



Pupil premium strategy statement 2016/2017

1. Summary information					
School	Wilberforce Primary				
Academic Year	2016/17	Total PP budget	£113,000	Date of most recent PP Review	9.6.16
Total number of pupils	225	Number of pupils eligible for PP	160	Date for next internal review of this strategy	September 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Expected Standard in Reading, Writing and Maths	8%	6%
Points progress in reading	-6.48	-5.82
Points progress in writing	-10.06	-10.01
Points progress in maths	-5.50	-4.87

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low EYFS GLD attainment.
B.	Large gaps in learning and low attainment across the school for vulnerable groups.
C.	Low attendance rates for vulnerable groups.
D.	Poor low level disruptive behaviour across the school.
E.	Lack of targeted support for specific language needs in EYFS and KS1.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To increase the attainment of EYFS TA outcomes for GLD.	<ul style="list-style-type: none"> • Gap between boys and girls no larger than 10% by July 2017 • The gap between achievement in aspects of Language and communication, literacy and maths no target than 10% below any other curriculum area • Proportion of pupils achieving GLD 70% with 30% exceeding this.
B.	To provide support for corrective teaching of PP and vulnerable groups – HLTA across multiple year groups.	Year 1/2 <ul style="list-style-type: none"> • The proportion of pupils achieving reading, writing and maths combined is 75%. • FFT targets are reached reading 86%, writing 77% maths 85% • The gap between boys and girls attainment is no larger than 10%
		Year 3/4 <ul style="list-style-type: none"> • The proportion of pupils achieving reading, writing and maths combined is 80%. • FFT targets are reached. • The gap between boys and girls attainment is no larger than 10% • The gap between other pupil groups (EAL/non-EAL, pupil premium/non-pupil premium) is no larger than 10% with evidence over the year that the gap is closing.
C.	To have access to an attendance officer to raise attendance	<ul style="list-style-type: none"> • The PA attendance of target 20 pupils identified improves by 10% • % of successful Prosecutions/fines increases by 10% by July 2017
D.	For all staff to receive attachment training.	<ul style="list-style-type: none"> • CPOMS demonstrates decrease in high tariff incidents: incidents resulting in Fixed term exclusion by 80% from previous levels

E.	To provide speech and language interventions for EYFS and KS1 (Box Clever)	<ul style="list-style-type: none">• Data for attendance, behaviour and progress demonstrates impact by April 2017
-----------	--	---

5. Planned expenditure					
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?
To provide support for corrective teaching of PP and vulnerable groups – HLTA across multiple year groups.	Mastery Teaching	Increased progress and attainment seen throughout United learning.	<p>Termly pupil progress meetings all year groups</p> <p>weekly book scrutiny – all year groups</p> <p>Detailed scrutiny of maths and English pupil work against teacher planning half termly – all the above to ensure:</p> <ul style="list-style-type: none"> ✓ Consistency ✓ progression ✓ Pitch and expectation ✓ match to thematic overview, ✓ Curriculum content coverage ✓ Standards of attainment ✓ Pupil progress ✓ The quality of marking and feedback to support progress ✓ Pupil response to marking and feedback ✓ Adjustments made to 	DC/DY	Dec 2016, April 2017, July 2017

			<p>teaching/planning as a result of marking and feedback</p> <ul style="list-style-type: none"> ✓ The accuracy of teacher assessment ✓ The impact of CPD on the quality of provision across the school ✓ The quality of homework provision <p>The results of the above to be reported back to Standards/ action plan committee and teaching staff and used to inform CPD decisions</p> <p>Detailed scrutiny of maths and English pupil work against teacher planning half termly – all the above to ensure:</p> <ul style="list-style-type: none"> ✓ Consistency ✓ progression ✓ Pitch and expectation ✓ match to thematic overview, ✓ Curriculum content coverage ✓ Standards of attainment ✓ Pupil progress 		
--	--	--	---	--	--

			<ul style="list-style-type: none">✓ The quality of marking and feedback to support progress✓ Pupil response to marking and feedback✓ Adjustments made to teaching/planning as a result of marking and feedback✓ The accuracy of teacher assessment✓ The impact of CPD on the quality of provision across the school✓ The quality of homework provision ✓ The results of the above to be reported back to Standards/ action plan committee and teaching staff and used to inform CPD decisions		
--	--	--	---	--	--

