

Pupil premium strategy statement: 2017/18



1. Summary information					
School	Wroxton CE (A) Primary School				
Academic Year	2017/18	Total PP budget	£18,780	Date of most recent PP Review	n/a
Total number of pupils	111	Number of pupils eligible for PP	16	Date for next internal review of this strategy	September 2018

Summer 2017 Statutory Assessment Outcomes	End of EYFS Pupils reaching a Good Level of Development (GLD)		Year 1 Phonics Screening		End of KS1 (Year 2)		End of KS2 (Year 6)	
	Pupils eligible for PP (1 pupil)	Pupils not eligible for PP (14 pupils)	Pupils eligible for PP (1 pupil Service Child)	Pupils not eligible for PP (11 pupils)	Pupils eligible for PP (1 pupil)	Pupils not eligible for PP (11 pupils)	Pupils eligible for PP (5 pupils)	Other pupils not eligible for PP (14 pupils)
% reaching the expected standard	0	43%	0%	73%	-	-	-	-
% achieving age related expectations in Reading	-	-	-	-	0%	64%	100%	86%
% achieving age related expectations in Writing	-	-	-	-	0%	64%	60%	93%
% achieving age related expectations in Maths	-	-	-	-	0%	73%	100%	86%
progress score in Reading from the end of Key Stage 1 to 2	-	-	-	-	-	-	+3.74	+1.19
progress score in Writing from the end of Key Stage 1 to 2	-	-	-	-	-	-	-2.76	-1.95

progress score in Maths from the end of Key Stage 1 to 2	-	-	-	-	-	-	+2.87	0.70
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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.	As recognised by OFSTED our pupils come into EYFS with low baselines. This is partially due to specific needs such as autism. However, language and communication is key barrier
B.	High level of social emotional needs across the school that impact on engagement
C.	Behaviour issues for a small group of children who have autistic spectrum disorders

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Increased attendance rates for PP child.
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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 for pupils eligible for PP in years 1 and 2 class.	Pupils eligible for PP in years 1 and 2 make rapid progress by the end of the year so that all pupils eligible for PP are either at age related expectations or the gap is narrowed between them and their peers
B.	Improved engagement levels for pupils eligible for PP who have social, emotional needs	Pupils eligible for PP identified as having social emotion needs have succesful intervention through Play Therapy. Out going scores by class teacher and home show improvement.
C.	Behavioural issues of PP pupils addressed.	Children who have behavioural issues have specific behaviour plans which result in less reported incidents.
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absences for pupil eligible for PP. Overall PP attendance improves from 82% to 95% in line with 'other' pupils.

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	2017/18				
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?
Improved oral language skills for targeted children across the school	Staff to have CPD in questioning skills	High quality feedback and questioning is proven to be effective in improving outcomes for children.	Through staff training on developing questioning and giving feedback. Staff training of children to give verbal feedback	All Staff	Termly
	Talk Therapy sessions for identified children	Children with speech and language problems find communication difficult. Talk therapy is a way of helping children engage as both a speaker and listener	This will be a focus of observation and learning walks. Talk Therapist to have meetings with SENDco	SENDco	Annually
Total budgeted cost					£3,178

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?
Improve oral language skills for pupils eligible for PP in years 1 and 2 class.	Introduce Language for Thinking for Year 2 and Spirals for Year EYFS and Y1	<p>Many pupils come into school with poor language skills. This includes children from non PP households.</p> <p>By investing in these programs for all children throughout EYFS and KS1 we will be able to ensure quality input right from the start</p>	Each program has an initial assessment and this will then be tracked termly to look at progress	EYFS/Y1 Teacher Year 2 Teacher SENCo	Termly
Improved engagement levels for pupils eligible for PP who have social, emotional needs	Early identification of children with social emotional needs are referred to Play Therapy and or Home School Link Worker	<p>Play Therapy is widely used to support children in a non-threatening environment to learn to deal with their emotions. The play therapist also works alongside the Home School Link Worker where family needs are linked.</p> <p>By investing in a Play Therapist one day a week and Home School Link Worker. We are able to pick children up early to try and ensure that their engagement levels improve and this has an</p>	<p>All staff have access to referral system for children in their classes. Weekly meeting with the play therapist regarding referrals ensures that PP children always remain priority.</p> <p>Home School Link is also accessed through referral via the office by staff, outside agency or Play Therapist and also b</p>	Play Therapist Home School Link Worker Head Teacher	Ongoing
Total budgeted cost					£10, 441
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?
Increased attendance rates	Monitor pupils and follow up quickly on absences. First day response provision.	We can't improve attainment for children if they aren't actually attending school or are persistently late. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance rates and punctuality will be monitored and letters and phone calls to go out to parents	Head Teacher / Office Manager	Termly

Behavioural issues of PP pupils addressed.	Identify a targeted behaviour intervention for identified students. Meet with targeted parents to set short term targets for specified children.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. TAs who support have all been team teach trained.	Teacher SENCo Head Teacher	Termly
Total budgeted cost					£6265

4. Review of expenditure 2017-18					
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, emotional needs	Early identification of children with social emotional needs are referred to Play Therapy and or Home School Link Worker	The impact of intervention through Play Therapy has seen children who have been completely disengaged and not functioning within the classroom been able to 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		This provision is a vital part of our school and will continue as long as we have funding to do so.	£10,441

		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

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