

Pupil premium strategy statement – Walpole Cross Keys Primary School

1. Summary information						
Academic Year	2016/17	Total PP budget	£7,920	Date of most recent PP Review	n/a	
Total number of pupils	49	Number of pupils eligible for PP	6	Date for next internal review of this strategy	06/17	
2. Current attainment						
			KS1		KS2	
			PP	PP National	PP	PP National
% making expected progress in reading			100	78	100	71
% making expected progress in writing			100	70	100	79
% making expected progress in maths			100	77	0	75
3. Barriers to future attainment (for pupils eligible for PP)						
A.	Attainment of maths is not in line with national.					
B.	Attainment of PP in reading is below that of national.					
C.	A small minority of PP children have other issues which make them vulnerable and they therefore require additional emotional support to aid their performance and happiness in school.					
D.	Attendance figures of PP are below national.					
4. Desired outcomes			Success criteria			
A.	Attainment of maths to be at least in line with national.		Teachers will be using CPA approach to new mathematical concepts. Children will have access to quality first maths teaching and interventions.			
B.	Increased attainment of PP children in reading.		Children will have regular guided reading sessions using high interest 'Project X' books. Teachers will use a book-led approach to their English teaching.			
C.	All children will have their social and emotional needs met.		All children will be screened for Thrive and identified children will have dedicated 121 Thrive support.			
D.	Increased attendance and punctuality.		Pupil Premium attendance to improve from 94.2% to 96%.			

5. Planned expenditure					
Academic year		2016/2017			
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?
Children to have a greater understanding of mathematical concepts through CPA.	Teachers and TA's to take part in CPD around Concrete, Pictorial and Abstract maths teaching approaches. Purchase concrete maths resources.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - <i>‘Focus on improving the quality of classroom teaching’</i>	Regular monitoring of lessons by the subject leader. Monitoring of lesson plans to ensure CPA is planned for. Data analysis and pupil progress meetings.	Maths Subject Lead	January 2017 £600 £500
For teachers to have the skills and knowledge – improved SEN skills.	Support and CPD from Executive SENDCo for individual pupils.	DFE – ‘Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015’ – Successful schools strategies - <i>‘Focus on improving the quality of classroom teaching’</i>	Scrutiny of Individual Teaching Plans (ITP's) by the Executive SENDCo. Differentiation on weekly plans monitored by subject leaders.	Executive SENDCo	December 2017 £500

Improved attainment in reading (comprehension) for boys.	Provide high interest guided reading books to engage boys with comprehension Project X guided reading books.	Sutton Trust - Education Endowment Foundation (EEF) research states - ' <i>On average, reading comprehension approaches improve learning by an additional five months' progress.</i> '	Monitoring of guided reading sessions, planning and books by the subject leader. Data analysis and pupil progress meetings.	English Subject Lead	January 2017 £600
Total budgeted cost					£2,200

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?
Children to be emotionally ready for learning.	121 sessions in Thrive to address social and emotional issues.	Sutton Trust - Education Endowment Foundation (EEF) research states – ' <i>SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</i> '	Thrive screening of children to take place. Regular monitoring of sessions and outcomes by the Executive SENDCo.	Executive SENDCo	January 2017 £1,000

To close the gaps in reading and maths.	121 TA support to implement intervention, 'Power of 2' for maths and 'Toe by Toe' for reading.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.</i> '	Monitoring of sessions by SENDCo. Pupil progress meetings and data analysis.	Executive SENDCo	January 2017 £2,500
Total budgeted cost					£3,500
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?
To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>Evidence indicates that attending extra curricular activities has a positive impact on attendance at school, behaviour and relationships with peers.</i> '	Attendance of clubs to be monitored termly by club co-ordinator.	Executive Deputy Head Teacher	January 2017 £500
To ensure all of the educational needs of all children are met.	Specialist consultancy support – Roseberry Centre Short Stay School; Churchill Park Outreach.	DFE – 'Supporting the attainment of disadvantaged pupils: articulating success and good practice – Nov 2015' – ' <i>Meeting individual learning needs; Differentiated responses for individuals versus 'one size fits all''</i>	Regular pupil progress meetings and feedback to the SLT regarding specific support requested and outcomes.	Executive SENDCo	January 2017 £1,720
Total budgeted cost					£2,220

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 ensure PP children have access to enrichment activities.	Funding after school clubs, trips and residential.	<p>All PP children attended residential trip, many being the first time away from home increasing their independence and social/life skills.</p> <p>Trips continue to have a positive impact on enriching the curriculum giving children experiences that they would not ordinarily have access to.</p>	Continue to fund residential and subsidise school clubs. Increase the amount and variety of after school clubs.	£300

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

- We will keep a small contingency to support pupil premium children that may join us within the academic year.