

Walsden St Peter's School: Pupil Premium Strategy Statement

1. Summary information					
School	Walsden St Peter's Primary School				
Academic Year	2018 - 2019	Total PP budget	£30,366	Date of most recent PP strategy review	May 2018
Total number of pupils		Number of pupils eligible for PP	28	Date for next internal review of this strategy	July 2019

2. Recent attainment		
July 2018 KS2 Assessments – 5 children (worth 20%)	Pupils eligible for PP (this school)	Pupils eligible for PP (national average)
% attaining EXS+ in reading, writing and maths	60%	64%
% Attainment in reading	60%	63%
% Expected progress in writing	60%	47%
% Expected progress in mathematics	40%	64%
Average scaled score in reading	102.6	105
Average scaled score in mathematics	102.4	104
Average scaled score in writing	-	-
July 2018 KS 1 Assessments – 3 children (worth 33.3%)		
% Expected in writing	33.3%	47%
% Expected in mathematics	33.3%	51%
% Expected in reading	33.3%	62%
July 2018 Year 1 phonics Screening – 7 children (worth 14% each)		
% Passed	86%	70.2%
July 2018 EYFS 1 Assessments – 1 child (worth 100%)		
% Expected in writing	100%	53.9%
% Expected in mathematics	100%	58%
% Expected in reading	100%	53.9%
% GLD	100%	54.9%

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 significant minority 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.	31% 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> Improve children's access to reading material at home.	Pupils eligible for PP in Reception class will improve their speech and language skills so they close the gap towards meeting age related expectations. Pupils will have knowledge of story structures and basic comprehension of texts.
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. <i>Termly data analysis</i>	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	2018 - 2019				
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	<p>Reception staff training in supporting pupils with speech and language difficulties.</p> <p>Consistent use of strategies in guided and individual reading sessions. Enrich children's reading materials.</p> <p>Sharing time to improve listening and communicating skills.</p> <p>Improve outdoor provision.</p>	<p>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.</p> <p>Enriched outdoor provision enables children to learn in a variety of ways, not always as accessible in the indoor areas.</p>	<p>Use EYFS weekly staff meeting time to update staff's knowledge and understanding of speaking and listening. Monitoring via 2Build system. GLD results.</p> <p>Guided reading and extra individual reading sessions following formats and guidance. Monitor record sheets. Access to Active Learning and Phonics Play resources. Provide quality texts for use at home.</p> <p>Regular sharing time opportunities for speaking and listening and the development of language.</p> <p>Regular outdoor sessions throughout the week.</p>	AH RG	Termly
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 2019
C	<p>CPD on providing for different categories of SEND.</p> <p>Espresso, Education City, Phonics Play, Bug Club</p>	31% 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 courses. SENCO to monitor termly reports and progress.	RG	March & July 2019
Total budgeted cost					£8,600

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 termly reports and assessments (Maths & English Leaders) to ensure effective impact. Pupil Progress Meetings.	HW RM JS	Termly
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. Redevelop room to provide an enhanced therapeutic space (Thinc room + LTL) SENCO to monitor using termly reports.	HW RG	March 2019
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 assessment, guidance and support.	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. Expert advice and training will improve the quality of teaching.	Check timetables, discuss programmes of intervention to deliver to individual children and ensure staff have the time to deliver these effectively. SENCO to oversee and observe groups to ensure effective implementation. SENCO to monitor termly reports and progress. SENCO will monitor and request external support as required.	HW RG RG	Termly Termly Termly

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	July 2019
Total budgeted cost					£21, 766

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)
Improved speech and language skills Emotional barriers which impede learning, for example, lack of resilience/confidence. Pupils with SEND will make comparable progress to other SEND children, considering their individual needs.	Small group language and social interventions Drama and small group interventions TA interventions SEND courses Teacher courses	High - All children in Reception achieved 'Good Level of Development' at the end of EYFS. Mixed – most effective with older children who have experienced sessions over a number of years. Mixed - TAs and teachers have benefitted from training including a working memory course RG has completed her of the course and achieved an Honours pass.	Both interventions and drama sessions have shown a positive impact and will be continued. Continue drama for Rec to Year 3 in the Spring term. Continue to link training to needs of specific children. Use educational psychologist to assess children and provide high quality training.
PP Pupils will make comparable progress to their cohort, considering their individual needs. Improved emotional outcomes and resilience for PP children.	small group interventions Lunchtime Lions Homework Club	Mixed -TAs benefitted from training including REAL Trust training. High – 86% passed the Phonics Screening. High – children are returning to class after the lunchtime break ready to learn and fully engaged. Children are becoming more independent learners.	Next year continue to link training to needs of specific children. Review attainment and effectiveness. Continue regular, targeted sessions every week in both Reception and Year 1. Continue and ensure appropriate resources and experienced staff are available.