Pupil premium strategy statement

Review of Previous Academic Year 2018-2019

1. Attainment- End of Academic Year 2018-19			
	Whaddon Number of PP Children	Pupils eligible for PP % reaching expected standard	National average pupils % reaching expected standard (2017)
End of EYFS GLD	0	NA	70.7
Phonics end of Year 1	1*	0	81
Phonics end of Year 2	1*	100	93
Reading end of KS1	4*	50	76
Writing end of KS1	4*	75	68
Maths end of KS1	4*	50	75

*It should be noted that 3 of our 5 Pupil Premium children are also on the SEN register

<table>
<tr><th colspan="4">3. Outcomes</th></tr>
<tr><td></td><td>Desired outcomes for 2018-2019</td><td>Success criteria</td><td>Result</td></tr>
<tr><td>A.</td><td>Improve end of KS1 outcomes for PP children</td><td>PP children’s reading, writing and maths progress is at least in line with non PP children by the end of the year</td><td>* = 1 child who didn’t
<table><tr><td colspan="3">% of chn who made at least expected progress</td></tr><tr><td></td><td>PP</td><td>No-PP</td></tr><tr><td>Reading</td><td>80%*</td><td>100%</td></tr><tr><td>Writing</td><td>100%</td><td>95%*</td></tr><tr><td>Maths</td><td>80%*</td><td>100%</td></tr></table></td></tr>
<tr><td>B.</td><td>Increased attendance rates for pupils eligible for PP</td><td>Overall PP attendance improves and the majority of PP children have at least average attendance</td><td>100% of PP children had an attendance of above 95%, which meant they maintained a regular attendance</td></tr>
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Current Academic Year 2019-2020

1. Summary information			
School	Whaddon Church of England First School		
Academic Year	2019/20	**Total PP budget (estimate)**	£2,640
Total number of pupils	41	**Number of pupils eligible for PP**	2

2. Barriers to future attainment (for pupils eligible for PP)	
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.	
In-school barriers *(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)*	
A.	Historically, the baseline of our PP children has been below expected levels of development: 2015 -2/2 children: 30-50D in Reading, Writing & Maths overall. 2016 – 4/6 22-36S 2/6 30-50S. 2017 – 1/1 child 22-36S. 2018 – 1/1 child 22-36S
External barriers *(issues which also require action outside school, such as low attendance rates)*	
B.	100% of 2018-9 and 19-20 PP children are from 1 parent families and subsequently all of them help with the care of siblings, parents and grandparents

3. Outcomes *(It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)*		
	Desired outcomes and how they will be measured	*Success criteria*
C.	Improve end of KS1 outcomes for PP children	PP children's reading, writing and maths progress is at least in line with non PP children by the end of the year
D.	Ensure strong well-being of PP children	Events that may have a negative effect on well-being of child are identified and addressed by school, when within school's power to do so Children enjoy being at school and are motivated to learn

3. Planned expenditure					
Academic year	**2019/20**				
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 reason 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 children – Teaching methods enables all pupils to access learning and deeply embed learning to overcome irregular periods of schooling	Singapore Maths Maths Mastery Talk 4 Writing	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. Prior use of this approach showed a significant impact on children's attainment. Same day intervention will ensure greater progression	Current teaching staff are trained in these approaches. New teaching staff will be trained in: Singapore maths & Talk 4 Writing In-house training to develop and disseminate training across the school (support staff) Peer observation & team teaching, to embed learning Planning and assessment to identify opportunities for deeper learning in all subjects	Maths lead English lead	Termly
ii. Targeted support					
Desired outcome	**Chosen action/approach**	**What is the reason 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 children – Targeted teaching of core skills to fill gaps in learning	121 FFT to accelerate progress in reading and writing in year 1	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 teacher	Termly

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.	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
A. Improve end of KS1 outcomes for PP children – Identify and support SENs	Cognition and Learning to carry out assessment and recommend methods of support where needed	Cognitive and educational assessment is to obtain an accurate profile of the individual's intellectual functioning, thinking and reasoning skills, and academic strengths and weaknesses to assist in developing learning strategies and recommendations.	Arrange C&L assessment to take place Report produced Report used to inform MAPP & support given		Following report and then half-termly
iii. Other approaches					
Desired outcome	**Chosen action/approach**	**What is the reason for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
B. Ensure strong well-being of PP children	Establish and continue close relationship with families	Awareness of children's home-life will enable the school to put in any support needed, short and long-term Improved relations and levels of trust between families and school to create greater commitment to schooling from families.	Teachers and headteacher will regularly speak face-to-face with parents to ensure they are all informed of current situation and any concerns. Headteacher will ensure families know they can talk with staff when they need to share a difficulty or problem or information regarding their child	Headteacher	Termly
	Seek external advice and support where needed	Expertise of medical, social care, counsellors will enable the school to support the child and their family in the most suitable way	The school will contact the most appropriate agency when the need arises and implement their advice, then monitor impact	Headteacher	When needed
	Monitor attendance to ensure this remains high	Ensure positive attitude to school and learning	Headteacher will monitor attendance and will work closely with families to provide support for them to overcome barriers to attendance	Headteacher	Half-termly
B. Ensure strong well-being of PP children	If needed – introduce small group interventions such as socially speaking or time with an adult to settle in the mornings	Proven interventions will support the children's social and personal development Support and time to settle in the mornings will help the child to be ready to learn	Headteacher will ensure staff leading interventions receive necessary training prior to beginning the intervention HT & PP governor will observe delivery and monitor impact	Headteacher	On-going – at the time