



WINGFIELD PUPIL PREMIUM STRATEGY

1. Summary Information					
School	Wingfield Primary School				
Academic Year	2017-18	Total PP Budget	£101,137.75	Date of most recent PP review	March 2017
Total Number of Pupils	298	Number of pupils eligible for PP	72	Date for next internal review	July 2017

2. Current Attainment: Whole school		
	Pupils eligible for PP at Wingfield	Pupils not eligible for PP
% achieving Expected R W M combined	25%	37%
% making expected progress in reading	56%	70%
% making expected progress in writing	56%	63%
% making expected progress in maths	57%	70%

Current Attainment 2016-17: Key Stage 1 and 2											
	%of children achieving 'Age Related Expectations'				%of children achieving 'Above Age Related Expectations'				% Making Expected Progress (2+ points across the school)		
	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths
Year 1											
Pupil Premium	67	25	42	25	16	8	16	8	73	55	73
Non Pupil Premium	65	58	72	58	38	20	32	20	79	77	90
Year 2											
Pupil Premium	56	33	56	33	33	22	22	22	75	25	63
Non Pupil Premium	67	45	55	42	27	18	21	15	77	63	77
Year 3											
Pupil Premium	22	11	22	0	0	0	0	0	38	38	25
Non Pupil Premium	44	28	36	16	16	12	0	0	39	26	22
Year 4											
Pupil Premium	60	47	53	47	27	20	20	13	27	60	40
Non Pupil Premium	46	24	46	24	30	11	19	11	50	39	50
Year 5											
Pupil Premium	17	25	8	8	0	0	8	0	67	58	58
Non Pupil Premium	35	35	41	24	6	6	24	6	81	75	75

Year 6 Test Data												
	Reading Expected Standard	Reading Average Scaled	Value added Progress	Writing Expected Standard	Writing Average Scaled	Writing VA Progress	Maths Expected Standard	Maths Average Scaled	Maths VA Progress	Grammar Expected Standard	Grammar Average Scaled	Combined
Whole Cohort	80%	106.48	3.05	24%		-2.7	44%	99.32	-5.1	60%	100.72	48%
Pupil Premium	60%	104.1	2.39	20%		-1.1	20%	98.1	-4.5	40%	99.20	50%
Non Pupil Premium	87%	108.07	3.60	40%		-3.9	47%	100.13	-5.6	73%	101.73	47%
Year 6 Teacher Assessment												
Pupil Premium	60%			75%			60%					
Non Pupil Premium	87%			80%			73%					

3. Barriers to future attainment

In-school barriers (issues to be addressed in school such as poor oral skills)

Instability	The school has a high instability factor with several families being displaced from and migrated to the school during the local regeneration
EAL	The school has seen a high proportion of EAL and PP families join the school
Behaviour	Several FAP families have been identified with PP and some have a poor engagement with the school
Reception	2017-2018 cohort have behavioural issues that are impacting on academic attainment for certain children and that of their peers.
Year 2	2017-2018 cohort have a high proportion of PP with EAL which has impacted on ascertaining high attainment despite accelerated progress
Year 6	2017-2018 cohort have a high proportion of PP with good levels of expected progress however there is an attainment gap between PP children and other children Year 5 and 6

External barriers (issues which also require action outside school, such as low attendance rates)

Parents	PP families have a lower engagement with school which impacts on their children's relationship with school, obtain lower expectations and aspirations
Social Emotional	PP children with low self-esteem and emotional needs have less engagement with school
Extra-curricular experiences	Social disadvantage can manifest in limited aspirations and a lack of parental engagement. Children may not be exposed to rich and varied life experiences.

4. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
Instability	Improved school stability factor	There will be a reduce number of PP families leaving Wingfield
EAL	Improved oral language skills for pupils eligible for PP across the school	Children eligible for PP across the school will make rapid progress by the end of the year so that all PP children's attainment will be at the age related expected standard
Reception	Behaviour issues across reception will be addressed	Fewer behaviour incidents recorded for these children on the school system and academic progress and attainment increases
Year 2	Improved oral and social communication skills across Year 2 will be addressed	Children eligible for PP make rapid progress so that all children eligible for PP meet or exceed age related expectations
Year 6	Higher rates of progress across Year 6 for high attaining children eligible for PP	Accelerated progress of PP children in all subject areas so that they will be making more progress than other children in order to be in line in terms of attainment
Parents	PP families will have a greater engagement with the school and develop aspirations and high expectations	Monitoring of attendance at meetings, workshops and courses run at the school is recorded and logged by the community lead.
Social Emotional	Improved emotional resilience amongst pupil premium children	Children eligible for PP display resilience leading to fewer behaviour incidences recorded for these children
Extra-curricular experiences	Increased access to rich and varied life experiences raises children and parent expectations	Presence on trips, before and after school clubs

5. Planned Expenditure					
Academic year		2017/18			
The 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					
1. 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?
EAL - Improved oral language and writing skills for pupils eligible for PP across the school	Improved provision maximising interactions between staff and children PDM on assessing and supporting EAL Focused interventions from Inclusion team	Improved language skills in the early years provide a good foundation for later learning All interactions are maximised to accelerate progress	Evidence taken from learning walks, observations, data drops, progress meetings and reports for Governors	Sarah Day Teachers Support Staff	October 2017

	SALT training Bi-lingual TA interventions				
Year 2 - Improved oral and social communication skills across Year 2 will be addressed	<p>PDMs on social communication</p> <p>Teaching assistants training in social communication development for intervention groups</p> <p>Bi-lingual teaching assistant support</p> <p>Provide outstanding training for all staff ensuring that learning and feedback is effectively differentiated and precisely targeted to accelerate progress for children with Pupil Premium funding and close learning gaps</p> <p>Learning mentor</p>	<p>Improved language skills in KS1 will provide a good foundation for learning and continued development into KS2</p> <p>All staff will model the use of language and interactions between staff and children are maximised to accelerate progress and development</p>	<p>Evidence will be taken from learning walks, observations, data drops, progress meeting and reports for Governors</p>	Sarah Day	October 2017
Year 6 - Higher rates of progress across Year 6 for high attaining children eligible for PP	<p>INSET and PDMs on importance of feedback, developing mastery and Singapore-Bar method in mathematics</p> <p>Guided Reading sessions to shift to whole class, high quality texts where writing outcomes are to be linked to</p>	<p>Ensuring feedback is focussed clearly on improving student outcomes and is specific and challenging for the children. Many sources suggest that high quality feedback is an effective way to improve progress and therefore attainment</p>	<p>English leader to ensure all classes have Core Texts in place for each term through the year; book monitoring shows writing emanating from the texts</p> <p>PDM to show how to link texts and writing outcomes in different genres</p>	Ross Silcock Sarah Day Yasmin Melehi Chris Chislett Philippa McEwan Holly Ingram	July 2017

	whole class texts Additional teacher supporting targeted PP children to make rapid progress and attainment is at age related expectations	Mathematics curriculum is demanding the children can reason with fluency and apply this to solving problems. Research suggests that applying this method to the children's learning will demonstrate their understanding and application	Maths leader to ensure that stretch and challenge is within all maths lessons and then children are applying different strategies and approaches to solving problems		
Total budgeted cost					£84,000

2. 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?
Reception - Behaviour issues across reception will be addressed	SLT redesign of behaviour for learning policy Learning mentor and support staff supporting children with targeted and specific intervention Clarity with expectations of each other Relaunching of restorative approaches to maintain respectful relationships and behaviour	The EEF Toolkit suggests that targeted interventions matched to specific children's needs with particular needs or behavioural issues can be effective Children achieve when they are happy, secure and are in an inclusive, caring environment, where all feel valued	Reduce numbers of behavioural issues are logged Monitor behaviour and note if this correlates with improved attainment Observe and feedback interventions	Sam Edgar Support staff	July 2018
Social and emotional - children's self-esteem increases and their emotional needs lessen; behaviour improves and	Professional development session to provide staff strategies for supporting children and families with mental	These actions will provide support for those children who receive pupil premium with emotional and	Feedback from staff after session Monitoring of children's emotional development	Sarah Day Claire Chamberlain	July 2018

good academic progress is made	health issues Learning mentors Nurture group Play therapist Additional Speech and Language Therapy and Educational Psychology intervention This includes Early Years and family intervention.	behavioural needs and also may have additional needs	alongside number of behavioural incidents recorded.		
				Total budgeted cost	£3,000

