

Pupil premium strategy statement (primary)

1. Summary information					
School	Wedmore First School Academy				
Academic Year	2017-18	Total PP budget	£26,340	Date of most recent PP Review	July 2018
Total number of pupils	201	Number of pupils eligible for PP	26	Date for next internal review of this strategy	n/a

2. 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.	Increasing numbers of children needing nurture/social/mental health support (2016-17)	
B.	Attainment in maths is lower than in reading and writing for PP children	
C.	Some children receive little support at home for homework tasks	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Poor attendance or lateness for a few pupils eligible for PP is low. This reduces their school hours and causes them to fall behind on average.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment in maths and writing to be in line with reading outcomes for PP children	% of PP children achieving AREs to be at least 85% and to be in line or above the national average in Greater Depth and their peers
B.	To narrow the gap in attainment between PP and non-PP in reading, writing and maths	Detailed termly tracking and data analysis shows gap narrowing Quality First Teaching and intervention groups support reading, writing and maths as appropriate
C.	PP children make good progress (at least 3 points in 3 terms)	Quality First Teaching, 1:1 and small group support Tracking of progress shows accelerated progress
D.	Increase attendance % for pupils with poor attendance eligible for PP	Attendance of PP children is at least 95%
E.	Continue high quality support for PP children with SEMH needs	ELSA group work used in school and impact measured Social/friendship group support

4. Planned expenditure	
Academic year	
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 improve attainment in maths and develop reasoning (a key AIP focus)	Mastery learning approach in maths	A mastery style of learning has been found by research to have a moderate impact for low cost (EEF)	Purchase of White Rose Hub Mastery Maths planning and resources. Release of subject leader for detailed tracking of pupil progress Release of maths subject leader to attend training and peer to peer support visits in other WLT schools Close monitoring of PP pupils as a group	NZ/AW	Termly
PP children know their strengths and areas for development	Improved feedback, marking and next steps identified in learning Targets set by class teachers to provide focus for 1:1/small group support. These are shared with the child/children.	Children take ownership of their learning.	Pupil Progress meetings, pupil talk sessions, work scrutiny. Review of pupil targets	SLT/all class teachers	Termly
All classroom are fully inclusive and supportive to all children including those with PP and SEND	Further develop dyslexia friendly, working memory and sensory friendly teaching practice as part of Quality First Teaching	Adapting to different learning styles and needs supports learning	Staff performance reviews, learning walks, pupil talk sessions and SENCO monitoring	All staff/ SENCO	Termly
Develop use of recently purchased whole school pupil data tracking and reporting system (SPTO) and related analysis. Includes annual cost of licence renewal	To ensure effective tracking, analysis and targeting	SPTO will allow us to quickly identify different groups and examine attainment and progress	In school training and co-operation with other schools in the MAT. Additional SPTO direct targeted training for staff as needs arise	HT/SLT& core subject leaders	Termly
To increase staff understanding of attachment strategies and lego therapy	Staff CPD led by Fiona Wieldberg – Ed Pysch	Increase staff understanding of the positive effect on pupil well-being and learning of these specific strategies.	Drop ins, lesson observations, pupil talk sessions	SENCO	April 2018

To increase staff understanding of Quality First Teaching and the Core Standards	Staff CPD led by Kathy Smith (Learning Support Specialist Advisor)	Increase staff confidence and ability to deliver Quality First Teaching and develop understanding of the Core Standards	Drop ins, lesson observations, pupil talk sessions	HT/SENCO	April 2018
To increase staff understanding of sensory needs of pupils and use of supportive strategies	Staff CPD led by Ruth Salisbury (Sensory Needs specialist)	Increase staff knowledge and understanding of the positive effect on pupil well-being and learning of these specific strategies	Drop ins, lesson observations, pupil talk sessions	SENCO	April 2018
Total budgeted cost					£5750
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 improve social interaction and development with peers	Have play leader SMSA with particular responsibility to help with positive social interactions	Vulnerable pupils need additional support in social settings (break times).	Monitor the effects on vulnerable pupils and their ability to interact more successfully.	CW	Jan 2018
To support pupils with identified SEMH needs	ELSA trained SENTA to deliver 1:1 and small group support	Social and emotional learning was found to have moderate impact for moderate cost (EEF)	Class teachers/SENCO to identify children with particular difficulties. Monitor the effects on vulnerable pupils and their ability to interact more successfully.	Class teachers/SENCO	Termly pupil progress meetings
To engage and support pupils in spelling and maths skills	Licences for Nessie & maths club on line resource	Pupils engage with the use of technology to support the learning of key skills	Monitor and encourage participation of PP children in maths club and its effect on confidence, attainment and progress	NZ/AW	Termly pupil progress meetings
To engage and support pupils in reading and spelling skills	Purchase licence for IDL dyslexia on line intervention programme	Pupils engage with the use of technology to support the learning of key skills	Monitor input and output data of children participating in new intervention program	Class teachers/SENCO	At end of programme

