



## Pupil premium strategy statement 2018/2019

1. Summary information					
<b>School</b>	Wilberforce Primary				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	Income: 156,092	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	164	<b>Number of pupils eligible for PP</b>	81 - 49%	<b>Date for next internal review of this strategy</b>	September 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving Expected Standard in Reading, Writing and Maths</b>	<b>53%</b>	<b>48%</b>

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> )	
<b>A.</b>	Pupil Premium children attain less well compared to non-Pupil Premium children in at KS2 (Expected Standard and Greater Depth)
<b>B.</b>	Some pupil premium children in EYFS begin school with language skills below that typical for their age
<b>C.</b>	There continues to be a number of children in each cohort who are considered complex cases (both eligible for PPG and have a SEND)
<b>External barriers</b>	
<b>D.</b>	Lower aspirations of Pupil Premium families (a history of poverty) so engagement of these children can be lower than their peers.
<b>E.</b>	SEMH issues amongst children eligible for the Pupil Premium Grant which impacts on children's ability to learn.
<b>F.</b>	Families of Pupil Premium children can lack the ability/confidence to support children at home.

<b>G.</b>	48% of persistent absentees were PP children last academic year	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To increase the number of children who achieve expected standard and greater depth at KS2	PP KS2 Expected Standard: R,W,M 67%
<b>B.</b>	Some pupil premium children in EYFS begin school with language skills below that typical for their age	50% PP children reach the expected standard in EYFS
<b>C.</b>	All non-complex PPG children to achieve age related expectations in Reading, Writing and Maths in all year groups.	All non-complex PPG children in Years 1, 3, 4 and 5 to achieve age related expectations in Reading, Writing and Maths
<b>D.</b>	To develop a Growth Mindset culture amongst PPG children in order to raise aspirations.	All PPG children to be assessed as having a growth mindset/strong growth mindset by July 2019
<b>E.</b>	To provide SEMH intervention for children who are not ready to learn.	Reduced number of behaviour incidents of PPG children compared to last year
<b>F.</b>	To increase the wider curriculum opportunities for PPG children.	All PPG children to attend at least one lunchtime or after-school club across the year All PPG children to attend trips and visits Each pupil leadership opportunity to include at least one PPG child
<b>G.</b>	Attendance for PP children attending below 90% last year is higher this year.	PA PP children's attendance has increased

5. Planned expenditure					
Academic year	2018/19				
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 increase the number of children who achieve expected standard and greater depth at KS2	<ul style="list-style-type: none"> <li>• Timely intervene with PPG children first</li> <li>• Strategically position PPG children in groups</li> <li>• Target, monitor and track individual PPG children to achieve Expected Standard in all subjects</li> <li>• Participate in the United Learning Reading project</li> <li>• Year 6 Booster groups</li> <li>• Focussed interventions with the support of an additional adult</li> <li>• Create PPG Champion who focus on PPG</li> </ul>	Teaching and Learning Toolkit: Feedback +8 Collaborative Learning +5 Teaching Assistants +1	Timely analysis of data Early identification of children who are not on track Targeted intervention Opportunities for challenge Access to enrichment opportunities Learning Walks Monitoring of planning Monitoring of books Support from Subject Leaders PP Champion to monitor	DY/CMC	May 2019

<p>Some pupil premium children in EYFS begin school with language skills below that typical for their age</p>	<ul style="list-style-type: none"> <li>• Provide EYFS staff with specialist speech and language CPD</li> <li>• Continue to develop and maintain a language rich learning environment</li> <li>• Invest in speech and language therapist</li> <li>• Provide speech and language sessions for parents</li> <li>• Include speech and language questions in home visits</li> <li>• Ensure a language specific assessment is in place to monitor progress</li> </ul>	<p>Teaching and Learning Toolkit: Oral language interventions +5 Early years interventions +5</p>	<p>Timely analysis of data Early identification of children who are not on track Targeted intervention Opportunities for challenge Access to enrichment opportunities Learning Walks Monitoring of planning Monitoring of books Support from Subject Leaders PP Champion to monitor</p>	<p>NS</p>	<p>May 2019</p>
<p>All non-complex PPG children to achieve age related expectations in Reading, Writing and Maths in all year groups.</p>	<ul style="list-style-type: none"> <li>• Keep up not catch approach</li> <li>• Strategically position PPG children in groups</li> <li>• Target, monitor and track individual PPG children to achieve Expected Standard in all subjects</li> <li>• Split Teaching through the use of a Teaching Assistant</li> <li>• CPD for all Teaching</li> </ul>	<p>Teaching and Learning Toolkit: Feedback +8 Collaborative Learning +5 Teaching Assistants +1</p>	<p>Learning Walks Monitoring of planning Monitoring of books Pupil Conferences QLA of assessments PP Champion to focus on PP children's progress and attainment</p>	<p>DY</p>	<p>May 2019</p>

	Assistants				
<b>Total budgeted cost</b>					£60,500
<b>ii. Targeted support</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>
To develop a Growth Mindset culture amongst PPG children in order to raise aspirations.	<ul style="list-style-type: none"> <li>• Baseline all PPG children using a Growth Mindset questionnaire</li> <li>• Continue the development of Growth Mindset characters and implementing them into learning</li> </ul>	Teaching and Learning Toolkit: Meta-Cognition and Self - Regulation +8 Mentoring +1	Monitoring of teaching and planning Monitoring of mentoring sessions	DY	May 2019
To provide SEMH intervention for children who are not ready to learn.	<ul style="list-style-type: none"> <li>• Create a SEMH Register</li> <li>• Deliver SEMH interventions for PPG children with this barrier</li> <li>• Run Parent Workshops</li> <li>• Assign SEMH Advocate role</li> </ul>	Teaching and Learning Toolkit: Social and Emotional Learning +4 Behaviour Interventions +3 Mentoring +1 Small group tuition +4	Intervention Learning walks Pupil conversations	KW/DY	May 2019
<b>Total budgeted cost</b>					£48,000

<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>
To increase the wider curriculum opportunities for PPG children.	<ul style="list-style-type: none"> <li>• Offer free Breakfast Club for PPG children</li> <li>• Offer free After School Clubs for PPG children</li> <li>• Offer subsidised trips and visits for PPG children</li> <li>• Target PPG children to access leadership events/activities</li> </ul>	Teaching and Learning Toolkit: Outdoor Adventure Learning +4 Sports Participation +2 Extending School Time +2 Arts Participation +2	Monitoring of attendance registers of Breakfast Club/After-School Clubs Monitor children who have attended enrichment activities	DY	May 2019
Attendance for PP children attending below 90% last year is higher this year.	<ul style="list-style-type: none"> <li>• School Attendance Officer to explore a more personalised approach for targeted children.</li> <li>• Agree targets with families to ensure attendance continues to improve.</li> <li>• Working closely with Early Help and the LA ACE Team to</li> </ul>	If children are not in school they cannot learn.	Weekly attendance updates to all staff Texts and letters sent to parents to make them aware of how many days their child must attend consistently to meet the attendance target SLT to monitor attendance and intervene early	OK	May 2018

	<p>support families in need of additional support.</p> <ul style="list-style-type: none"> <li>• Feedback to the safeguarding team in fortnightly weekly meetings.</li> </ul>				
<b>Total budgeted cost</b>					£45,792

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
All teaching is good or better across the school.	<p>Whole school Growth Mindset training/ focus</p> <p>Coaching Training</p> <p>Leaders conducted weekly learning walks and coached teachers where teaching was not good.</p> <p>Subject leaders worked with teachers in their specific subject areas.</p> <p>Weekly monitoring of books</p>	<p>“Teaching is good.”</p> <p>“Good teaching has ensured that pupils make strong progress.”</p> <p>“Teaching in some classes enables children to make outstanding progress.”</p> <p>“Inadequate teaching has been eradicated.”</p> <p>- Ofsted, March 2018</p> <p>EYFS GLD – 75% Phonics – 83%</p> <p>KS1 Reading – 69% Writing – 73% Maths – 73% Combined – 65%</p> <p>KS2 R = 22/33 – 67% W = 24/33 – 73% M = 22/33 – 67%</p>	<p>Coaching needs to be ongoing.</p> <p>Support for teachers to be front-loaded and gradually reduced throughout the year so that teaching continues to be good without support.</p> <p>Monitoring will continue to support areas of development.</p> <p>Teachers have improved all-round subject knowledge.</p>	£168986

