



**Every child**

**Every opportunity**

**Every day**

At Wickhambrook Primary Academy, we believe **EVERY** child should have **EVERY** opportunity to learn and develop **EVERY** day and be nurtured by **EVERY** adult in school.

We strive to ensure that every child at Wickhambrook will have access to quality learning every day, and will fully access all enrichment activities and every wider opportunity that the school provides throughout the year.

We believe **Every** child at Wickhambrook can reach their full potential when given **Every** opportunity **Every** day by **Every** adult in school.

<b>1. Overview</b>						
<b>School</b>	Wickhambrook					
<b>Academic year</b>	2018/2019	<b>Total PP</b>	£29,900	<b>Date of most recent PP review</b>	NA	
<b>Total pupils</b>	167	<b>No of pupils eligible for PP</b>	22	13%	<b>Date for next review</b>	Spring 2019
<b>Year group split</b>						
<b>EYFS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
3	3	4	3	3	4	6

	<b>PP 2017/18</b>	<b>Non PP at 2017/18</b>	<b>Targets for 2018/2019</b>		<b>On track Autumn 2018</b>	<b>2018/2019 Results</b>
<b>KS2 (Y6) Achievement and progress (cohort of 3 in 2018)</b>			<b>Cohort of 23 children 6 children eligible for PP</b>			
<b>% achieving in reading, writing and maths combined</b>	38%	74%	67%		67%	
<b>Average progress score in reading</b>	- 4.3	- 0.2	% achieving the expected level in reading	67%	67%	
<b>Average progress score in writing</b>	4.33	0.11	% achieving the expected level in writing	67%	67%	
<b>Average progress score in Maths</b>	0.67	0.01	% achieving the expected level in maths & % GD in maths	67% 33%	83% 33% GD	
<b>KS1 (Y2) Achievement and progress (PP cohort of 3 in 2018)</b>			<b>Cohort of 22 children 3 children eligible for PP</b>			
<b>% achieving in reading, writing and maths combined</b>	67%	78%	67%		67% 33% GD	33% 33% GD
<b>Y1 Phonics Screening Check (PP cohort of 4)</b>			<b>Cohort of 29 children 2 children eligible for PP</b>			
<b>% of pupils passing the phonics screening check</b>	75%	86%	100%		100%	100%
<b>Reception – GLD (PP cohort of 2 )</b>			<b>Cohort of 23 children 3 children eligible for PP</b>		(Now 6 children eligible)	(Now 6 children eligible)
<b>% of pupils reaching a Good Level of Development</b>	50%	86%	100%		50%	50%

### **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** - Effectiveness of supporting Pupil Premium pupils with SEND

**B** - Historic quality first teaching

**C** - Supporting the emotional and mental health needs

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

**D** – Engagement with parents to support learning

### **4. Desired outcomes**

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
A	Improve the effectiveness of supporting PP pupils with SEND so that they achieve at an accelerated rate and the gap between them and non-SEND PP and non-PP narrows.	PP pupils with SEND will make accelerated progress from their starting points as a result of focused, strategic support by class teachers and support assistants.
B	Improve progress and achievement for PP pupils in cohorts of concern.	PP pupils in cohorts of concern will, as a result of high quality support, make accelerated progress to narrow the achievement gap.
C	Improve the provision for supporting emotional needs within school and in the home context within specific year groups.	PP pupils will receive individualised emotional support plans carried out by the school ELSA and members of the support team.
D	Parents fully engaged with the school and the class teachers	Parents will have regular contact with class teachers and receive updates on the success of their children.

## 5. Planned expenditure

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?
B	CPD for teaching staff	To ensure that quality first teaching happens every day in every year group in every subject.	Feedback Monitoring Pupil feedback Book scrutiny	SLT	£1000.00  On going
B	Reading comprehension	Historically children achieve less well in reading than they do in other subject areas.	Quality first teaching will be used as a method to team teach, plan and coach to ensure high quality CPD	Sarah Morris & Hannah Tyzack	£3559.92  on going
A	SEN focused training	To ensure all class teachers are fully inclusive and understand how best to support children with a variety of needs to fully access classroom learning.		SENCO	£ Termly in Pupil progress meetings
				Total budgeted cost	£4559.92

### 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?
C	ELSA programme	Growing number of children with mental health and emotional needs.		Lorraine Jolland & SLT	£ 4765.80 Half termly
A	Wellcom pack to provide speech and language and emotional support in the Early years	Increase in number of children on entry with poor speech and language. To enable support to be given immediately on entry to school.	Through PM of staff and overseeing the programme.	Michelle Smith & SENCO	£ 500  After Autumn 1
A	Post and pre teaching	Pre teaching has proven through research, to support children's success in curriculum whole class sessions. These sessions are short with single learning points in each.	Through careful, regular planning with the class teachers using whole class feedback from the previous session.	Mandy Wallis Sally Swift	£3559.92  6 weekly
B	Small group and 1:1 support	Small group using gap analysis to plug any gaps that individual children may have.	As above	Mandy Wallis Jill King	£3559.92 £3559.92