To engage and support pupils in spelling and writing	Purchase a small number technological tablets that are kept in classrooms for easy access to technology as alternative means of recording work	Pupils engage with the use of technology to support the learning of key skills	Monitor writing and spelling progress of any PP children using new tablets	Class teachers/SE NCO	Termly pupil progress meetings
To improve attainment and progress in maths for specific groups	Small group support in maths lessons	We are aiming to improve children's self confidence and ability to work independently in maths	Pupil progress meetings to review impact of small group support in accelerating confidence and progress	Class teachers	Termly pupil progress meetings
To improve attainment and progress in writing for specific groups	Small group support in literacy lessons	We are aiming to improve children's self confidence and ability to work independently in literacy & in particular in writing	Pupil progress meetings to review impact of small group support in accelerating confidence and progress	Class teachers	Termly pupil progress meetings
To improve attainment and progress in reading for specific pupils And to promote enjoyment of books	Targeted frequent 1:1 reading sessions Peer to peer reading opportunities	Peer tutoring has been found to have a moderate impact for very low cost by EEF. Some pupils simply need regular practice at reading to catch up.	Subject leader to monitor attainment and progress	Class teachers	Termly pupil progress meetings
To improve gross and fine motor skills required for handwriting	Speed Up program 1:1 or 1:2 delivery	The ability to develop an efficient handwriting style is dependent on well- developed fine motor skills.	Start and end samples of work & evidence in class work	Class teacher & SENCO	At end of programme
To improve social interaction and development at playtimes	Have SMSA with particular responsibility to help with any social difficulties which may arise.	Vulnerable pupils need additional support in social settings. Social and emotional learning was found to have moderate impact for moderate cost (EEF)	Any children with particular difficulties identified. Monitor the effects on vulnerable pupils and their ability to interact more successfully	SENCO	Ongoing

Total budgeted cost £16,500

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?
To give opportunities, develop talents and increase level of engagement for all children in extra-curricular activities	Offer opportunities to attend clubs and school trips (including Y4 residential) Music tuition	Give wider opportunities to children with limited experience. Moderate impact for moderate cost EEF)	HT to encourage and monitor take up of school clubs by PP children and offer music tuition to interested children EVC to ensure that every child is able to take part in school trips including Y4 residential regardless of ability to	HT	Termly

			pay		
PP attendance to be at least 95%	Half termly sweeps of attendance required and swift action taken to inform parents to address underlying issues. EWO informed if ongoing concern. More frequent monitoring on an individual basis.	Attendance in school has an impact on learning and attainment.	Office attendance manager reports attendance concerns to HT PP Governor monitoring	HT/LL SR (governor)	Termly
Total budgeted cost					£2000
Funds yet to be allocated					£2090

Impact on Attainment: July 2018

17 pupils were eligible for PP funding at the end of the school year (lowering from 26 in Sept 2017).

Foundation Stage

2 out of PP children achieved a Good Level of Development (50%). The 2 children who did not achieve this are both at SEN Support level of need. 85% of non PP children (31 pupils) achieved a Good Level of Development.

Y1-4 % meeting or exceeding AREs			
	Reading	Writing	Maths
Pupil Premium (17 children)	70% met AREs with 35% exceeding	59% met AREs with 35% exceeding	47% met AREs with 18% exceeding
Non Pupil Premium (151 children)	84% met AREs with 58% exceeding	74% met AREs with 34% exceeding	77% met AREs with 35% exceeding

All Y1 PP children passed the Y1 phonics test. 3 PP in Y1-4 children are also at SEN Support level of need. 41% of PP children are exceeding in one or more of these subject areas with 12% exceeding in reading, writing and maths. The % of children exceeding in writing has increased significantly from last year's 15% to 35%. 82% of PP children have a reading age above their chronological age and 88% have a spelling age above their chronological age. We recognise that, like many other schools, we still have work to do to 'narrow the gap' in attainment.

Impact on Progress: July 2018

Y1-4	Reading	Writing	Maths
Pupil Premium (17 children)	76% with 18% making better than expected progress	88% with 47% making better than expected progress	82% with 41% making better than expected progress
Non Pupil Premium (151 children)	79% with 37% making better than expected progress	79% with 28% making better than expected progress	88% with 31% making better than expected progress

Nearly all PP children make expected or better progress in writing and maths. Reading progress has dipped a little this year for some PP children compared to last year. 53% (9 children) made expected or better progress in all three subject areas. 6 of the remaining 8 children each progressed well in 2 of the areas. Following this year's school focus on maths development, the progress of PP has improved with 41% making better than expected progress compared to last year's 27%.

We continue to strive to ensure that all children make at least expected progress from their starting points in all areas and that those who fall behind receive support to make accelerated progress and catch up with their peers.

Attendance for all Pupil Premium children for the academic year 2017-18 was 92.7%.

6 Pupil Premium children accessed ELSA support during the year, having a positive impact on pupils' emotional health and well-being.