



Pupil premium strategy statement



1. Summary information					
School	Whaddon Church of England First School				
Academic Year	2017/18	Total PP budget (estimate)	£10,400	Date of most recent PP Review	Sep 2017
Total number of pupils	43	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Dec 2017

2. Attainment End of Academic Year 2016-7			
	Whaddon Number of PP Children	Pupils eligible for PP % reaching expected standard	National average pupils not eligible for PP % reaching expected standard (2016)
End of EYFS GLD	3	67	72
Phonics end of Year 1	3	100	83
Phonics end of Year 2	0	100	93
Reading end of KS1	0	NA	74
Writing end of KS1	0	NA	65
Maths end of KS1	0	NA	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>	
In-school barriers <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.	33.3% (3) of 2017-8 PP children have significant speech and language difficulties
B.	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.

C.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Persistent absence (below 85%) was particularly high for PP children 2015-6: 71.4% and of the 6 current PP children who attended our school last year, all 6 have a below average record of attendance

3. Outcomes <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>
A.	Improve end of KS1 outcomes for PP children	PP children's reading, writing and maths attainment is at least in line with non PP children by the end of the year
B.	Increased attendance rates for pupils eligible for PP	Overall PP attendance improves and the majority of PP children have at least average attendance

3. Planned expenditure <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	2017/18				
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 children – Teaching methods enables all pupils to access learning and deeply embed learning to overcome irregular periods of schooling	Singapore Maths Talk 4 Writing (£1,500)	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.	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	Headteacher	
Total budgeted cost					£1,500
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?
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	
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. (£6,600)	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
Total budgeted cost					£13,380
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?
B. Increased attendance rates for pupils eligible for PP, (and non-PP pupils)	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.	Families of new starters will be informed about school procedure and will be given copies of 'Every lesson counts'. Headteacher & Business manager will track attendance and immediately discuss attendance that has fallen to below 97% with parents to ensure improvement. As per policy, any holiday or persistent absence will be referred to County and a fine will be issued	Headteacher	Termly
B. Increased attendance rates for pupils eligible for PP (and non-PP pupils)	Offering support to overcome issues that may affect school attendance i.e. transport, uniform, housing etc. Working with external agencies to ensure appropriate support i.e. school nursing team, GRT Liaison etc	See above. Removing barriers to regular attendance. Improved relations and levels of trust between families and school to create greater commitment to schooling from families.	Headteacher will work closely with 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 Taxi to ensure all can attend school Uniform if needed		
Total budgeted cost					£1,000

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>		2016-2017		
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

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.	Y2 Pupil Premium children were taken off roll before May 2017. End of Key Stage 1 results were improved:	Despite having no PP chn end of KS 1 data, the approach was successful for all chn. 2017-18 PP chn will benefit from the focussed, personalised feedback and close monitoring of progress. Continue to develop the use of quality feedback with new staff in Sep 2017.	£1,500																								
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	<table><tr><th>KS1 Outcomes</th><th>2016</th><th>2017</th></tr><tr><td>ARE reading</td><td>94%</td><td>92%</td></tr><tr><td>ARE writing</td><td>88%</td><td>82%</td></tr><tr><td>ARE maths</td><td>88%</td><td>100%</td></tr><tr><td>ARE science</td><td>100%</td><td>100%</td></tr><tr><td>GD reading</td><td>29%</td><td>36%</td></tr><tr><td>GD writing</td><td>6%</td><td>36%</td></tr><tr><td>GD maths</td><td>12%</td><td>27%</td></tr></table>	KS1 Outcomes	2016	2017	ARE reading	94%	92%	ARE writing	88%	82%	ARE maths	88%	100%	ARE science	100%	100%	GD reading	29%	36%	GD writing	6%	36%	GD maths	12%	27%	Approaches have ensured very personalised learning and excellent end of KS1 results for all children. 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 2017	£3,480
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ii. Targeted support

Desired outcome	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)	Cost
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	PP children made at least 1 year's progress in 12 weeks in reading, during the program	TA responded well to training and delivered proficient support to children. Therefore, we should continue to develop TA ability to meet these needs.	£7,363
A. Improve end of KS1 outcomes for PP children – Opportunity for practise of core skills to embed learning	Daily small group sessions in maths, reading and writing skills, concepts and facts with experienced teacher, in addition to standard lessons.	No PP chn end of KS 1 data. Year 1 PP chn who took part in the morning booster sessions made at least expected progress despite below average attendance	Extending these sessions to include maths was extremely successful. Staff are keen to continue them as they have observed the impact they have on the children's learning	£6,608.07

i. Other approaches

Desired outcome	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)	Cost
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	By July 2017 – No Pupil Premium children had a record of persistent absence, compared to 2 non-Pupil Premium children who did. All Pupil Premium children remain below average attendance.	All parents now understand unauthorised absence will not be tolerated and the procedures in place should this occur. Rigorous monitoring of absence is now in place ready for September 2017 and parents will be well informed of their child's attendance rate. Any case of absence dropping below 97% will immediately be investigated	

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	Despite Headteacher working closely with GRT families to provide support for them to overcome barriers to attendance, the GRT families chose to leave the school	We would still support all of our families as much as we are able to. Now there is a new GRT liaison officer, we would use this support in the future	£200
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