

Pupil premium strategy statement – Walpole Cross Keys Primary School – 2019/20

1. Summary information					
Academic Year	2019/20	Total PP budget	£14,520	Date of most recent PP Review	04/19
Total number of pupils	49	Number of pupils eligible for PP	12	Date for next internal review of this strategy	11/19

2. Current attainment				
Due to the low numbers of PP pupils in our year groups (ie below 5), we cannot publish separate PP results. Results are, therefore, for the whole year group.	KS1		KS2	
	School	National	School	National
% of children making expected attainment in reading	71%	75%	67%	73%
% of children making expected attainment in writing	71%	69%	83%	78%
% of children making expected attainment in maths	86%	76%	67%	79%
% of children making expected attainment in combined re /wr /ma	71%	65%	50%	65%

3. Barriers to future attainment (for pupils eligible for PP)	
A small minority of PP children have other issues that make them vulnerable, they therefore require additional emotional support to aid their performance and happiness in school.	
Four out of thirteen pupils also have Special Educational Needs.	
Attendance figures of PP are below national.	

4. Desired outcomes	Success criteria
Increased attainment of PP children, in especially at KS2.	Children will have access to small group support through the use of Teaching Assistants. Children will have access to Accelerated Reader to improve their comprehension. Intervention will be provided to diminish the difference between PP children and 'all' children.
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.

Increased attendance and punctuality.

Pupil Premium attendance to improve from 93% to 96%.

5. Planned expenditure

Academic year

2019/2020

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?
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<p>Attainment of core subjects, particularly reading, to be at least in line with National.</p>	<ul style="list-style-type: none"> • Live marking (feedback). • New English Curriculum based on Power of Reading. • Destination Reader. • Read, Write Inc. • Mastery Maths. <ul style="list-style-type: none"> • PiXL 	<p>Sutton Trust - Education Endowment Foundation (EEF):</p> <p><i>“Feedback studies tend to show very high effects on learning.” (+8 months)</i></p> <p><i>“On average, reading comprehension approaches deliver an additional six months’ progress.” (+6 months)</i></p> <p><i>“Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress.” (+4 months)</i></p> <p><i>“There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.” (+7 months)</i></p> <p><i>“On average, individualised instruction has a positive effect on learners” (+3 months)</i></p>	<p>Lesson observations learning walks, book looks and data analysis.</p> <p>English leader to listen to children read.</p> <p>Pupil Progress meetings.</p>	<p>SLT</p>	<p>£200 supply</p> <p>£4000 RWInc</p> <p>Yr 1 = 1 pupil</p> <p>Yr 2 = 4 pupils</p> <p>£2675 PiXL</p> <p>Yr 1 = 1 pupil</p> <p>Yr 2 = 4 pupils</p> <p>Yr 3 = 2 pupils</p> <p>Yr 4 = 1 pupil</p> <p>Yr 5 = 3 pupils</p> <p>Yr 6 = 1 pupil</p> <p>Total £6875</p> <p>(12 PP children = £572 per child)</p>
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Children will enjoy reading, they will have a greater understanding of how to answer comprehension questions and reading scores will improve.	Accelerated Reader Destination Reader.	Sutton Trust - Education Endowment Foundation (EEF) research states ' <i>On average, reading comprehension approaches improve learning by an additional five months' progress</i> ' <i>(+6 months)</i>	Monitoring of testing and scoring on Accelerated Reader. English Leader to listen to children read. Pupil questionnaires.	English Subject Lead	£1668 Yr 3 = 2 pupils Yr 4 = 1 pupil Yr 5 = 3 pupils Yr 6 = 1 pupil (7 PP children = £238 per child)
Social and emotional barriers to learning will be removed enabling children to meet their potential.	Jigsaw PHSE scheme.	Sutton Trust - Education Endowment Foundation (EEF) research states: <i>"On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment."</i> <i>(+4 months)</i>	PHSE lead to monitor.	Class teachers Thrive practitioner	£1000 Yr 1 = 1 pupil Yr 2 = 4 pupils Yr 3 = 2 pupils Yr 4 = 1 pupil Yr 5 = 3 pupils Yr 6 = 1 pupil (12 PP children = £83 per child)
Attendance and punctuality of pupils will improve.	Subject Leaders monitor implementation of New Knowledge based curriculum, and new English Curriculum	A stimulating and motivating curriculum will inspire pupils to want to come to school.	Subject leaders and SLT will monitor curriculum implementation. SLT will monitor attendance.	SLT	Subject leader release time: 3 days x £200 £600
Total budgeted cost					£10143