To increase the attainment of EYFS TA outcomes for GLD.	Access to Early Excellence and United Learning cluster groups.	Both proven systems to improve the quality of teaching, learning and assessment over time.	Active involvement in UL and Westminster EYFS cluster activity including <ul style="list-style-type: none"> ✓ profile moderation ✓ Visits to 'good+ settings ✓ Baseline evaluations ✓ Enhancing the EYFS provision ✓ EYFS CPD 	DC	July 2017
Total budgeted cost					£83,000
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?
To provide speech and language interventions for EYFS and KS1 (Box Clever)	Box clever	The programme is used successfully in other United Learning schools to promote progress and attainment.	Standards /action plan committee to consider impact outcomes from: <ul style="list-style-type: none"> ✓ Pupil progress meetings (termly) ✓ Entry and exit data for interventions ✓ Pupil and parent voice within targeted interventions. 	FC	July 2017

To have access to an attendance officer to raise attendance	To use an attendance officer to monitor attendance and take action where necessary	Having a dedicated person in this role will ensure that attendance is monitored regularly and that action is taken.	<ul style="list-style-type: none"> ✓ Education welfare officer checks on termly attendance data ✓ Weekly attendance meetings for high tariff families ✓ Monthly Vulnerable children meetings ✓ HR business partner monitoring visit monthly (Staff attendance) 	FC	July 2017
Total budgeted cost					£24,000
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?
For all staff to receive attachment training.	INSET sessions for all staff on attachment and emotional coaching.	Staff to gain knowledge of attachment theory and apply it in their behaviour management, particularly with high tariff children.	<ul style="list-style-type: none"> ✓ RSIL: Behaviour for learning audit ✓ RSIL: Behaviour for learning review ✓ Behaviour reports to Standards/action plan committee monthly 	CM	July 2017
Total budgeted cost					£2000

6. Review of expenditure				
Previous Academic Year		2015/16		
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.	Lessons learned (and whether you will continue with this approach)	Cost
Improved inclusion provision for all.	Inclusion manager to safeguard all needs Speech and language services for targeted children.	<ul style="list-style-type: none"> There were gaps in inclusion provision. Staff member has left the school and new leader in post. See individual pupil reports. No evidence was captured in the data but other significant gains were seen and it will be continued for some SEND. 	<p>SALT plays a very important part of some of our children's needs. We will continue this targeted support as significant personal gains have been seen for those children.</p> <p>Closer monitoring of inclusion across the school is needed. We will look at the way we allocate pupil premium spending on inclusion.</p>	£79,990
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
Improve persistent absence	Home school support to see parents in and out of school with attendance officer.	5/22 have improved 1 family persistently absent. 1 child persistently absent.	Approach will be continued.	£21,000
Improve attendance	Regular newsletter articles Refusal of holidays in term time Penalty notices	<ul style="list-style-type: none"> 7 Penalty notices issued. 15 of 21 children (71%) improved. 12 pp children (67%) improved. 2015/16 is 94.5% (95.2% without EID) PP children finished with 91% attendance for the year. NPP children finished with 89% (These days do not take Eid into 	Approach will be continued. Will look to analyse attendance with the impact of Eid.	

Reduce exclusions	Learning mentor employed.	<ul style="list-style-type: none"> • Exclusions will reduce. • Support plans will have impact for children at risk. • Behaviour 18/34 improved • There were 29 fixed term exclusions during the final term, of which 6/7 children involved were pupil premium 	Analysis of exclusions identified specific support for targeted children. They are now in receipt of this support. We would look at how we use the learning mentor going forward.	£28,344
-------------------	---------------------------	---	---	---------

iii. 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
-----------------	------------------------	--	--	------

<p>Increase opportunities for children to participate in a wide range of activities according to the pupil charter</p>	<p>Yoga After school clubs Poetry workshops Carmen, Pocket opera company Architecture workshop DT workshop Willow workshop Rugby World cup Wellington College Trip</p>	<ul style="list-style-type: none"> • Yoga - Incidents decreased for 7/10 children (70%). Reported behaviours are now just low level. • Difference not seen in the attainment and progress data of all children • 65% of all pupils have participated in a school club during the year. These may be in school or after school. • Poetry workshops - English progress in year groups from Autumn to Spring 1. • Y1 – R = 91%, W = 94% • Y2 – R = 79%, W= 76% • English progress in Y5 did not increase after the pocket opera. • Inconclusive impact of architecture workshop. • Inconclusive impact of DT workshop. • Inconclusive impact of willow workshop. • 3 of the 4 children ended the year at ARE for Year 5 after the Wellington College Trip. 		<p>£17,266</p>
--	--	--	--	----------------

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk