



# Pupil premium strategy statement



1. Summary information					
School	Whaddon Church of England First School				
Academic Year	2016/17	Total PP budget (estimate)	£10,560	Date of most recent PP Review	Sep 2016
Total number of pupils	39	Number of pupils eligible for PP	14 – Start 6 - End	Date for next internal review of this strategy	Feb 2017

2. Attainment End of Academic Year 2015-6			
	Whaddon Number of PP Children	Pupils eligible for PP % reaching expected standard	National average pupils not eligible for PP % reaching expected standard
End of EYFS GLD	4	75	72
Phonics end of Year 1	2	100	83
Phonics end of Year 2	2	100	93
Reading end of KS1	2	50	74
Writing end of KS1	2	50	65
Maths end of KS1	2	0	73

2. Barriers to future attainment (for pupils eligible for PP)	
<i>Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.</i>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)</i>	
A.	57% of 2016-7 PP children are from GRT families who travel during term time
B.	14.3% (2) of 2016-7 PP children have significant speech and language difficulties

<b>C.</b>	86% of 2016-7 PP children didn't attend pre-school (and 2 of these children have never attended school) and entered with low baselines. (1 child has missed a year of schooling due to a health condition)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Persistent absence (below 85%) was particularly high for PP children 2015-6: 71.4%

<b>3. Outcomes</b> ( <i>It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.</i> )		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve end of KS1 outcomes for PP children	PP children's reading, writing and maths attainment is in line with non PP children by the end of the year
<b>B.</b>	Increased attendance rates for pupils eligible for PP	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.

<b>3. Planned expenditure</b> <i>Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: The Teaching and Learning Toolkit, the NfER report on supporting the attainment of disadvantaged pupils, Ofsted’s 2013 report on the pupil premium and Ofsted’s 2014 report on pupil premium progress.</i>					
Academic year	2016/17				
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?
A. Improve end of KS1 outcomes for PP - Quality feedback supports children to make good progress	Staff training on high quality feedback.  Develop reflective practise to ensure a consistently high and effective standard of feedback and marking (£1,500)	Evidenced based research (EEF Toolkit; John Hattie) suggests quality feedback enables children to make good progress. It is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation & team teaching, to embed learning Lessons from training embedded in school feedback and marking policy written together to reflect on success of Regular work scrutinies, lesson observations and termly data analysis.	Headteacher	Jan 2017 June 2017

A. Improve end of KS1 outcomes for PP children – Teaching methods enables all pupils to access learning and deeply embed learning to overcome irregular periods of schooling	Singapore Maths  Talk 4 Writing  CPD on Mastery (£3,480)	The CPA approach to learning (based on Bruner) that is fundamental in Singapore maths and Talk 4 Writing ensures all children develop a deep, sustainable conceptual understanding of the subjects. All children will benefit from this approach. It allows children from a low starting point to still access the learning. Ensuring learning is deeply embedded through a Mastery approach will ensure learning is not forgotten during periods of absence	Training in Singapore maths & Talk 4 Writing Chris Quigley- Mastery in the New curriculum Training Use INSET days to develop and disseminate training across the school Peer observation & team teaching, to embed learning Planning and assessment to identify opportunities for deeper learning in all subjects	Headteacher	Jan 2017 June 2017
<b>Total budgeted cost</b>					£4,980
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improve end of KS1 outcomes for PP children – Targeted teaching of core skills to fill gaps in learning	121 FFT to accelerate progress in reading and writing in year 1  Daily SALT 121 intervention  (£5,280)	Low starting points and gaps in education mean some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. (On average children make gains of 4 APS in both Reading and Writing)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Purchase resources Employ trained TA to deliver programme Teaching assistant (TA) CPD.	Year 1 Class teacher	Feb 2017 June 2017
A. Improve end of KS1 outcomes for PP children – Opportunity for practise of core skills to embed	Daily small group sessions in maths, reading and writing skills, concepts and facts for with experienced teacher, in addition to standard lessons. (£6,608.07)	We want to provide extra support to maintain progress for the children whose progress has slowed. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.  Impact overseen by maths & English subject leader.  Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	English & Maths Subject Leaders	Termly
<b>Total budgeted cost</b>					£11,888.07
<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?
B. Increased attendance rates for pupils eligible for PP – Address high percentage of persistent absence amongst PP children	Advice from County Implementing recommended measures Clear message given to all families Reward high attendance	We can't improve attainment for children if they aren't attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of support worker about existing absence issues. Headteacher will collaborate with county to ensure new provision and standard school processes work smoothly together.	Headteacher	Termly
B. Increased attendance rates for pupils eligible for PP – Increase engagement with GRT community	Offering support to overcome housing issues etc GRT resources and opportunities to learn about the culture	See above. Removing barriers to regular attendance. Improved relations and levels of trust between GRT families and school to create greater commitment to schooling from GRT families	Headteacher will work closely with GRT families to provide support for them to overcome barriers to attendance Teachers communicate regularly so they understand their children's progress and how they can be a part of this Purchase GRT resources to ensure the children are represented in our curriculum GRT visitors – Story teller Taxi to ensure all can attend school Uniform if needed		
<b>Total budgeted cost</b>					£3,000

4. Review of expenditure				
Previous Academic Year <i>This is a review of the previous year, so the outcomes and success criteria will be different to above.</i>		2015-2016		
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. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>	Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost

Ensure all PP children reach expected attainment levels in phonics	Phonics training for all staff Development of phonics, spelling and grammar written and established across the school	All PP children passed their phonics screening check, including year 2 PP children who retook the screening check. Whole school scheme of work for development of phonics, spelling and grammar skills written, shared with parents and used to direct teaching.	Staff, including support staff, were positive about the training and believe it has helped them to understand the development of phonics and to improve the quality of support they can provide during reading and writing sessions. We will continue implementing the approach and monitoring pupil response.	£200
Ensure all PP children reach expected attainment levels	TA trained to deliver targeted classroom support in maths, reading & writing lessons	Of the PP children who received this support, 50% made expected progress and 50% made accelerated progress in reading, writing and maths	TA will continue to be assigned to support children who require extra support. Will need further training in Singapore maths and Talk 4 Writing for Sep 2016	£6,608.07
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Ensure all PP children reach expected attainment levels in phonics	Early morning intervention sessions	All PP children passed their phonics screening check, including year 2 PP children who retook the screening check.	These sessions were extremely successful. Staff wish to extend the morning sessions next year to closing the gap in maths also	£3,123.60
Ensure PP children in FS reach expected attainment levels in C&L	Daily speech and language 121 intervention delivered by trained TA Targets written by SALT team	All PP children achieved their SALT targets for the year	TA responded well to training and delivered proficient support to children. From September 2016, 50% of Special Educational Needs fall into the SALT category. Therefore, we should continue to develop TA ability to meet these needs.	£380
Improve end of KS1 outcomes for PP children – Accelerate learning in reading	121 FFT to accelerate progress in reading in year 1	All PP children who received this intervention made 6 levels progress in 5 weeks in reading	Very effective intervention. Will continue to use to support children to accelerate learning and close the gap in reading progress	£600
Improve end of KS1 outcomes for PP children – Ensure all chn make expected progress in maths	Daily maths catch-up Small, targeted group following maths lesson Delivered by TA	Of the PP children who received this support, 50% made expected progress and 50% made accelerated progress in maths	We will continue to use this method as part of classroom practise.	£754.93