

# Pupil premium strategy statement (primary)

1. Summary information					
School	Witchampton CofE First School				
Academic Year	2018-19	Total PP budget	£11,160	Date of most recent PP Review	11.01.17
Total number of pupils	62	Number of pupils eligible for PP	8 (13%)	Date for next internal review of this strategy	February 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% passing the Year 1 phonics check	100%	
% achieving expected or above in reading, writing & maths	0% (1 pupil)	74%
% convert EYFS Exp to KS1 Exp in reading (or equivalent)	0% (1 pupil)	74%
% convert EYFS Exp to KS1 Exp in writing (or equivalent)	0% (1 pupil)	77%
% convert EYFS Exp to KS1 Exp in maths (or equivalent)	0% (1 pupil)	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Some eligible pupils have gaps / delays in early speech and language development, leading to specific difficulties with reading, phonics and writing.
B.	Poor gross and fine motor skills affecting handwriting.
C.	A very small number of pupils exhibit behavioural / emotional issues, including poor concentration, distractibility and low self - esteem, leading to reduced resilience and underachievement in their learning.
D.	A small number of pupils who have recently joined the school are experiencing barriers to learning resulting from gaps in prior knowledge.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Financial constraints mean PP children do not have access to the opportunities non PP children have such as residential trips and extra-curricular activities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve speech, language and communication skills for eligible pupils across the school.	SALT assessment confirms gaps are reduced / eliminated. Pupils meet termly SALT support plan targets and maximise progress in reading,

		<p>writing, speaking and listening by the end of the Key Stage. SL &amp; C does not grow into a long term barrier to progress / attainment.</p> <p>Pupils in Reception make better than expected progress.</p> <p>Pupils in receipt of pupil premium will maintain or exceed their flightpath in reading, writing and maths.</p>
<b>B.</b>	Fine motor skills improved leading to better pencil control and letter formation with PP children becoming more efficient and accurate writers.	Measures: observations of children, scrutiny of independent writing, tracking data will demonstrate that pupil premium pupils have made rapid progress in writing.
<b>C.</b>	Build self-esteem, learning esteem, emotional resilience and social skills of eligible pupils with bespoke support from ELSA support and nurture.	Boxall Profiles show progress over time from baseline scores and/or reflect improved balance in pupils' profiles across all areas of EL; Class teachers report progress in learning engagement termly through support plan reviews; Pupils make at least comparable progress to their peers and achieve targeted outcomes by end of year; Higher performing pupils demonstrate attainment at greater depth.
<b>D.</b>	Effectively address gaps in pupils' knowledge and/or skills through additional bespoke interventions as required.	Gaps no longer prevent pupils from achieving targeted outcomes as a result of PP champion and TA intervention support.
<b>E.</b>	No PP child will be excluded from an activity and all children will be offered equal opportunities.	Tracking of clubs and school, school trips and other extra-curricula activities will ensure pupils that are eligible for pupil premium will be equally represented, proportionate to their number.

Planned expenditure					
Academic year		2018-2019			
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?
1. Improved confidence, self-esteem and learning esteem for all pupils across the school, resulting from effective 'wave 1' targeted support for disadvantaged pupils.	<p>a) Continued effective use of 'growth mindset' through the use of the Learning Line amongst all pupils, with particular teacher focus on the disadvantaged group.</p> <p>b) Targeted wave 1 support for PPE children, including focused questioning, academic support, seating in class, facilitated participation, prioritized marking and feedback.</p> <p>c) Continued high focus on eligible pupils in lesson observations, work scrutiny, pupil interviews and moderation.</p>	<p>EEF - Feedback has been proved to have a high impact on raising standards for a very low cost.</p> <p>PP eligible pupils often appear less resilient than their peers when faced with new learning challenges. Whole class teaching will focus specifically on including all eligible pupils as often and fully as possible.</p> <p>Targeted PP champion work will be undertaken with key identified eligible pupils, as detailed below. Social and Emotional Grids will provide quantifiable baseline and end of intervention measures to assess impact. This will be supported by a range of qualitative evidence. Evidence over time confirms that PPE pupils need and rely upon academic support, facilitated participation and detailed feedback on learning in order to secure their onward progress. EEF report shows that social / emotional interventions impact on raising standards. It also confirms that for eligible pupils, a sense of belonging to the school community and playing a full and active part in enrichment activities are key to securing achievement. ECP feedback confirms the importance of sustaining a high focus on the PPE group in monito</p>	<p>Inclusion of PPE pupils will continue to be a whole school monitoring focus in lesson observations and work scrutiny during 2018-9. PP Class teachers will report back to Head of School on a half-termly basis during progress checking meetings to assess impact with key identified eligible individuals/ groups. ELSA and Nurture Group Lead to report back to Head of School on a half-termly basis to assess impact. Boxall profiles and SDQ's will provide value added evidence.</p>	<p>Head of School</p> <p>PP champion (Katie Saberton)</p>	<p>Half termly monitoring</p> <p>Mid Year review</p>
2. Improved handwriting leading to increased self-esteem in writing and improved presentation, quantity and quality of writing and accuracy in spelling.	<p>Targeted wave 1 support for PPE children. Letter Join will be used daily to support the teaching of handwriting for all children in years R, 1 and 2 and where still required in KS2</p>	<p>EEF report shows that good handwriting is not solely about presentation. The evidence suggests that if handwriting is slow or effortful then children are less able to think about the content of their writing. There is general evidence that approaches which aim to improve the accuracy and fluency of</p>	<p>Inclusion of PPE pupils will continue to be a whole school monitoring focus in lesson observations and work scrutiny during 2018-9. english Lead will report back to SLT on a half-termly basis to assess impact of handwriting focus with key identified</p>	<p>HoS English Lead</p>	<p>Half Termly monitoring.</p>