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>‘Social and emotional 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> (+4 months)	All children will be screened for Thrive. Progress of identified children will be monitored by the Thrive practitioner and SENCO.	Thrive practitioner and SENCO	£477 Yr 1 = 1 pupil Yr 2 = 4 pupils Yr 3 = 2 pupils Yr 4 = 1 pupil Yr 5 = 3 pupils Yr 6 = 1 pupil (12 PP children = £39.75 per child)
Y6 children to have targeted support to close gaps in English and Maths.	Pixl. Weekly small group sessions with HLTA pre teaching.	Sutton Trust - Education Endowment Foundation (EEF) research states - <i>‘Small group teaching can sometimes be more effective than either one to one or paired tuition.’</i> (+4 months)	Regular pupil progress meetings with the SLT. Regular meetings with the Pixl mentor.	Assistant Head Teacher	£1750 (1x Yr 6 PP)

To diminish the difference between attainment of PP and All children.	Small group and 121 TA support to implement intervention. Pre teaching and gap analysis from PiXL to be used.	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> ' <i>(+5 months)</i>	Regular pupil progress meetings with the SLT.	Assistant Head Teacher & Head Teacher	£450 Yr 1 = 1 pupil Yr 2 = 4 pupils Yr 3 = 2 pupils Yr 4 = 1 pupil Yr 5 = 3 pupils Yr 6 = 1 pupil (12 PP children = £37.50 per child)
To close the gap between the SEND PP pupils and all pupils	For SEND 1:1 TAs to be trained in strategies to support their pupils and adapt the curriculum so that it is accessible for their pupils.	Sutton Trust - Education Endowment Foundation (EEF) research states: "On average, individualised instruction has a positive effect on learners" <i>(+3 months)</i>	Class teachers to monitor and annotate IEPs.	SENDCo.	£200 Yr 2 = 1 pupil Yr 4 = 1 pupil Yr 5 = 1 pupil Yr 6 = 1 pupil (4 PP children = £50 per child)
Total budgeted cost					£2877

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?
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To improve attendance of PP pupils.	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> ' (+2 months)	Termly monitoring of PP children's attendance at extra-curricular clubs.	PE leader and SENCO.	£1000 Yr 1 = 1 pupil Yr 2 = 4 pupils Yr 3 = 2 pupils Yr 4 = 1 pupil Yr 5 = 3 pupils Yr 6 = 1 pupil (12 PP children = £83.33 per child)
Total budgeted cost					£1000

Additional information

We will keep a contingency of £500 for any new Pupil Premium joiners throughout the year.

6. Review of expenditure			
Previous Academic Year		2018/2019	
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you continue with this approach?	Cost

Children will enjoy reading, they will have a greater understanding of how to answer comprehension questions and reading scores will improve.	Accelerated Reader	Accelerated Reader - Impact over 9 months (Oct– July'19): Pupils have increased their reading age by 11 months over 9 months. The number of PP pupils working at expected levels has increased by 13% since the start of the year.	£1,000 (5 PP children = £200 each child) Termly
Increase the number of PP achieving expected and exceeding in reading, writing and maths.	121 TA support to implement intervention, 'Power of 2' for maths and 'Toe by Toe' for reading.	Individual pupils made the progress they were capable of.	£3500 (11 PP children = £318 each child)
ii. Targeted support			
Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you continue with this approach?	Cost
Children to be emotionally ready for learning.	121 sessions in Thrive to address social and emotional issues.	Thrive progress measures and lesson observations demonstrate that this is having the desired impact with the children that are able to access. We will continue to offer our children Thrive as there is a continued need.	£500 (11 PP children = £45 each child)
iii. Other approaches			

Desired outcome	Chosen action / approach	Estimated impact and lessons learned: Did you meet the success criteria? Will you continue with this approach?	Cost
To ensure all children have access to enrichment activities.	Funding after school clubs, trips and residential.	Identified families were supported financially to enable children to take part in a variety of trips and experiences.	£1000 (11 PP children = £91 each child)