

Pupil premium strategy statement: Wrotham Road Primary School

1. Summary information					
School	Wrotham Road Primary School				
Academic Year	2018-2019	Total PP budget	£97,020	Date of most recent PP Review	July 2018
Total number of pupils	450	Number of pupils eligible for PP	73	Date for next internal review of this strategy	March 2019

2. Current attainment Year 6 - 2018		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	13%	69%
% achieving expected standard in reading		
<i>low attainers</i>	0%	0%
<i>middle attainers</i>	44%	74%
<i>high attainers</i>	100%	100%
% making expected standard in writing		
<i>low attainers</i>	0%	0%
<i>middle attainers</i>	44%	77%
<i>high attainers</i>	100%	100%
% making expected standard in maths		
<i>low attainers</i>	0%	0%
<i>middle attainers</i>	22%	54%
<i>high attainers</i>	100%	95%

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.	Pupils enter school with poor oral language skills and numeracy skills.
B.	Attainment of PP pupils in Key Stage 1 is lower in Writing and Mathematics than of Non-Pupil Premium children and fewer PP pupils are higher attaining at KS1 in all subjects.
C.	Lower self esteem and social/ emotional development
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some parents experience difficulties supporting pupils due to language barriers A higher proportion of PP pupils have persistent poor attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment results at the end of KS2 at expected standard for PP pupils	Pupils eligible for PP funding make rapid progress resulting in 80% achieving the expected standard in Maths.
B.	At Key Stage 1, the attainment of pupils eligible for Pupil Premium Funding in Writing and Mathematics is at least in line with National standards.	Percentage of pupils eligible for Pupil Premium Funding, achieve at least in line with National standards in Writing and Mathematics.
C.	Higher rates of progress across Key Stage 2 for pupils eligible for Pupil Premium Funding, with more pupils achieving higher attainment. All PP pupils make at least expected progress across Year 3, 4 and 5.	Higher attaining pupils who are eligible for Pupil Premium Funding obtain high scores in Writing and Mathematics in Key Stage 2 SATs tests. Year 3, 4 and 5 pupils who are eligible for Pupil Premium Funding make at least expected progress in Writing and Mathematics.
D.	Parents of pupils eligible for Pupil Premium Funding are engaged in their child's learning and can support them to practise skills at home.	Increased engagement with parents in school targeting parents of pupils eligible for Pupil Premium Funding. FLO. Increased parental involvement and dialogue with school. Parents feel enabled to support pupils at home.

5. Planned expenditure					
Academic year	£97,000				
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?
Support for teachers to raise standards in Phonics, Maths and Writing. Additional teachers in Year R, 1,2,3,4,and 6	1:1 intervention provided	Providing pupils with high quality feedback is an effective way to improve attainment, empowering pupils to take ownership of their learning and identify ways to improve.	Providing pupils with high quality feedback is an effective way to improve attainment, empowering pupils to take ownership of their learning and identify ways to improve.	SLT PL DG	Termly review linked to progress meetings
Raise standards in Maths across the school	Additional intervention time provided for targeted APP children. Booster Lessons.	Additional targeted high quality teaching intervention to take place in order to raise expectations in these year groups.	Termly lesson observations to monitor teaching. Book scrutinies to demonstrate pupil progress.	SLT PL	Termly review linked to progress meetings
Total budgeted cost					£42,000
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?
Teaching Assistants/behaviour support interventions for targeted pupils. e.g. Numicon, Booster MNP, RWI etc.	One-to-one and small group support in maths and English.	In order to address underachievement and to enhance progress for lower attaining pupils, additional intervention programmes have been developed to target and support children's learning. Teaching is adjusted to the activities to match the abilities of each focus pupil.	Regular dialogue with CT to discuss pupil progress. Communication with parents on pupil progress each term. Termly Intervention meeting with the year group team	KS DG FB JS RW JB HLTA	Oct Dec Feb March May July

