

West Tytherley CE Primary School - Pupil Premium Strategy Statement



1. Summary information							
School	West Tytherley CE Primary School (8503169)						
Academic Year	2017/18	Total PP budget		£8060	Date of most recent PP Review		Sept 2017
Total number of pupils	66	Number of pupils eligible for PP		3 (4%)	Date for next review of strategy		Feb 2018
Cohorts	YR: 0	Y1: 0	Y2: 0	Y3: 1	Y4: 0	Y5: 0	Y6: 2

2. Previous Attainment (July 2017)						
	Pupils eligible for PP		Pupils not eligible for PP		Disadvantage Gap	
	School	National	School	National	School Gap	National Gap
** There were <i>no</i> pupils eligible for Pupil Premium in KS2						
% achieving ARE or above in reading, writing and maths	-	-	71%	61%	-	-
% achieving ARE or above in reading	-	-	95%	71%	-	-
Average scaled score in reading	-	-	110	104	-	-
% achieving ARE or above in writing	-	-	76%	76%	-	-
% achieving ARE or above in GPS	-	-	90%	77%	-	-
Average scaled score in GPS	-	-	110	106	-	-
% achieving ARE or above in maths	-	-	81%	75%	-	-
Average scaled score in maths	-	-	106	104	-	-

3. 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.	Progress in Maths- held back due to a lack of fluency and conceptual understanding
B.	Handwriting – poor letter formation, fluency and presentation

C.	Lacking social and emotional resilience – one pupil will give up rather than dig in and occasionally results in poor behaviour
D.	Lack of parental engagement with school – attending parent's meetings, supporting learning at home and also limited opportunities to engage with after school clubs/events
E.	Progress in Writing - productivity is poor and lacking quality; often pupils are reluctant to explain their ideas and record their thinking (also impacts on maths)
F.	Reading comprehension is poor – this impacts upon reading attainment and maths problem solving where context have to be understood.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G.	Attendance rate for one child is well below average but improving. This reduces their school hours and causes them to fall behind on average.
H.	Poor vocabulary – children have a limited set of life experiences, opportunities for discussion and therefore a limited vocabulary.
G.	Children are not heard read aloud at home – and have limited phonic awareness, blending and comprehension skills

4. Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral and expressive language skills through: a. broadening vocabulary range and; b. increasing the expectation and opportunities for children to express themselves to others	Pupils will be able to apply their new vocabulary across the curriculum, to express themselves appropriately, explaining their thinking and helping to support their written work. Pupils will know and use age appropriate vocabulary with increasing confidence. Pupils will be expected to answer questions using full sentences, particularly in explaining mathematical thinking.
B.	Improve the rates of progress in writing through Quality First Teaching (high expectation, productivity, letter formation, presentation, using expressive and varied vocabulary, independence) alongside additional intervention support (FFT Reading/Writing; Vocabulary; Precision teaching; Handwriting)	Pupils will have higher expectations of themselves as writers – able to write with increased confidence, explaining ideas well and produce quality work that is expressive and age appropriate. Pupils eligible for PP will at least meet all the objectives within the appropriate ARE. Data shows that the PP & Non-PP gap is closing.
C.	Improve rates of progress in maths through Quality First Teaching, (bar modelling, CPA visual representations and resources, number & tables fluency) alongside additional intervention support.	Pupils eligible for PP will make greater progress as evidenced through the data, showing the PP/other gap closing. Progress score improved since 2016 Raise Data. Improved conceptual and procedural understanding in maths. Pupils able to visualise problems and explain their thinking clearly.
D.	Improved positive mindset, resilience and self-belief. Pupils see themselves as good learners through class discussion, pupil conferencing, BLP, P4C, mentoring and ELSA.	Pupils are more able to 'have a go' and learn from their mistakes. Pupil can recognise their areas for improvement and develop resilience in learning. Teaching staff are able to use questioning to develop thinking at a deeper level. Pupils recognise the skills of being a good learner, are able to reflect on this personally, set themselves goals to achieve and feel proud of their success.
E.	Increase parental engagement in school and in their child's learning	Parents more engaged with school at events, parent consultation and regular communication. Teachers engaging proactively and positively with Parents. Homework focuses upon practice of basic skills, with an adult at home hearing children read aloud on a frequent basis.

