



Pupil premium strategy statement

Walcott Primary School

| 1. Summary information | | | | | |
|-------------------------------|------------------------|---|----------|---|---------------|
| School | Walcott Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £34320 | Date of most recent PP Review | February 2019 |
| Total number of pupils | 65 | Number of pupils eligible for PP | 22 (33%) | Date for next internal review of this strategy | April 2019 |

| 2. Current attainment (spring 2019) | | |
|---|---|-----------------------------------|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP</i> |
| KS2 (6 children 4 PP) | | |
| Y6 % Children on track to achieve expected in Reading (TA) | 75% | 100% |
| Y6 % Children on track to achieve expected in Writing (TA) | 75% | 66% |
| Y6 % Children on track to achieve expected in Maths (TA) | 100% | 66% |
| Y6 % Children on track to achieve expected combined Reading, Writing, Maths | 75% | 33% |
| KS1 (16 Children 3 PP) | | |
| Y2 % Children on track to achieve expected in Reading | 33% | 76% |

| | | |
|--|-----|-----|
| Y2 % Children on track to achieve secure in Writing | 33% | 76% |
| Y2 % Children on track to achieve expected in Maths | 33% | 76% |
| Y2 % Children on track to achieve expected in combined Reading, Writing, Maths | 33% | 69% |

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

| In-school barriers | | |
|---------------------|--|--|
| A. | A Significant proportion of children have poor speech and language skills on entry to the school | |
| B. | 54% PP pupils are also on the SEN register and this has a significant impact on all other children | |
| C. | Social / Emotional and child mental health issues | |
| External barriers | | |
| D. | Poor attendance of some PP pupils, Lack of home support for reading and spellings, low parental expectations and aspiration for children | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Increase % of children secure with phonics and early writing in KS1. | Increased % of PP children achieving expected standard in phonics screen. There are currently 4 PP children in Y1 and two of these have complex SEND. Increased % of PP achieving expected standard in writing and reading. Aim for all children who didn't achieve phonics standard in Y1 are successful by Y2 (5 children) |

| | | |
|-----------|---|---|
| B. | Increase progress of PP with SEND. Provide high quality behavioural support for those with behavioural SEND | PP with behavioural SEND will be well supported, making progress and having minimal impact on the learning of others. |
| C. | Ensure PP with social and emotional needs have them met through quality support and intervention | All PP children will have timely access to counselling provided by CASY should they require it. Social and emotional issues will have a reduced impact on progress and attainment |
| D. | Improve attendance for PP pupils | Overall attendance of PP to be at least 95.5%+ |

| 5. Planned expenditure | | | | | |
|--|--|---|--|-------------------|---|
| 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 | | | | | |
| 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 phonic knowledge and progression | Read Write Inc This is the equivalent of four hours TA time per day. | This is a well-respected DFE endorsed programme. The programme has been successful in supporting children with poor language and little home support. It has provided good support with those starting the school with poor speech and language in the past especially those with SEND. | All children in KS1 / EYFS to work in small groups based on assessed phonic ability. All TA's and teaching staff delivering the programme are trained. Leadership will monitor to ensure there is fidelity and the quality of delivery is consistently good. | N Miller | April 2019 |
| Improve progress for Y4 pupils. All but one child in this cohort of 7 children are PP | Maintain the equivalent of 4.0 teachers when pupil numbers have dropped below that which would normally sustain this ratio | We have re structured the school so that the Y4 group are working with a very small (3 pupils) Y5 cohort and small Y6 cohort. We believe that quality first teaching with a teacher that specialises in a growth mind set approach will have a greater impact then lots of individual interventions for this cohort | Regular learning walks. Lesson observations and book scrutinies. Teacher to access mixed age planning CPD. | A Sewell | April 2019 |

| Total budgeted cost | | | | | £15320 |
|---|---|---|---|----------------------|---|
| 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? |
| Improved support for children in KS1 with learning and behavioural SEND | Employ a TA to deliver a nurture group session to a targeted group of KS1 /2 children and hour a day. | These children require highly skilled intervention. They have a large impact on the learning of PP and other children. By supporting these children, the teacher is able to support other children including PP more effectively | On-going monitoring and review of use of additional staffing. Learning walks and drop ins to evaluate impact on learning attitudes. | N Miller | Spring 2019 |
| Support for children with mental health and social and emotional needs. Improve their wellbeing and readiness for learning. | Contract with charity CASY (Counselling and Support for Young People) | Previous support provided by this charity has had a very positive effect on the wellbeing of vulnerable children. Many of these children have been turned down by CAMHS but by having our own contract are able to provide much more timely support | On-going monitoring. Evaluation of the impact on children before and after blocks of counselling. | N Miller A Sewell | Spring 2019 |
| Improve progress for children Y4 who didn't achieve expected standard at KS1 | Targeted one to one Wave Three interventions. | We are using an experienced member of support staff who has wide knowledge of interventions. Regular high quality interventions targeted on specific children have had a positive outcome in the past. | On-going monitoring. Analysis of summative and formative assessments to check that there is evidence of impact on basic skills | A Sewell / T Hunt | Spring 2019 |
| | | | | | |
| Total budgeted cost | | | | | £13000 |
| 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 opportunities for PP to experience learning off site | Subsidy of field trips for PP pupils | We know that children benefit from learning off site. PP families often struggle with costs. By offering subsidies for trips we can either offer them at no cost or reduced cost meaning that all children can go. Off site learning boosts self esteem and increases pupil resilience. Our residential visit has a strong emphasis on team work and problem solving | Headteacher to ensure relevant PP families are offered support in a sensitive way. | A Sewell | Summer 2019 |
| Improve interventions for PP with SEND. | Employ a new dedicated SENDCO across the federation (half day a week –used flexibly) | We know that TA support is only as good as the planning and philosophy behind it, especially when there are children with complex needs. We recognise that we require additional expertise that is sustainably funded | Employ a new fully qualified SENDCO with no teaching commitment from Spring 201 | A Sewell H Sharman | Summer 2019 |
| Total budgeted cost | | | | | £5000 |

| 6. Review of expenditure | | | | | |
|--|--|--|---|-------|--|
| Previous Academic Year 17/18 | | | | | |
| 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 | |
| All children to pass phonics screening in Y1 | Read Write Inc, daily delivery in small groups | 73% of 11 children passed the phonics test. 33% of the PP children passed. The PP children who didn't pass had made good progress from a low starting point. | Statistically we were one child short of the national average and of those children who didn't one was only a few marks off. Our small cohort distorts the results. We still consider phonics to be the most powerful tool to ensure progress across the whole curriculum so we will continue this approach. We are however going to make some adaptations so that we focus on the pure phonics and reading element and spend less time on the writing component next year. | £8400 | |
| 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 emotional wellbeing of children with grief loss and mental health issues. | Contract with charity CASY (Counselling and Support for Young People) | Yes this has been highly successful. It is providing timely tailored support to children requiring support. This has had a positive impact on several PP children. | This has been very successful and we have realised that there are more children who would benefit from the support high quality professionally delivered counselling can offer. | £2500 |

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 |
|------------------------|-------------------------------|---|--|-------------|
| | | | | |

7. Additional detail

| |
|--|
| |
|--|