



Wolsingham Primary School Pupil Premium Statement 2018-19



Reception – Year 6 Pupil Premium Funding					
Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Previously Looked After Children	Number of Looked After Children	Number of Service Children
	Per Pupil £1,320	Per Pupil £1,320	Per Pupil £2,300	Per Pupil £1,700*	Per Pupil £300
Jan 18 Census – 21 (10.6%)	8	8	3	2	0
Sept 2018 – 16 (8.4%)	7	5	3	1	0

*Looked After Children receive £2,300 with £600 being retained centrally by the Local Authority.

Early Years Pupil Premium Funding				
Total of Nursery Pupils	Number of Eligible Pupils	Number of Eligible Boys	Number of Eligible Girls	Total EYPP Budget
0	Hourly Rate £0.53 0	Hourly Rate £0.53 0	Hourly Rate £0.53 0	Hourly Rate £0.53 0

Pupil Premium Summary Information			
Total Number of Pupils (Inc. FTE)	Jan 18 Census – 199 Sept 2018 - 191	Number of Pupils Eligible	Jan 18 Census – 21 (10.6%) Sept 2018 – 16 (8.4%)
Total Pupil Premium Budget	£28,020 - £1,700 (LAC funding)	% of Pupils Eligible	Jan 18 Census – 21 (10.6%) Sept 2018 – 16 (8.4%)

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2017)</i>
KS2		
% achieving expected standard or above in reading, writing & maths equivalent)	50% - 2017; 80% - 2018	67%
% achieving expected standard in reading	67% - 2017; 80% - 2018	67%
% achieving expected standard in writing	67% - 2017; 80% - 2018	67%
% achieving expected standard in maths	50% - 2017; 80% - 2018	80%
KS1		
% achieving expected standard in reading	50% - 2017; 100% - 2018	79%
% achieving expected standard in writing	0% - 2017; 100% - 2018	72%
% achieving expected standard in maths	0% - 2017; 50% - 2018	78%

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The proportion of pupils making less than expected progress in writing across KS2 is below that of reading and maths.
B.	The % of pupil premium pupils at KS1 reaching the expected standard is below those of pupil premium pupils nationally in maths.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	The percentage of pupil premium persistence absence is higher than those nationally.
D.	Few opportunities for first hand cultural and life experiences reduce opportunities to develop and stimulate a love of learning.

3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	The proportion of pupils making at least expected progress across KS2 in writing increases.	<p>The % of pupils making at least expected progress across KS2 increases across all cohorts.</p> <p>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 2018 data.</p>
B.	The % of pupil premium pupils at KS1 reaching the expected standard in maths is in line with those nationally.	<p>The % of PP pupils working at ARE and exceeding in maths increases in all cohorts and in line with national.</p> <p>The % of PP pupils achieving the expected standard in maths at the end of KS1 increases compared to 2018 data.</p> <p>The % of PP pupils achieving or exceeding the expected standard at the end of KS1 increases and the difference between that and the national average reduces with that of 2018.</p>
C.	The percentage of pupil premium persistent absentees reduces further and is in line with those of national.	<p>The % of PP persistent absentees reduces and is in line with the national average.</p> <p>The % of PP lateness reduces from that of 2017/18.</p>
D.	Increased opportunities for first hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.	PP pupils access first hand experiences which further support outcomes in writing and maths.

4. Planned expenditure					
Academic year		2018-19			
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 A, B, D					
Desired Outcome	Action	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. The proportion of pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of pupils making at least expected progress across KS2 increases across all cohorts.</i></p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 2018 data.</i></p>	<p>Targeted intervention by teachers in identified year groups including for PP children.</p>	<p>Data analysis shows that due to small cohorts of PP children, attainment and progress varies between year groups.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly review of data at standards and achievement meetings – focus upon those PP pupils on track to attain aspirations.</p>	<p>SLT</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standard and Achievement meetings</p>
	<p>Continued purchase of Accelerated Reader Programme.</p> <p>£1412.50</p>	<p>Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence from the Education Endowment fund. It allows the pupils to read for pleasure as well as widely and often, widening pupils' experience of text features and language thus impacting on writing abilities. Programme can also be linked to 'out of school' use and will help develop links with parents.</p>	<p>Half termly cohort development plans.</p> <p>Monitoring of interventions and AR by senior leaders.</p>	<p>SLT</p>	<p>SLT meetings with KS leaders half termly.</p> <p>Half termly</p>