5. Planned expenditure					
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?
Improve oral and expressive language skills through: <ul style="list-style-type: none"> • broadening vocabulary range and; • increasing the expectation and opportunities for children to express themselves to others 	Enhance literate environment	EYFS moderation raised the need to make the outdoor environment equally as literate. Displays support learners in developing vocabulary.	Teaching staff to develop resources and displays to promote phonics and vocabulary. English manager to monitor the environment.	Eng Lead & Staff	Jan 2018
	Increase exposure to age related vocabulary and expressive vocabulary	Children need to know and apply common exception vocabulary in their work. Children need to learn a wider range of vocabulary to give them greater choice and confidence. Introduce technical words across the curriculum.	Teaching staff to frequently refer to range and choice of vocabulary. English Lead to undertake Book Sampling and observe lessons.	Eng Lead & Staff	Mar 2018
	Raise expectation of children using full sentences	Explaining thinking in an appropriate, articulate manner is cross-curricular. Builds upon pupils limited vocabulary. Models positive communication. Promote increased participation and challenges thinking.	HT/English lead will monitor lessons and observe teacher's expectations and challenge.	Eng Lead & Staff	Mar 2018
	Quality of questioning that promotes deep thinking	'Philosophy for Children' is known to impact upon achievement (EEF Toolkit). Our SIAMS inspection identified that this would also support children asking 'big' questions. Chris Quigley supports this but asking deeper questions of children.	English lead and Senior Teacher to lead staff CPD on <i>Effective Questioning</i> . INSET to training staff in 'Philosophy for Children'.	Eng lead Senior Lead HT	July 2018
P4C 2 day training for 5 teaching & support staff & resources (£2000) Management Release for English Lead (£380) EYFS resources for outdoor provision (£50)			Total budgeted cost		£2430
Improve the rates of progress in writing through Quality First Teaching (high	Increase use of modelled writing	Modelled writing helps learners to think like a writer. It provides a useful <i>scaffold</i> during the writing process and models <i>what a good one looks like</i> .	English lead to develop modelled writing	Eng lead & Staff	Apr 2018

expectation, productivity, letter formation, presentation, using expressive and varied vocabulary, independence)	Develop Talk for Writing (Pie Corbett)	Children need a structure to pin their ideas to. By using a 'Talk for Writing' approach, children are encouraged to imitate ideas and structures and then innovate upon them. This develops confidence and independence to apply techniques to their own writing.	Staff Meeting to provide CPD on 'Talk for Writing' and share good practice. Share quality resources for 'Talk for Writing'.	Eng Lead & Staff	Feb 2018
	Make links with age related and expressive vocabulary	Data shows that the gap between PP and non-PP is wide and needs to be closed. Essential to have high expectations of the children in terms of quality and productivity.	Staff to share good practice. English Lead to undertake Book Sampling, conference pupils and observe lessons. (See above)	Eng Lead & Staff	Mar 2018
	Make links with the FFT intervention programme for Reading and Writing	The FFT programme is highly effective in helping children to make rapid progress and close the gap. Useful to adopt some of the strategies that could support QFT.	Staff to disseminate training to others if appropriate.	Staff FFT course attendees	June 2018
Staff Development on 'Talk for Writing' (£200); Talk for Writing resources (£100) Management release for Eng Lead (£360) FFT Wave 3 Reading and Writing training for 4 staff (£1520) & resources (£100)			Total budgeted cost		£2280
Improve rates of progress in maths through Quality First Teaching, (bar modelling, CPA visual representations and resources, number & tables fluency) alongside additional intervention support.	Embed CPA representation (concrete-pictorial-abstract) including bar modelling	Whole school improvement priority. Data shows that both attainment and progress in Maths for both PP and non-PP children is weaker than national.	Maths manager to monitor this development. Pupil conferencing and teacher observations will provide evidence.	Math Lead	Dec 2017 June 2018
	Improve accessibility to concrete resources that will support conceptual understanding.	Using concrete resources can help children to visualise concepts and support their mathematical thinking. Making resources easily accessible will encourage independence.	Maths manager to develop toolkits and provide CPD for staff on their use. Maths manager to later monitor how the toolkits are used by children to support maths.	Math Lead & Staff	Dec 2017 June 2018
	Review new calculation policy	Whole school improvement priority. To ensure that there is a consistent approach to the teaching and progression of calculations in maths.	Staff Meeting to discuss the calculation policy. Maths manager to lead and monitor implementation.	Math Lead & Staff	Dec 2017 June 2018
	Regular practice and teaching of tables	Whole school improvement priority. Success at SATS relies heavily upon knowing your tables fluently.	Staff meeting to develop techniques to teach, practice and apply. Maths manager to monitor provision and carry out pupil conferencing	Math Lead & Staff	April 2018
	'Fact of the week' and 'Fat and Skinny' facts	Develop reasoning skills based upon known facts ($5 + 7 = 12$ and so $0.5 + 0.7 = 1.2$). Fluency of number facts really supports children in reasoning in maths.	Staff meeting or INSET (See above)	Math Lead & Staff	April 2018
Purchase age appropriate resources for toolkits in each class (£1000) Maths Lead release for development work and staff CPD (£500)			Total budgeted cost		£1500