					6 weekly
				Total budgeted cost	£15945.56
<b>iii. Other approaches</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?
D	Working directly with parents with; - drops ins with SENCO - Drop ins with ELSA - Parent involvement afternoons half termly	To ensure there is consistent approach between home and school and where support is needed ensure it is delivered.	Feedback	Head teacher	£0
C/D	Support with payments for breakfast club	To ensure attendance for particular children is above 98% and that children are in school for the start of the day.	To monitor attendance of the children	Head/ admin	£18 per week for 21 weeks £378 Monthly budget review meetings
B/C/D	To support with curriculum experiences such as trips, residentials and after school clubs	To ensure that ALL children can access the same learning opportunities which enhance personal knowledge, understanding and skills.	Careful monitoring by Head and finance team	Head	£800  Monthly budget review meetings
				Total budgeted cost	£1178

## **6. Review of expenditure 2018/201**

### **i. Quality of teaching for all**

CPD for teaching staff	Staff have been able to engage in a range of training this year through the Unity schools partnership offer, which has benefited their own practise and in turn had a positive impact on learning in class. We now need to tailor CPD to individual members of staff to enable their training needs to be fulfilled. Next year there will be focus on engagement of all children during whole class activities and how we can ensure that all learners are engaged fully with their learning.
Reading comprehension	There has seen an improvement in year with reading (see Pira results) and is evident with EYFS and only 4 children not achieving reading in the FSP. 96% of children achieved the phonics screening in year 1 and we have significant improvement in year 1,3 &4 Pira results.
SEN focused training	The SENCO and SEN support have been working with staff looking at the quality of One plans teachers are using, the quality of provision in the class and how we can further support our SEN children in a whole class setting.

<b>ii Targeted support</b>	
ELSA programme	<p>The ELSA programme has supported a number of children with their emotional needs throughout the year. The children are offered a 6-week programme initially and more sessions can be arranged if needed.</p> <p>The Role of the ELSA has developed throughout the year and will continue to develop over the coming years.</p> <p>Positive feedback has been obtained from both parents and children that have received the support.</p> <p>Future plans; develop an ELSA room, a drop session once a week during lunchtime for children to be attend as and when. Parent sessions and workshops and drop in's termly.</p>
Wellcom pack to provide speech and language and emotional support in the Early years	<p>All children in the EYFS were initially assessed and some in year 1 and 2. Those children who needed support as a result of the findings were given weekly session with our specialist language support LSA. These sessions proved to be extremely successful, with the majority of pupils who were initially referred completing the intervention and accelerating Sp &amp; Lg progress to catch up with peers.</p> <p>Future plans: To ensure all EYFS/ new starters are assessed within the first 6 weeks of joining. Results to be logged online to support with the monitoring of individual progress.</p>
Post and pre teaching	<p>LSA and teachers found Post and Pre teaching to have a bigger impact than specific interventions with groups of children. This approach was more heavily trialled in upper Key stage 2, using the resource Pixl to support.</p> <p>Future plans: Post and pre teaching to be rolled out across the school with the support of Pixl and the specific gap interventions and therapies. All support staff to be trained in the using of Pixl and how we can support pre and post teaching using the resource.</p>
Small group and 1:1 support	<p>Whilst some of the small groups further down the school have support learning, not all children attending them have made progress. Groups where pre and post teaching and gap filling have occurred have been the most beneficial to learners, other more generic programmes have proved to have less impact this year.</p> <p>Future plans: to continue to provide 1:1 and small group support but ensure that the focus of these groups is to plug gaps, address misconceptions or pre and post teach concepts.</p>
<b>iii. Other approaches</b>	
Working directly with parents with; - drops ins with SENCO - Drop ins with ELSA - Parent involvement	<p>Parent involvement and drop ins have been successful with parents, the frequency of them needs to be addressed and dates to be set in early in the diary to ensure that they go ahead and that there is cover to support this.</p> <p>Future plans; To provide SENCO and ELSA drops ins every half term for parents. To start up some tea and chat sessions, to support parents of children with difficulties and provide a network for them.</p>
Support with payments for breakfast club	<p>This has supported families throughout the year and will continue to do so.</p> <p>Future plans; this is something that will still be available to parents as and when it is needed.</p>
To support with curriculum experiences such as trips, residential and after school clubs	<p>This has supported families throughout the year and will continue to do so.</p> <p>Future plans; this is something that will still be available to parents as and when it is needed. It is important to us that all children are able to have the same experiences and access to the same opportunities.</p>