	<p>On-going CPD for teaching and support staff – effective first quality teaching strategies for effective writing, particularly planning writing, grammar and punctuation and editing and redrafting.</p> <p>£450</p>	<p>Assessment analysis and work scrutiny indicates poor application of grammatical features, as well as text structure.</p>	<p>Monitoring of planning and teaching of writing and pupil work.</p> <p>Monitoring of teaching of grammatical features and progressive structure of lessons.</p>	<p>English Lead</p>	<p>SLT meetings</p>
<p>B. The % of pupil premium pupils at KS1 reaching the expected standard in maths is in line with those nationally.</p> <p><i>The % of PP pupils working at ARE and exceeding in maths increases in all cohorts and in line with national.</i></p> <p><i>The % of PP pupils achieving the expected standard in maths at the end of KS1 increases compared to 2018 data.</i></p> <p><i>The % of PP pupils achieving or exceeding the expected standard at the end of KS1 increases and the difference between that and the national average reduces with that of 2018.</i></p>	<p>Targeted intervention by teachers in KS1 including for more able PP children.</p>	<p>Data analysis shows that due to small cohorts of PP children, attainment and progress varies between year groups.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly review of data at standards and achievement meetings – focus upon those PP pupils on track to attain aspirations.</p>	<p>SLT</p>	<p>Half termly</p> <p>Curriculum and Standards governing body meetings</p> <p>Standard and Achievement meetings</p>

	<p>On-going CPD for teaching and support staff – effective first quality teaching strategies for key mathematical concepts, particularly for Reception staff and the application of concepts through reasoning for whole staff.</p> <p>£375</p>	<p>Assessment analysis and work scrutiny indicates poor knowledge, understanding and application of key concepts, particularly when reasoning.</p> <p>Research indicates that the Reception maths curriculum does not fully prepare pupils for KS1 concepts.</p>	<p>Monitoring of teaching (the application of key concepts through opportunities to reason) and pupil work.</p>	<p>Maths Lead</p>	<p>SLT meetings</p>
<p>D. Increased opportunities for first hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.</p> <p><i>All PP pupils access first hand experiences which further support outcomes in writing and maths.</i></p>	<p>Provide internal and external learning experiences to create relatable reasons to write e.g. storytellers, Zoolab, historical experiences etc. Subsidised residential visits (£420) Musical instrument tuition (£603)</p> <p>£4,222.50</p>	<p>Analysis of data shows that attainment and progress in writing across the school is lower than in reading and maths.</p> <p>Relevant experiences provided in last academic year resulted in higher standards of writing.</p>	<p>Half termly monitoring and moderation of writing.</p> <p>Monitoring of writing resulting from experiences and use of resources.</p>	<p>English Lead</p>	<p>Half termly SLT meetings</p>
Total budgeted cost					£6,460

i. Targeted support A, B, C					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. The proportion of pupils making at least expected progress across KS2 in writing increases.</p> <p><i>The % of pupils making at least expected progress across KS2 increases across all cohorts.</i></p> <p><i>The % of PP pupils making at least expected progress across KS2 increases across all cohorts compared to 2018 data.</i></p>	<p>Targeted support by TAs in identified year groups (Y4, Y5 and 6), particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p> <p style="text-align: center;">£10,968.75</p>	<p>Analysis of data shows attainment and progress for SEND PP pupils is low.</p>	<p>Rigorous monitoring</p> <p>SEND support plan reviews and meetings.</p>	<p>SLT, English Lead and SENDCo</p>	<p>Half termly</p> <p>Monitoring programme</p> <p>SEN meetings and reviews</p> <p>SLT meetings</p>
	<p>Provide cover for class teachers to deliver small group writing interventions in Y5 and Y6.</p> <p style="text-align: center;">£2,255</p>	<p>Class teachers have a greater knowledge and understanding of the children's learning needs to provide effective input.</p>	<p>Half termly monitoring of interventions with evidence of impact over time.</p> <p>Half termly standards and achievement meetings with PP focus.</p>	<p>SLT, English Lead and SENDCo</p>	<p>Half termly</p> <p>Monitoring programme</p> <p>SLT meetings</p>
<p>B. The % of pupil premium pupils at KS1 reaching the expected standard in maths is in line with those nationally.</p> <p><i>The % of PP pupils working at ARE and exceeding in maths increases in all</i></p>	<p>Targeted support by TAs in KS1.</p> <p style="text-align: center;">£3,656.25</p>	<p>Analysis of data shows that attainment and progress in maths across KS1 is below national.</p>	<p>Annual monitoring programme involving leaders at all levels.</p> <p>Learning walks, work scrutiny, data analysis and lesson observations.</p>	<p>SLT and Maths Lead</p>	<p>Half termly</p> <p>Monitoring programme</p> <p>SLT meetings</p>
	<p>Provide follow up sessions consolidating teaching and learning from class lessons for</p>	<p>Addressing misconceptions and providing additional practise to consolidate concepts in a 1:1 or small group setting will enable</p>			

