

Wickhambrook Primary Academy – Pupil Premium 2018-2019 and 2017/2018 review

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

2. Attainment							
	PP 2017/18	Non PP at 2017/18	Targets for 2018/2019		On track Autumn 2018	On track Spring 2019	2018/2019 Results
KS2 (Y6) Achievement and progress (cohort of 3 in 2018)			Cohort of 23 children 6 children eligible for PP				
% achieving in reading, writing and maths combined	38%	74%	67%		67%		
Average progress score in reading	- 4.3	- 0.2	% achieving the expected level in reading	67%	67%		
Average progress score in writing	4.33	0.11	% achieving the expected level in writing	67%	67%		
Average progress score in Maths	0.67	0.01	% achieving the expected level in maths & % GD in maths	67% 33%	83% 33% GD		
KS1 (Y2) Achievement and progress (PP cohort of 3 in 2018)			Cohort of 22 children 3 children eligible for PP				
% achieving in reading, writing and maths combined	67%	78%	67%		75% 25% GD		
Y1 Phonics Screening Check (PP cohort of 4)			Cohort of 29 children 2 children eligible for PP				
% of pupils passing the phonics screening check	75%	86%	100%		100%		
Reception – GLD (PP cohort of 2)			Cohort of 23 children 3 children eligible for PP		(Now 6 children eligible)		
% of pupils reaching a Good Level of Development	50%	86%	100%		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		
	Desired outcomes and how they will be measured	Success criteria
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

iii. 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?
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, residential 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 2017/2018

i. Quality of teaching for all

Senco	During the Autumn term the focus was on Year 5 and 6 and supporting quality first teaching for all children Spring focus Year 2 and Year 1 – supporting all learning and ensuring all learners could access the curriculum without barriers.

ii Targeted support

1:1 and small group sessions	Small groups taking place across all year groups and 1:1 session before and after school. These were all planned, carried out and impact evaluated after a 6-10 weeks. This is done through initial base line assessments and then end point assessments and through Pira and Puma testing. All results recorded and monitored on the school tracking system. (See results above)
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Group interventions with specific TISA's Writing, Phonics, Handwriting, arithmetic	These are in the form of before school, lunchtime and during school for certain targeted children. All impact was monitored and progress discussed at Pupil Progress meetings and recorded in assessments as stated in above target. Information on progress is then given to parents termly. (See results above)
iii. Other approaches	
Contribution towards hot school meals for 'Ever 6'	The child is able to spend longer in the dinner hall and have sufficient to eat, meaning positive afternoons in class and less episodes of negative behaviour and fewer exclusions.
After School Clubs contribution	To ensure that all children are able to gain rich balanced opportunities to experience new activities such as; craft, archery, gymnastics etc This has been taken up in some cases and has provided a new experience for some. Pupil perceptions carried out to gain an idea about emotional impact.
Educational Visits Contribution to school trips 50%	These have been taken up in three cases for the yr 6 residential allowing all children to attend.