

Pupil premium strategy statement:2018-19



1. Summary information					
School	Wroxton CE Primary School				
Academic Year	2018/2019	Total PP budget	£18,260	Date of most recent PP Review	July 2018
Total number of pupils	95	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2019

2. Outcomes 18 -19				Progress of pupils	
<i>As part of your full strategy you will also wish to consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number, you may wish to present 3 year averages here.</i>	Pupils eligible for PP (your school) 13	Pupils eligible for PP not SEN (your school) 7	Other pupils (national average)	Pupils eligible for PP (your school)	Other pupils national
% achieving a good level of development in in reading, writing and maths					
% making at least expected progress in reading					
% making at least expected in writing					
% making at least expected progress in maths					

2. Barriers to future attainment (for pupils eligible for PP including high ability)

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

A.	Oral language skills. This can slow reading progress in subsequent years.
B.	Poor oral language skills inhibits attainment and progress in writing
C.	High level of social emotional needs across the school that impact on engagement
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Social and emotional development
E.	

3. Outcomes (It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills	Pupil Premium children who are not SEN will achieve at least age related expectations for speech and language. Children who are SEN will close the gaps. Pupils make improved progress in reading comprehension so that by the end of KS2 they are performing in line with their peers compared to their starting points. This will be assessed through PIRA , reading expectations for the year group and age appropriate comprehensions
B.	Improved and consistent progress in writing	Pupils make improved progress in writing so that by the end of KS2 they are performing in line with their peers compared to their starting points. This will be assessed through year group expectations.
C.	Improved engagement in school through Improvement in emotional skills	Children through play therapy will have improved engagement and able to engage with pupils and adults appropriately. Access to play therapy. Play therapist to assess progress of children, as assessed against her criteria (strengths and difficulties questionnaire). Improvement in self-esteem noted in class

3. Planned expenditure *Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.*

Academic year	2018/2019				
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, target support and other					
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?
A. Improved oral language skills	Focus on using technical language and answering questions with sentences Continue to use targeted speaking and listening in EYFS /Y1 and specific intervention in other year groups	Evidence shows that children from disadvantaged backgrounds have poor recall of technical vocabulary affecting their ability to access subjects.	Lesson observations Used of trained TA	AG CT	December 2018 March 2019 July 2019
B Improvement in writing	Focus on guided writing to ensure children have understanding of what a high level looks like prior to own work	Children who are not exposed to high quality reading materials, conversations and writing are unable to apply skills to improve their writing	Discussion at team meetings Focus of lesson observations and work scans Feedback to Curriculum Committee Progress of writing tracked at the end of each term Staff development on High Potential Learners	AG CT	December 2018 March 2019 July 2019
C Improved engagement in school through Improvement in emotional skills	Through use of Play therapist, Home School Link Worker, Talk Therapy and communication and interaction advisory teacher and Mental Health First Aider	Children who are socially and emotionally resilient achieve at higher levels than those that do not. Use of some of these services have already proved beneficial.	Feedback from external professionals	AG SL	Termly
Total budgeted cost					£20,765

1. 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. <i>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</i>		Lessons learned (and whether you will continue with this approach) <i>Lessons learned may be about impact or implementation. For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.</i>	Cost
Improved oral language skills for all children across the school	Staff training on high quality questioning and verbal feedback including peer feedback.	All EYFS 64% Y1 - 73% Y2 – 70% Y3 – 75% Y4 – 87% Y5 – 100% Y6 - 89%	PP 66.7 NA 0 0% (2) 80 (5) 100% (1) 100% (5)	Children who come in with low starting points have made good progress in speaking and listening. In general PP children made better progress. This intervention will continue next year with specific targeted intervention in all year groups.	£132
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
Improve oral language skills for pupils eligible for PP in years 1 and 2 class.	Introduce Language for Thinking for Year 2 and Talk about for Year 1	The impact the programs had has shown in the programme assessment. The progress from starting points has been good for the majority of all children. The impact on PP child was good but did not ensure she reached KS1 outcomes. This will continue to be monitored		The programme has had a huge benefit on the cohorts and will be continued next academic year as children’s oral language is a major weakness across the school. Early intervention will aid children going forward	£1578
Improved engagement levels for pupils eligible for PP who have social,	Early identification of children with social emotional needs are	The impact of intervention through Play Therapy has seen children who have been completely disengaged and not functioning within the classroom been able to		This provision is a vital part of our school and will continue as long as we have funding to do so.	£10,441

emotional needs	referred to Play Therapy and or Home School Link Worker	actively engage with arrange of adults and their peers. Improvements have been seen both at home and school and for a child in Year 6 who was not expected to meet national standards exceeded following support by both play therapy and Home School Link Work.		
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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
Increased attendance rates	Monitor pupils and follow up quickly on absences. First day response provision.	Attendance average for PP children is 96.3%	Parents know if they have not phoned a call will go home. They are also aware through literature the impact of attendance on attainment. This will continue to be monitored.	0
Behavioural issues of PP pupils addressed.	Identify a targeted behaviour intervention for identified students.	Targeted intervention has worked particularly for one child. However, there can be occasion where behaviour is still disruptive	Behaviour plans need to be simple and concise. They need to be followed by ALL staff in order to achieve best outcomes.	£6265

2. Additional detail
In this section you can annex or refer to additional information which you have used to inform the statement above.