<p>cohorts and in line with national.</p> <p>The % of PP pupils achieving the expected standard in maths at the end of KS1 increases compared to 2018 data.</p> <p>The % of PP pupils achieving or exceeding the expected standard at the end of KS1 increases and the difference between that and the national average reduces with that of 2018.</p>	<p>individual / groups of PP children.</p> <p>£2,925</p>	<p>children to catch up and progress more quickly.</p>	<p>Half termly standards and achievement meetings with PP focus.</p>		
	<p>Provide cover for class teachers to deliver small group maths interventions in Y2.</p> <p>£1,755</p>	<p>Class teachers have a greater knowledge and understanding of the children's learning needs to provide effective input.</p>			
<p>C. The percentage of pupil premium persistent absentees reduces further and is in line with those of national.</p> <p>The % of PP persistent absentees reduces and is in line with the national average.</p> <p>The % of PP lateness reduces from that of 2017/18.</p>	<p>HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals</p>	<p>Analysis of attendance data shows PP PA is above national.</p>	<p>HT to monitor – ongoing Attendance Management Toolkit utilised by HT.</p> <p>Governors to monitor attendance data every term.</p>	<p>HT</p>	<p>Half termly</p> <p>Governing body meetings</p>
Total budgeted cost					£21,560

i. Other approaches C					
Desired outcome	Action	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>C. The percentage of pupil premium persistent absentees reduces further and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2017/18.</i></p>	<p>HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals</p>	<p>Analysis of attendance data shows PP PA is above national.</p>	<p>HT to monitor – ongoing</p> <p>Attendance Management Toolkit utilised by HT.</p> <p>Governors to monitor attendance data every term.</p>	<p>HT</p>	<p>Half termly</p> <p>Governing body meetings</p>
Total budgeted cost					£0

Budget Summary		
Desired Outcome		Cost
A	The proportion of pupils making at least expected progress across KS2 in writing increases.	£15,086.25
B	The % of pupil premium pupils at KS1 reaching the expected standard in maths is in line with those nationally.	£8711.25

C	The percentage of pupil premium persistent absentees reduces further and is in line with those of national.	0
D	Increased opportunities for first hand cultural and life experiences contributing to improved outcomes across reading, writing and maths.	£4222.50
Total Budget Spent		£28,020

Review Date	July 2019
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5. Review of expenditure				
Previous Academic Year		2017-18		
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
<p>A. The proportion of SEND pupils make progress which is inline nationally.</p> <p><i>The % of SEND pupils working at ARE and exceeding increases across all cohorts and to be in line with national.</i></p> <p><i>The % of SEND PP pupils achieving the expected standard at the end of KS1 increases compared to 2017 data.</i></p> <p><i>The % of PP pupils achieving or exceeding the expected standard at the end of KS2 increases and the difference between that and the national average reduces from that of 2017.</i></p>	Targeted intervention by teachers in identified year groups including for SEND PP children.	The Proportion of SEND pupils working at or exceeding ARE across all cohorts increased by 10.7% in Reading and 10.7% in Maths it remained the same in Writing.	This has improved standards, however more emphasis should be placed on improving writing.	£995.50
	Continued purchase of Accelerated Reader Programme.	The proportion of SEND pupils who achieved ARE in Maths at the end of KS1 increased from 0% in 2017 to 50% in 2018. (Small cohorts)	This has made a significant impact and alongside the buddy reading system impacts on PP pupils.	£1375
<p>B. The % of pupil premium pupils reaching the expected standard in reading, writing, maths and GPS is in line with those nationally.</p> <p><i>The % of SEND pupils working at ARE and exceeding increases across all cohorts and to be in line with national.</i></p> <p><i>The % of SEND PP pupils achieving the</i></p>	Targeted intervention by teachers in identified year groups including for more able PP children.	<p>100% of PP pupils achieved ARE in Reading and Writing and 50% in Maths at the end of KS1 – this is an increase on proportions of PP pupils achieving the ARE in 2017.</p> <p>80% of PP pupils achieved or exceeded ARE in all areas at the end of KS2 – this is an increase on</p>	This additional intervention provided PP children with support in individual areas of need – it also increased self-esteem as pupils found that they had a particular person who was interested in how they were achieving.	£995.50