Improve positive mindset, resilience and self-belief. Pupils see themselves as good learners through class discussion, pupil conferencing, BLP, P4C, mentoring and ELSA.	Introduce Building Learning Power for staff	Children need to develop their resilience in learning and BLP provides a structure and language for tackling this. Raising whole school expectations in quality and presentation will be evident in observations and books.	INSET day CPD training for all staff Purchase of Growth Mindset resources Book Scrutiny and Pupil conferencing	SLT	Apr 2018
	Introduce " <i>The Learning Pit</i> " by James Nottingham	School Improvement Priority. Pupils need to recognise where they are in their learning and their responsibility in the 'struggle'. How can we support other? (<i>'Ethic of Everyone'</i>)	Staff meeting/INSET day. Pupil conference	HT/SLT	Sept 2017
	Embed P4C in classroom practice.	'Philosophy for Children' is known to impact upon achievement (EEF Toolkit). Our SIAMs inspection identified that this would also support children asking 'big' questions.	Staff meeting/INSET day Staff to develop P4C techniques in class discussions, collective worship and pupil conferencing. (£236 per person x 5)	SLT & Staff	June 2018
Growth Mindset resources (£100); Management release (£300);			Total budgeted cost		£400

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 positive mindset, resilience and self-belief. Pupils are able to express themselves and manage their feelings positively.	Increase ELSA support for individual PP pupils	Emotional literacy support helps children who struggle with social and emotional areas. Children learn strategies for managing their own emotions better and therefore are able to apply themselves more successfully to their learning within the classroom.	Refresher training for ELSA. Release for programme.	ELSA	
Mentor pupils. Identify misconceptions in learning and set targets	PP conferencing with class teacher and SLT.	PP pupils to have a key adult who can mentor them during the year, support and challenge their thinking and learning.	Individual target setting for PP children and possibly SEND.	SLT Staff and SENCO	Ongoing
Increase PP awareness for parents in KS1 (Universal free school meals)	Uniform Vouchers	Support additional funding in school through Pupil Premium vouchers	Discuss with Governors and Admin staff.	HT/admin	Oct 2017
PP Children to attend school residentials and trips.	Subsidise visits for PP children.	All children can have first-hand experiences to support classroom learning.	Office to send out letters to PP children. Admin staff to ensure free school meal ordered.	KF/JN/SLT	Sept 2017

Increase participation in extra-curricular learning	After school clubs involvement and financial support.	Extending provision for targeted children	Attendance is monitored PP/Non PP	JN/KF	Dec 2017 Apr 2018 July 2018
ELSA training (£200); Release for ELSA (£640); Uniform (£200); Residential (£200); Clubs (£210)			Total budgeted cost		£1450
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?
Increase parental engagement in school and in their child's learning	Engage and communicate. Increase workshops and opportunities to get involved. Focus Home Learning on basic skills.	Engage parents to support childrens' learning. Become more involved in school life. Have aspirational goals. Reward attendance of 95%+.	Plan and deliver workshops on aspects of the curriculum. Analyse attendance half termly. Parent surveys.	SLT Admin staff	Oct 2017 Ongoing
			Total budgeted cost		£0

6. Review of expenditure					
Previous Academic Year 2016-17		£12,400 (representing 8 pupil premium children and 1 looked after pupil)			
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.	Lessons learned (and whether you will continue with this approach)		Cost
Involved pupils in wider educational opportunities	Subsidised breakfast club	Attendance increased due to breakfast club involvement.	This supports families on a very practical level as well as ensuring that good routines are established. Only problem is when they do not turn up and the administrator of this can be difficult to manage.		£360
	Subsidised residential visits and extra-curricular clubs	Increase pupil engagement in clubs outside school. Self-confidence increased. Children really benefitted from being able to attend residential – in their learning and personally.	Some children are prevented from attending after-school clubs due to transport issues. Good to focus approach on individual children rather than a whole-sale application.		£1130

Improve rates of progress in maths through Quality First Teaching, (bar modelling, tables, calculation policy).	Develop new calculation policy	Opportunity for agreeing a consistent approach to the teaching and progression of calculations in maths. However, impact was low due to approach for maths planning being varied and staff leaving at the end of the year.	Need to relaunch our new calculation policy in September as well as a consistent long-term overview for each mixed age class. Costs included training for Maths Lead	£520
	CPD training for all staff on Bar modelling and CPA	Good impact. Teaching assistants using Bar modelling more readily but staff using resources to support conceptual understanding.	Need to relaunch this along with calculation policy in September.	£400

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
Mentor pupils. Identify misconceptions in learning and set targets	PP conferencing with class teacher and SLT.	PP pupils established a positive relationship with mentor and discussions helped to close gaps in understanding, especially in Maths.	Effective in the absence of booster provision but needs to begin earlier in the year and involve more adults.	£450
Access to learning using technology.	Enable individuals to use a laptop to access and support learning.	Pupil skills in touch typing improved and their fluency of recording ideas for writing and across the curriculum.	Expensive use of funding but very helpful for individuals. Use of 'Joinme in' software was incredibly supportive and now used across the school for some pupils with SEND.	£550

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
None identified				

Additional detail

- There were no Y6 children in receipt of pupil premium last year and therefore the published data does not include a PP or disadvantage group.
- One PP child in Y2 last year, met 'expected' in Reading, Writing and Maths. Our internal data shows an average of depth score of 2.1 in Reading, 1.5 in writing and 1.9 in maths.
- Across the school (YR-Y6), there were 3 children in receipt of pupil premium. In Reading, 67% of pupils 'met expectations' in Reading; 67% in writing; 67% in maths and 67% in science.