		<p>C = 20/33 – 61%</p> <p>(SPAG = 25/33 –76 %)</p>		
<p>Ensure the curriculum is broad and balanced with a specific focus on developing core skills and catering for the more able disadvantaged children.</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>	<p>PP children have had access to a broad and balanced curriculum.</p> <p>Curriculum reviewed by UL and judged to be broad and balanced.</p> <p>PP children working above ARE are broadly in line with non-PP children with slightly more PP children working above ARE.</p> <p>Y1 worked with the Music Hub this year and performed what they learnt to the school. Y4 and Y5 worked with the Bach Choir culminating in a performance of Joseph.</p> <p>Y2 and Y3 have attended Forest Schools. Pupil feedback showed increased confidence and resilience.</p> <p>Some excellence visits happened with examples of good practice shared with staff.</p> <p>Latin is now taught in KS2</p>	<p>Good practice to be shared within school and with other schools.</p> <p>Music investment to continue through whole school training with The Voices Foundation.</p> <p>Forest Schools to continue next year.</p>	

		Libraries and reading schemes are now organised with children reporting a love of reading. Read for Good sponsored reading scheme happened and raised £450 for charity.		
<p>Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and a 'can do' approach.</p> <p>Pupils are confident and resilient to tackle new learning.</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>Implement house point behaviour system</p>	<p>Staff INSET on Growth Mindset happened.</p> <p>All children undertook a Growth Mindset whole-school project where they wrote stories and created characters to represent the different values.</p> <p>Mindfulness sessions happen across the school and pupil voice has shown that children have a much greater understanding of mental health.</p> <p>3 staff have attended Mental Health First Aid training.</p> <p>Speech and language therapist has worked with children in EYFS, KS1 and KS2.</p> <p>QPG provide structured sports and games activities every lunchtime and run an after-school club. This has enabled the children to focus on positive attitudes and inclusion of others.</p>	<p>This is ongoing and will be a significant focus next year (Wellbeing Award).</p> <p>Avatars to be created based on Growth Mindset learning as part of an embedded whole-school approach.</p> <p>SALT, QPG and house point system will continue next year.</p>	

		<p>SENCO has delivered CPD on dyslexia, autism and communication friendly classrooms.</p> <p>This system has been implemented successfully. Behaviour has improved as evidenced in the decreasing number of CPOMS incidents over the year.</p>		
<b>ii. Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance rates for persistently late 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>Breakfast club is offered to parents. QPG run after-school sessions every afternoon.</p> <p>Attendance officer monitors attendance and PA weekly. Data is shared with SLT who are actively engaged in reducing PA.</p> <p>66% of PP children show improved termly attendance since the beginning of the year.</p>	<p>Improving PA will be an ongoing focus next year.</p> <p>Intervene earlier when children are absent.</p>	£19,111
Ensure those families who require support and advice have opportunities to come into school.	<p>Coffee mornings</p> <p>Headteacher forum</p> <p>Queens Park Gardens Community Hub</p>	Coffee mornings happened and included educational sessions run by Westminster Adult Education Service, Community Champions and the school nurse.	Pro-active and more visible support of the family practitioner to build relationships with parents early in the year.	

		QPG provided after-school club and have built links with many parents.	<p>Ensure that parents can build trust with a range of support practitioners early on and are aware of who offer what support.</p> <p>Encourage better parental attendance at the various opportunities.</p>	
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## 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](http://www.aschool.sch.uk)