<p><i>expected standard at the end of KS1 increases compared to 2017 data.</i></p> <p><i>The % of PP pupils achieving or exceeding the expected standard at the end of KS2 increases and the difference between that and the national average reduces from that of 2017.</i></p> <p><i>The % of PP pupils working at ARE and exceeding increases in all cohorts and in line with national.</i></p> <p><i>The % of PP pupils achieving the expected standard at the end of KS1 increases compared to 2017 data.</i></p> <p><i>The % of PP pupils achieving or exceeding the expected standard at the end of KS2 increases and the difference between that and the national average reduces with that of 2017.</i></p>	Continued purchase of Accelerated Reader Programme.	proportions of PP pupils achieving or exceeding ARE in 2017 and is above those nationally for 2017.	This has made a significant impact and alongside the buddy reading system impacts positively on PP pupils.	£1375
	On-going CPD for teaching and support staff – effective first quality teaching strategies for key mathematical concepts.	The proportion of PP pupils achieving or exceeding ARE at the end of KS2 has increased in all areas (80%) and particularly in Maths where the difference between that and the national average has reduced from that of 2017. All differences are now positive.	Increase in pupils achieving end of KS ARE and progress in maths as a whole – similar CPD required for writing.	£2500
	<p>Improve feedback to impact on outcomes through:</p> <ul style="list-style-type: none"> • Additional time for pupil/teacher conferencing. • Ownership of targets by children. • Specific attainment targets based on end of year essential ARE elements. 	100% of PP pupils accessed first hand experiences to support their learning.	Particularly effective at the end of KS2. Less impact further down the school.	£864
<p>E. Increased opportunities for first hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.</p> <p><i>An increased % of PP pupils access first hand experiences which further support outcomes in writing and maths.</i></p>	Provide internal and external learning experiences to create relatable reasons to write e.g. storytellers, Zoolab, historical experiences etc.		50% of pupils said that learning experiences always improved their writing. 44% of pupils said that learning experiences sometimes improved their writing.	£3755.50
	Purchase Read, Write, Perform materials and green screen accessories to create relatable reasons to write.			£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
<p>A. The proportion of SEND pupils make progress which is inline nationally.</p> <p><i>The % of SEND pupils working at ARE and exceeding increases across all cohorts and to be in line with national.</i></p> <p><i>The % of SEND PP pupils achieving the expected standard at the end of KS1 increases compared to 2017 data.</i></p> <p><i>The % of PP pupils achieving or exceeding the expected standard at the end of KS2 increases and the difference between that and the national average reduces from that of 2017.</i></p>	<p>Targeted support by TAs in identified year groups (Y4, Y5 and 6), particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p>	<p>The Proportion of SEND pupils working at or exceeding ARE across all cohorts increased by 10.7% in Reading and 10.7% in Maths it remained the same in Writing.</p> <p>The proportion of SEND pupils who achieved ARE in Maths at the end of KS1 increased from 0% in 2017 to 50% in 2018. (Small cohorts)</p> <p>The proportion of SEND pupils who achieved ARE in Reading, GPS and Maths at the end of KS2 increased from 2017.</p>	<p>This provided greater adult support in large class sizes providing pupils with ongoing feedback within lessons.</p>	£7,312.50
				<p>B. The % of pupil premium pupils reaching the expected standard in reading, writing, maths and GPS is in line with those nationally.</p> <p><i>The % of SEND pupils working at ARE and exceeding increases across all cohorts and to be in line with national.</i></p> <p><i>The % of SEND PP pupils achieving the expected standard at the end of KS1 increases compared to 2017 data.</i></p> <p><i>The % of PP pupils achieving or exceeding</i></p>
	<p>Provide follow up sessions consolidating teaching and learning from class lessons for individual / groups of PP children.</p>	<p>The proportion of PP pupils achieving, or exceeding ARE at the end of KS2 has increased in all areas and particularly in Maths where the difference between that and the</p>	<p>This provided opportunities for targeted over learning where required reacting to how pupils achieved within lessons.</p>	£4,582

