



Pupil premium strategy statement 2017/2018

1. Summary information					
School	Wilberforce Primary				
Academic Year	2017/18	Total PP budget	£188,100	Date of most recent PP Review	
Total number of pupils	198	Number of pupils eligible for PP	111 (56.6%)	Date for next internal review of this strategy	September 2018

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	53%	48%

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.	Inconsistency in quality first teaching
B.	Ensure the curriculum is broad and balanced with a specific focus on developing core skills and catering for the more able disadvantaged children.
C.	Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning
C.	The development of independent skills in learning/resilience and belief in themselves
D.	PP attendance is not yet at the same standard of the other pupils. PP are over represented with persistent absence
E.	Social difficulties experienced by families including housing, finance, family literacy and parental anxieties

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All teaching is good or better across the school.	Lesson observations/ book monitoring/ learning walks show that teaching across the school is consistently good or better. Teaching should be 100% good or better by March 2018.
B.	Ensure the curriculum is broad and balanced with a specific focus on developing core skills and catering for the more able disadvantaged children.	Pupil Charter shows increased opportunity to apply and experience learning outside of the classroom through a broad curriculum.
C.	Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and a 'can do' approach.	Growth Mindset questionnaires show progress in attitudes to learning.
D.	Pupils are confident and resilient to tackle new learning.	Growth Mindset questionnaires and pupil voice conferencing show progress in attitudes to learning.
E.	Increased attendance rates for persistently late pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP. PA is less than 5%.
F.	Ensure those families who require support and advice have opportunities to come into school.	Greater number of families engaging with the school and feeling supported as shown by an improvement in the parent questionnaire.

5. Planned expenditure					
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?
All teaching is good or better across the school.	<p>Whole school Growth Mindset training/ focus</p> <p>Coaching Training</p> <p>Leaders to conduct weekly learning walks and coach teachers where teaching is not good.</p> <p>Subject leaders to work with teacher in their specific subject area.</p> <p>Weekly monitoring of books</p> <p>Subsidise 'Inspire</p>	Attainment and progress cannot be good if teaching is not good.	<p>Weekly monitoring of books</p> <p>Monitoring of planning</p> <p>Learning walks</p> <p>Formal observations</p>	CM/DY/ CMC	Weekly

	<p>Partnership support.</p> <p>TAs to continue to embed the delivery of RWI ensuring that this supports the progress and attainment of PP children.</p>				
<p>Access to a broad and balanced curriculum.</p>	<p>Use of core text to provide a stimulus and context for learning.</p> <p>Learning environments are planned for.</p> <p>Ensure the quality of learning feedback provided (including verbal feedback) enables all children to make the best possible progress.</p>	<p>Increase the proportion of PP children who are learning at expected level or better in English and maths in each year group.</p> <p>Improve pupils' confidence in developing core skills, reasoning skills and applying problem solving skills in mathematics.</p> <p>Ensure that the curriculum is broad and balanced so that those pupils in receipt of PP can achieve well across the curriculum.</p>	<p>Monitor all year group's data.</p> <p>Regular monitoring activities – books, learning walks, planning scrutiny.</p>	DY	May 2018

	<p>Ensure that learning caters for disadvantaged children working at greater depth</p> <p>HLTAs to run interventions for basic skills and phonics.</p> <p>Invest in Music Music Hub and Bach Choir to enhance the teaching of music.</p> <p>Invest in Forest Schools</p> <p>Invest in Excellence visits for staff</p> <p>Latin Workshop and training</p> <p>Organisation of libraries and reading schemes</p>				
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<p>The development of independent skills in learning/resilience and belief in themselves</p>	<p>Exciting and engaging curriculum.</p> <p>Subsidising educational visits.</p> <p>Growth Mindset training for all staff</p> <p>Investment in a speech and language therapist</p> <p>Funding of QPG lunchtime and after-school activity sessions.</p> <p>Subsidise SENCO salary for CPD and intervention groups</p> <p>Implementation of a parent workshop programme to help increase parenting skills.</p> <p>Implement house point behaviour</p>	<p>Breakfast club offered to ensure vulnerable students have a positive start to the day.</p> <p>Children begin to take more ownership and lead on projects across the school.</p> <p>Parents will become more engaged in school life to promote the importance of education.</p> <p>Children to develop collaboration skills and learn how to work and play with different children.</p>	<p>Monitoring teaching and learning.</p> <p>The pupil Charter shows engaging and inspirational educational trips/visitors.</p>	<p>DY/ CM</p>	<p>May 2018</p>
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	system				
Total budgeted cost					£145,836

