilience for PP children. <i>Feedback from staff to SLT</i>	Pupils with emotional barriers to learning will be able to demonstrate resilience to issues which occur so that lost learning time is minimised.
C.	Pupils with SEND will make comparable progress to other SEND children, considering their individual needs. Termly data analysis	Pupils with SEND will make at least expected progress towards their individual targets.
D.	Engagement with full range of learning opportunities. <i>Feedback from staff to SLT</i>	Pupils will complete appropriately set activities, including out of school clubs eg drama, sport, homework.

5. Planned expenditure					
Academic year		2017 - 2018			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A	Reception staff training in supporting pupils with speech and language difficulties. Consistent use of strategies in guided and individual reading sessions. Sharing time to improve listening and communicating skills.	An increasing number of children are starting school with poor listening, speech and language and communication skills as demonstrated by baseline assessment levels. We want to invest some of the PP in longer term change which will help all pupils, so some PP funding will be invested in improving attainment in speaking and listening. We want better oral skills which will enable children to more successfully acquire reading and writing skills.	Use EYFS monthly staff meeting time to update staff's knowledge and understanding of speaking and listening. Monitoring via 2Build system. GLD results. Guided reading and extra individual reading sessions following formats and guidance. Monitor record sheets. Access to Active Learning and Phonics Play resources. Regular sharing time opportunities for speaking and listening and the development of language.	HW	March & July 2018
B	Blocks of drama workshops	There is a wide range of research about the positive influences of drama which has shown that drama can improve children's academic performance. Children benefit from time to express themselves and try new things in a safe and caring environment.	Procure specialist drama teacher to work with pupils.	HW	March 2018

C	CPD on providing for different categories of SEND. Education City, Phonics	29% of the school's PP children also have additional needs. We want staff to be skilled in delivering effective support and interventions which create successful learning for all children.	RG completing NA SENCO course. Staff including support staff to attend relevant CPD (precision teaching). SENCO to monitor termly reports and progress.	RG	March & July 2018
Total budgeted cost					£9,400
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
A	One to one work or small group work using intervention materials.	Some children need targeted support and appropriate programmes will be used, after assessment of needs. Staff have been trained to deliver these intervention programmes and evidence shows they can be effective in significantly improving speech and language.	Timetabled sessions each week to deliver programmes. HW to monitor session reports to ensure effective impact.	HW	March & July 2018
B D	Lunchtime club, nurture groups and peer mentoring.	Children need time to be able to talk confidentially about their feelings so they can understand events in their lives which are within their control and those which they cannot control. Some children suffer from attachment disorders and this presents in a variety of ways. Children need a listening ear to be able to 'get back on track' and back to learning. Some children need to be taught how to play and learn successfully.	Daily Lunchtime Lions Club Timetabled sessions each week to deliver programmes and support time. Availability of calming room for children to access as needed. SENCO to monitor using termly reports.	HW RG	March 2018
C	One to one work or small group work using identified approaches, for example Beat Dyslexia scheme. Availability of technology such as iPads to facilitate access to learning. Employing Educational Psychologist for training – including precision teaching,	Some children need targeted support in order to make at least expected progress towards their individual targets. Some children are challenged in recording their understanding and accessing information. The use of technology such as iPads allows another route to quick, effective learning.	Organise timetable, determine programmes of intervention to deliver to individual children and ensure staff have the time to deliver effectively. SENCO to oversee and observe groups to ensure effective implementation. SENCO to monitor termly reports and progress.	HW RG	June 2018 July 2018

	assessment, guidance and support.				
D	Provide parents with resources within school which support their child's 'extra' learning.	Some parents are unable to provide support to their children at home for a variety of reasons. Children who don't read at home or complete homework need opportunities within the school environment.	Provide a weekly homework club.	HW	March 2018
Total budgeted cost					£29,000

1. Review of expenditure

Previous Academic Year			
Desired outcomes	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)
<p>Improved speech and language skills</p> <p>Emotional barriers which impede learning, for example, lack of resilience/confidence.</p> <p>Pupils with SEND will make comparable progress to other SEND children, considering their individual needs.</p>	<p>Small group language and social interventions</p> <p>Drama and small group interventions</p> <p>TA interventions SEND course</p>	<p>High - 87.5% (7/8) of children in Reception achieved 'Good Level of Development' at the end of EYFS</p> <p>Mixed – most effective with older children who have experienced sessions over a number of years</p> <p>Mixed - TAs benefitted from training including 'Precision Teaching' RG has completed most of the course and successfully passed each stage</p>	<p>Both interventions and drama sessions have shown a positive impact and will be continued.</p> <p>Continue drama for Rec to Year 3 but look at appropriate timing within the academic year</p> <p>Next year continue to link training to needs of specific children. Use educational psychologist to assess children and provide high quality training.</p>

<p>PP Pupils will make comparable progress to their cohort, considering their individual needs.</p> <p>Improved emotional outcomes and resilience for PP children.</p>	<p>small group interventions</p> <p>Lunchtime Lions Homework Club</p>	<p>Mixed -TAs benefitted from training including 'Precision Teaching'</p> <p>High – children are returning to class after the lunchtime break ready to learn and fully engaged.</p>	<p>Next year continue to link training to needs of specific children. Review attainment and effectiveness.</p> <p>Continue and ensure appropriate resources and experienced staff are available.</p>
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