	<p>as a quality first teaching with a particular focus on the disadvantaged group. Reception children will be provided with a rich environment of daily opportunities to develop their gross and fine motor skills in preparation for formal handwriting practise. Targeted wave 1 support for PPE children will reinforce correct letter formation using a cursive style during all lessons. Where pupils require more bespoke handwriting support this will be provided as an intervention.</p>	<p>children's handwriting can improve both the presentation, quantity and quality of children's writing. This has been shown by a number of evaluations, including RCTs, and summarised in systematic reviews and meta-analyses.</p> <p>There is also wider evidence of benefits of good handwriting: for example, studies consistently show that poor handwriting can bias readers' judgements about the ideas in a text. Children with slow handwriting can also have problems completing standardised assessments within the allotted time</p>	<p>eligible individuals/ groups through work scrutiny.</p>		
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**Total budgeted cost**    £1,160

**ii. Targeted support**

<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>
<p>A..Improved speech, language and communication skills for eligible pupils across the school.</p>	<p>Early identification and referral. Targeted speech, language and communication support for eligible pupils.</p>	<p>PP eligible pupils who started school with global developmental delay are experiencing additional barriers to learning in English, caused by their delayed speech, language and communication skills. Targeted speech, language and communication support is required to continue to narrow the achievement gap. NFER confirm it is good practice to deploy high quality staff to support disadvantaged pupils.</p>	<p>Feedback on speech, language and communication support from specialist SALT team. Teacher assessment will indicate impact over time on pupil achievement in reading and writing. Termly support plan reviews will give detailed feedback on impact of specific SALT strategies.</p>	<p>SENDCo Supervisory TA SALT</p>	
<p>B. Improved confidence, self-esteem and learning esteem for targeted eligible pupils across the school.</p>	<p>PP Champion to deliver ELSA, I Can Problem Solve and Nurture 1:1 or for small groups. PP Champion to work alongside identified children in class to build</p>	<p>PPE trackers for individual pupils detailing bespoke PP champion work / ELSA work to address agreed identified priorities resulting from needs identified by class teachers and SLT. Mental health and behaviour in schools (March 2016 DfE) makes it clear that disadvantaged learners are more at risk</p>	<p>PP champion work to be monitored by class teachers and SLT. Impact to be tracked half-termly. Measurable outcomes to be evaluated using social and emotional grid and Boxall Profiles alongside qualitative data.</p>	<p>HoS SENDCo PP Champion/ supervisory TA</p>	<p>Half Termly</p>

	relationships and reinforce intervention in class.	of mental health issues and consequently Witchampton takes a proactive approach to tackling these issues to ensure children are in a 'fit state for learning' with acquired skills and self-belief to persevere when presented with challenges.			
C Effectively address gaps in pupils' subject knowledge through additional bespoke interventions as required.	Use of funding to target additional time for key identified pupils to close gaps in subject knowledge through pre-teaching, over-learning and skills practice as appropriate to need.	Some pupils, including those transferring in from other schools, present some gaps in aspects of their subject knowledge, in both mathematics and English. We aim for these pupils to maintain their good pace of progress and continue to achieve targeted end of year outcomes this year and subsequently.	Class TAs/ intervention TAs to feed back to class teachers and SLT. Children to achieve ARE securely by end of academic year. Those already achieving ARE are targeted for GD.	TAs Class teachers HoS	Half Termly
D To focus concentration in readiness for learning in addition to developing sensory processing skills.	Use of funding to provide a sensory circuit session at the beginning of each day for children identified as needing additional support to be ready for a days' learning. This may be followed up with additional sensory breaks during the day.	Some children have difficulties maintaining concentration and may demonstrate some of the following: Constant fidgeting in class • Slow to start work and constantly missing cues • Difficulty organising self • Lethargic and dreamy • Poor coordination and balance • Known sensory processing difficulties • Constantly rocking or has difficulty concentrating. The Sensory Circuit provides a sequence of activities done repeatedly to provide the child with the right type of sensory input in order to calm and organise them for the day ahead ready for learning to occur.	Dedicated sensory circuits TA planned in daily at the beginning of the day for 20 minutes.	PP Champion HoS Supervisory TA TA SENDCo	Half Termly
E.					
<b>Total budgeted cost</b>					£8,000
<b>iii. Other approaches</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) Ensure PPE pupils continue to access a full level of participation in curricular and	School office team leader to take responsibility for ensuring that all parents of PPE pupils remain well informed about their entitlement to financial &	Not all PPE families are aware or take advantage of the extra-curricula opportunities that are available to them. EEF magic breakfast club Ofsted publications on the use of PP and the Research report issued in November 2015	SLT to review use of PP funding to maximise access and participation at regular half-termly meetings. Letters and information re-sent to all parents at key points during the school year. Office staff to monitor breakfast club	HoS Admin Officer	Termly review Termly meeting with HoS and parents/carers.

<p>extra-curricular activities</p>	<p>other support in order for pupils to access the full range of school opportunities including clubs, breakfast club and trips. Free milk for KS2 PPE pupils.</p>	<p>by the NfER all state that effective use of the PP removes barriers for PP children. These interventions address those physical needs. Ofsted also state that addressing attendance is a primary step in the use of PP funding.</p>	<p>/extra-curricular / enrichment participation for PPE pupils</p> <p>Tracking of PPF pupils applying for and joining eco champions,, school council, play leaders.</p> <p>Weekly briefing meetings ensure PPE children are a priority and all staff know who they are.</p>		
<b>Total budgeted cost</b>					£2,000