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?
Access to a broad and balanced curriculum	<p>Use of proven interventions.</p> <p>Speech and language therapist support.</p> <p>Parent workshop programme.</p> <p>Investment in Magical Mathematics club</p>	<p>Children identified as at risk of falling behind their peers have access to daily/ weekly interventions.</p> <p>Staff trained to ensure quality interventions are provided to disadvantaged children.</p>	<p>Regular monitoring of interventions.</p> <p>Regular monitoring of progress made in interventions.</p> <p>Monitor the transference of skills from interventions in to the classroom.</p>	DY/KR/ NA/AC	May 2018

<p>Ensure all pupils are supported to overcome any barriers and approach their learning with positive attitudes and a 'can do' approach</p>	<p>Implementation of a learning mentor</p> <p>Investment in an Educational Psychologist.</p> <p>Investment in Team Teach training.</p> <p>Offer additional clubs after school to help pupils with social skills.</p> <p>Investment in Attachment Aware Schools training for all staff.</p> <p>Mental health and first aid training for all staff</p> <p>Team Teach training for all staff HLTA level 4 training</p> <p>Subsidise learning mentor salary</p>	<p>Children will have known safe adults who will support them during emotional difficulty enabling them to maintain progress in their learning.</p> <p>Provide support for individual pupils through improving behaviour, progress and attainment, social skills, self-esteem and confidence.</p> <p>Vulnerable children will have access to after-school clubs providing further stability to their learning.</p> <p>A holistic view of the child to be taken by staff of key vulnerable children.</p>	<p>Monitor CPOMS and impact of interventions.</p> <p>Monitor learning mentor sessions and impact on progress and attainment.</p>	<p>DY</p>	<p>May 2018</p>
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Total budgeted cost					£23,150
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?
Increased attendance for pupils eligible for PP.	<p>Targeted support and challenge to families to improve attendance.</p> <p>Offer care before and after school to improve attendance and support families.</p> <p>Subsidise salary of Attendance Officer to routinely monitor attendance of PP children.</p> <p>Offer breakfast club</p>	Attainment and progress cannot be improved if children are not attending school.	<p>Increase attendance of PP pupils.</p> <p>Reduction of PA of PP pupils.</p> <p>Greater number of families engaging with school and feeling supported, resulting in improved attendance and behaviour at home, school and in the local community.</p>	OK	May 2018
Ensure those families who require support and advice have opportunities to	<p>Coffee mornings</p> <p>Headteacher forum</p> <p>Queens Park</p>	Building stronger community links will mean that parents are more supportive of the school and more involved with their children's learning.	<p>More families feel confident in asking for advice and support.</p> <p>Parent questionnaire results</p>	CM/DY	May 2018

come into school.	Gardens Community Hub SFSC PREVENT community workshops				
Total budgeted cost					£19,111

6. Review of expenditure				
Previous Academic Year				
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
To increase the attainment of EYFS TA outcomes for GLD.	Access to Early Excellence and United Learning cluster groups.	<p>Gap between boys and girls is still larger than 10%</p> <p>2016 GLD+ 56% PP 50% NPP 58%</p> <p>2017GLD+ 58% No significant gaps between PP/NPP</p>	<p>To employ an experience EYFS lead</p> <p>To train all EYFS staff to Level 3</p>	£5000
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
To provide support for corrective teaching of PP and vulnerable groups – HLTA across multiple year groups.	Mastery Teaching	<p>Good attainment in Y2 and Y6 SATs.</p> <p>2 x HLTAs employed</p>	<p>The school will continue with the mastery approach and continue to develop good practice.</p> <p>To provide support for corrective reading – HLTA to take main group and teacher to teach interventions</p>	£78000
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

To have access to an attendance officer to raise attendance	To use an attendance officer to monitor attendance and take action where necessary	Attendance of PP children has increased. 2015 – 2016 PP attendance = 94.44% 2016 – 2017 PP attendance = 95.20% NPP Attendance: 2015 – 2016 Non-PP attendance = 94.21% 2016 – 2017 Non-PP attendance = 94.10%	To continue to employ an attendance officer to review procedures. To enlist help of EWO as soon as possible To introduce earlier intervention by HOPs and HT.	£22000
For all staff to receive attachment training.	INSET sessions for all staff on attachment and emotional coaching.	The training has had a positive impact on behaviour and relationships between pupils and staff. 2/3 Attachment Awareness sessions completed. 0 exclusions.	The school will complete final session and plan follow-up to resilience training using Building Learning Powers approach.	£2000
To provide speech and language interventions for EYFS and KS1 (Box Clever)	Box clever	The intervention did not happen. Other interventions were used instead SALT and Talk Boost.	School will employ a SALT to deliver high quality SALT and train teachers/ TAs to deliver the sessions.	£2000
To ensure children have access to the school breakfast club	Daily morning breakfast club	Children have breakfast.	Magic Breakfast to continue supporting Breakfast Club . To introduce board games to develop social skills and turn-taking.	£4000

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