Early intervention Speech & Language Therapy delivered effectively to target pupils.	1:1 and small group to receive SALT Intervention for children in Reception and KS1.	A targeted support group is needed for some pupils with specific speech and language needs to meet end of year goals. This programme has been evaluated and shown to be effective.	SENCO to liaise with class teachers to organise timetable. Collaboration with class teachers to ensure pupils are identified and their needs addressed. SENCO to monitor progress, observe sessions and analyse pupil data.	Speech and Lang. Therapist SENCo	Oct Dec Feb March May July
KS1 & KS2 targeted support delivered to address underachievement (gap analysis).	MNP and phonics / writing additional session delivered as per intervention programme timetable.	Progress data feeds into what children need to be targeted in order to address underachievement and to enhance progress for lower attaining pupils. Additional intervention programmes are then developed to target and support children's learning. This is automatically adjusted to match the abilities of each pupil. Gap analysis used to identify gaps.	Class Teachers to meet regularly with other support staff to discuss pupil progress. Communication with parents on pupil progress.	PL SLT	Oct Dec Feb March May July
Pupils eligible for PP funding have fewer incidents of inappropriate behaviour.	Continue a nurture club at lunchtimes for children who struggle with their behaviour at play and lunchtimes.	We know that some of our funded pupils receive the majority of their behaviour incidents at play and lunchtime. This has an adverse effect on their afternoon learning and impacts on their progress.	Provide training on social skills. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.	EB AK RC	On-going
Rates of progress in Reading increases.	Speech and Language therapist attends school once every two week and provides assessments and schemes of work to be followed in school.	We know that Speech & Language therapists provide targeted intervention to our most vulnerable pupils.	Termly updates provided to SENCO	EB	Oct Dec Feb March May July
Total budgeted cost					£18,000

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?
<p>Raise standards in Reading and Maths across the school</p> <p>Additional writing intervention session x3 week carried out for focus children Year 6 and Year 2</p>	<p>New reading approach in Reception every AM</p> <p>Booster writing sessions</p>	<p>Reading enhances general language competence. Children are entering EYFS with very low speech and language issues</p> <p>Modelled worked well last year but adapted lead and organisation this year</p>	<p>Pupil Premium Funding are regularly monitored to ensure reading material is appropriate and reviewed regularly.</p> <p>Training provided for reading helpers (Parents) update training when needed</p> <p>Regular updates on Maths in staff Meetings.</p> <p>Team Teach sessions and dedicated staff meeting times.</p> <p>Dedicated Progress meeting focus for discussion</p>	<p>Literacy Lead and SLT</p> <p>FB</p> <p>KS</p> <p>AB</p> <p>EB</p>	<p>Oct</p> <p>Dec</p> <p>Feb</p> <p>March</p> <p>May</p> <p>July</p>
<p>Create opportunities and aspiration for pupils eligible for Pupil Premium Funding.</p>	<p>Workshops and inspirational visitors</p> <p>Sports opportunities</p>	<p>Inviting visitors inspires and enables pupils to discover and develop the unique potential within them and inspires, engages and empowers them to pursue their dreams.</p>	<p>Identify pupil groups who are underachieving.</p> <p>Meetings with pupils and class teachers to identify need. Pupils to evaluate what they have gained from visitors.</p>	<p>SLT</p> <p>HT</p>	<p>On-going</p>
<p>Educational trips to be paid by the school for vulnerable pupils.</p>	<p>School will fund eligible pupils to attend the 3 academic trips in each year group.</p>	<p>In order to ensure accessibility for all pupils, payment for trips will be covered / supported by school for pupils identified in need of support.</p>	<p>Meetings with parents to address needs.</p> <p>Trip letters to highlight to parents that they can seek help to cover financial cost of trips.</p>	<p>HT</p>	<p>July 2018</p>
<p>Improve attendance and punctuality rates of PP pupils</p>	<p>Provide breakfast club funding for pupil daily.</p>	<p>A healthy breakfast and a calm friendly environment sets the children up ready to learn for the day.</p>	<p>Provide training for social skills ensure sufficient adults are available for the additional pupils.</p>	<p>LH</p> <p>HT</p> <p>SENCo</p> <p>FLO</p>	<p>On-going</p>
Total budgeted cost					£37,000
Total Overall Spend					£97,000

6. Review of expenditure

Academic Year **2017-2018- SEE REVIEW IN OLD FORMAT**

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

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

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

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