

Pupil premium strategy – Weetwood Primary School 2019-20

1. Summary information					
School	Weetwood Primary School				
Academic Year	2019-20	Total PP budget	30280	Date of most recent PP Review	
Total number of pupils	214	Number of pupils eligible for PP (Including PP+ pupils)	17	Date for next internal review of this strategy	April 2020

2. Current attainment (based on end of year assessment data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	59%	
% making expected progress in reading (as measured in the school)	82%	
% making expected progress in writing (as measured in the school)	71%	
% making expected progress in mathematics (as measured in the school)	65%	
Attainment based on end of KS2 data		
% achieving expected standard or above in reading, writing & maths	100%	
% making expected progress in reading	100%	
% making expected progress in writing	100%	
% making expected progress in mathematics	100%	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Speaking and language issues have had an impact on reasoning and explanation style questions.
B.	Reasoning and problem solving strategies are not fully embedded.
C.	Qualitative evidence shows that some PP have lower levels of resilience.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	

D.		
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	% of children attaining ARE in reading, writing and maths to improve and to become more in line with national average. (National average is 65%)	<p>Data will show an increase in the % of children attaining ARE.</p> <p>PP children will be monitored in pupil progress meetings, and will have targeted interventions to support them throughout the academic cycle.</p>
B.	Pupil premium children attaining ARE in maths to increase and to exceed the national average.	<p>Whole school focus on reasoning and problem solving strategies. Analysis of QLA data from end of unit assessments.</p> <p>Intervention groups tailored to suit needs of PP children. Focus on mathematical oracy.</p>
C.	Children to demonstrate greater resilience. This is to be reported qualitatively in terms of staff feedback, but also with a link to increasing the percentage of pupils attaining the higher standard in all subjects.	Use of Thrive Approach and Impact North to provide children with strategies to overcome barriers to learning which will be transferrable.

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Action	Intended outcome	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
Whole school focus on the RIC (retrieve, infer, choice) approach to Guided Reading.	Improved outcomes for pupils at the end of KS1 and KS2.	<p>End of KS1 SATs results for Reading:</p> <p>EXS – 90%, GDS – 63%</p> <p>PP children – 100% at EXS</p> <p>50% at GDS</p> <p>End of KS2 SATs results for Reading:</p> <p>EXS – 87.5, GDS – 44%</p> <p>PP children – 50% at EXS</p>	We shall continue with the RIC approach to Guided Reading this year but with refinements as it will be our third year with this approach. There will be a change to whole class Guided Reading. Whole class daily Guided Reading with a different strand of RIC each day with an additional focus on vocabulary.	£3,000
ii. Targeted support				
Action	Intended outcome	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
				£12,180

Contract the Services of Impact North Counselling Services to provide counselling for our PP and PP+ children.	Provide PP and PP+ children and their parents with an individually tailored plan to support their needs.	Partially met. Initial meetings were held between HT, IN counsellor and PP/PP+ parents to ascertain need for support and talk through the school's offer. Where the offer was taken up, non-quantifiable progress was made by the children. IN provided reports for all of the children who received counselling.	Refine the system for referrals to ensure that the children receive optimal support. Create pathways that are clear and easy to follow for staff and parents. Engage with parents on a regular basis to ensure that communication is timely.	
Increasing numbers of children entering EYFS (Rec) with speech and language needs.	Greater number of children especially boys attain early learning goal in speaking and listening.	Children have high quality speech and language interactions Areas of provision and levels of questioning to ensure that children have high quality interactions.	Baseline assessments for all children who enter Nursery and Reception to be set up by HT2. Results of baseline are followed up effectively and areas of provision are tailored towards the needs of the children.	£6,250
iii. Other approaches				
Action	Intended outcome	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
6. Planned expenditure				
Academic year	2019/20			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies				

i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide focused opportunities for children to produce sustained pieces of writing in all areas of the curriculum.	Children produce sustained pieces of writing across the curriculum: A variety of genres Time to write Marking moves the children on.	Analysis of KS2 data showed that the number of children who achieved GDS was below our target. Target:50% Moderation: 18% PP – EXS – 100% GDS – 50%	Subject leader time Writing moderation within school and in Learning Enquiry group. Pupil progress meetings	SW	Termly
Total budgeted cost					£3,000
ii. Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To embed the Thrive Approach at Weetwood Primary School.	<p>To support children with expressing their needs and behaviours in a safe and supportive environment.</p> <p>To aid children to communicate their feelings by providing them with appropriate strategies.</p>	<p>To support PP and PP+ children to manage emotions in a supportive and consistent manner.</p> <p>Provide children with an environment to self-regulate and manage their feelings.</p> <p>To increase resilience so that it impacts academic progress.</p>	<p>Whole staff training</p> <p>Lead Thrive practitioner and SLT to monitor progress of groups and individuals.</p> <p>Timetabled structure so that it is fully embedded.</p> <p>Opportunities for evaluation of impact and identification of barriers for progress.</p>	JI / AE / SW	Termly
Total budgeted cost					£4,890
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Impact North	To provide tailored support for PP and PP+ children and families through art therapy and counselling sessions.	To support PP and PP+ children and families to manage emotions in a supportive and consistent manner.	Regular meeting time between Impact North, SENDCo and Lead Practitioner. Development of a referrals pathway to ensure that ALL staff are aware of the processes that can be provided for the children.	Jl/AE	Termly
Chatterbugs – Speech Language Therapy	Greater number of children especially boys attain early learning goal in speaking and listening.	Children have high quality speech and language interactions Areas of provision and levels of questioning to ensure that children have high quality interactions.	Baseline assessments for all children who enter Nursery and Reception to be set up by HT2. Results of baseline are followed up effectively and areas of provision are tailored towards the needs of the children. Creation of Speech Language champion to oversee delivery of SLT programmes.		Termly
Total budgeted cost					19,680
7. Additional detail					

This leaves £2710. This money will be available to support children as needed in exceptional circumstances or to support the curriculum as appropriate.

Impact

The impact of the pupil premium spend is shown in 2 distinctive ways both qualitative and quantitative. The qualitative approaches are recorded by class teachers and include evidence from teachers and TA's which demonstrate the impact of range of experiences in terms of social, emotional and growth mind-set developments.