<p><i>the expected standard at the end of KS2 increases and the difference between that and the national average reduces from that of 2017.</i></p> <p><i>The % of PP pupils working at ARE and exceeding increases in all cohorts and in line with national.</i></p> <p><i>The % of PP pupils achieving the expected standard at the end of KS1 increases compared to 2017 data.</i></p> <p><i>The % of PP pupils achieving or exceeding the expected standard at the end of KS2 increases and the difference between that and the national average reduces with that of 2017.</i></p>	<p>Provide cover for class teachers to deliver small group writing and maths interventions in Y2 and Y6.</p>	<p>national average has reduced from that of 2017. All differences are now positive.</p> <p>100% of PP pupils achieved ARE in Reading and Writing and 50% in Maths at the end of KS1 – this is an increase on proportions of PP pupils achieving the ARE in 2017.</p>	<p>Greater focus required in KS1 for more able pupils.</p> <p>Support for KS2 pupils was well targeted and improved outcomes.</p>	£1,872
	<p>Purchase revision books for Year 2 and Year 6 pupils.</p>		<p>Provide valuable aids which allow children to continue focused learning at home as well as support for parents.</p>	£415.50
<p>C. The percentage of pupil premium persistent absentees reduces and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2016/17.</i></p>	<p>Employment of attendance officer 1 day per half term.</p>	<p>Absence 2016/17 - % absence 7.95 2017/18 - % absence 5.62</p> <p>Persistent Absence 2016/17 - % PA 25% 2017/18 - %PA 12.5%</p> <p>Lateness 2016/17 - % Lateness 1.19% 2017/18 - % Lateness 2.11%</p>	<p>Attendance officer not required to reduce absence, however significant amount of HTs time used to monitor and follow up absence.</p> <p>Monitoring of PP PA needs to continue in order to reduce further.</p> <p>Greater focus on PP lateness required.</p>	£540
	<p>Attendance Officers to target PP low attendance and PA.</p>			
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not	Lessons learned (and whether you will continue with this)	Cost
C. The percentage of pupil premium persistent absentees	Employment of attendance officer 1 day per half term.		Attendance officer not required to reduce absence, however	See above

<p>reduces and is in line with those of national.</p> <p><i>The % of PP persistent absentees reduces and is in line with the national average.</i></p> <p><i>The % of PP lateness reduces from that of 2016/17.</i></p>		<p>Absence 2016/17 - % absence 7.95 2017/18 - % absence 5.62</p>	<p>significant amount of HTs time used to monitor and follow up absence.</p> <p>Monitoring of PP PA needs to continue in order to reduce further.</p> <p>Greater focus on PP lateness required.</p>	
	<p>Attendance Officers to target PP low attendance and PA.</p>	<p>Persistent Absence 2016/17 - % PA 25% 2017/18 - %PA 12.5%</p> <p>Lateness 2016/17 - % Lateness 1.19% 2017/18 - % Lateness 2.11%</p>		
<p>D. Increased parental engagement impacts positively upon progress across reading, writing and maths.</p> <p><i>An increased proportion of parents/ carers contribute to positive outcomes across reading, writing and maths.</i></p> <p><i>Strengthened home/school relationships impact positively upon outcomes in reading, writing and maths.</i></p>	<p>Homework club at lunchtime to provide additional support for PP children completing homework.</p>	<p>All PP pupils completed homework tasks regularly and a positive impact was seen in results of spelling and x tables tests (practise given for homework).</p> <p>Parents attending events were not necessarily those of PP pupils. Parents did not support their children attending additional after school booster clubs.</p>	<p>Increase in regularity of homework from PP pupils – pupils increased self-esteem through outcomes of weekly tests e.g. spelling / x tables.</p> <p>Further action required to increase parental engagement with parents of PP pupils.</p>	<p>£500</p>
	<p>Reading Buddies – PP children paired up with more able readers from different year groups / family members / (parents / carers) to read, discuss reading and quiz.</p> <p>Further support for target parents through school events, such as coffee mornings (staff to assist in providing parents with example questions to develop comprehension skills, storytelling weeks, poetry week etc.)</p>			