3. 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?
Instability - Improved school stability factor	Follow the Borough's attendance programme to improve attendance for all and use in school resources, to target key children and families Support from Learning Mentor Visible staff that are approachable to families Marketing school through local media Target key parents and look for informal and formal ways to invite	It is well documented that where parental engagement with learning is high, children perform better. White British, working class children, in receipt of PP funding, especially boys are a vulnerable group	Analysis attendance data with attendance officer Monitor the parents attending workshops, trips and school events Evidence from parent surveys and take up of targeted events	Ross Silcock	October 2017

	parents in to school				
Parents - PP families will have a greater engagement with the school and develop aspirations and high expectations	Assertive and proactive engagement to be used to involve parents in school life e.g. approaching parents on the playground, named letters go home that signpost workshops, meetings, courses etc to ensure we reach the parents we want to participate	The parents who need to engage the most are often the ones hardest to reach, but once they are engaged the benefits are tangible The OFSTED document 'Using pupil premium to engage with parents: Robin Hood Primary School and Nottingham City Council' makes it plain how beneficial engagement with pupil premium parents can be	Attendance at meetings and workshops to be monitored Parents to be contacted if not engaging	SLT	March 2018
Extra-curricular experiences - Increased access to rich and varied life experiences raises children and parent expectations	Opportunities to access visits to a range of places of interest Foster the partnership with Wide Horizons with residential school journey year 4 and 6 in addition to outdoor learning experience Visits from a range of professionals to discuss career opportunities Musical instrument sessions provided by music specialist to children in year 3 and 4	The 2016 Social Impact report entitled the Impact of Adventure Learning demonstrates the impact of outdoor learning with increased well-being and development in resilience As acknowledged in point 143 of the DfE's 'The Importance of Music', instrumental tuition can dramatically improve attainment in reading for all children, with a particular impact for those with lower starting points.	Outdoor learning leader to observe and monitor feedback from teachers, children and Wide Horizons Music Leader to observe and monitor children's music lessons	SLT Outdoor Learning Leader Music Leader	September 2018
Improving nutrition of disadvantaged children	Fresh milk to be provided for pupil premium children	This has been a government requirement since January	Ensure milk is stored and available	Jane Gildea	July 2017
				Total cost	£14,000

Grand Total | £101,000

6. Review of expenditure**Previous Academic Year 2016-17****1. 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	Cost
All children make expected and better than expected progress and attainment is in line with Non PP children	<p>Funding used across the school to provide intervention teachers to work with booster classes, small groups and one to one with specific children. It has also been used to provide before and after school booster classes and Easter School.</p> <p>Teaching Assistants deployed to work with socially disadvantaged learners who were at risk of underachieving.</p> <p>Interventions delivered in response to individual and group with the focus on areas of learning such as reading, handwriting, calculation, number facts, phonics, spelling and memory skills. In addition to bespoke planning, our skilled Teaching Assistants used programmes such as Toe by Toe, STEPS and Black Sheep.</p>	<p>Medium - high: observed progress amongst end of key stage was good. Gaps closing between PP and Non-PP</p> <p>Success criteria: not fully met but progress made shows positive impact and attainment</p>	This seemed to be most effective approach and reflected in good progress across the school. By looking closer at individual gaps in learning we seek to use this support more intensively next year to close the gaps all through the school.	£43,606
Improved attainment in Year 6	Additional teaching in Year 6 was deployed as PP children were making slower than expected levels of progress,	Mixed: Outcomes: Year 6 attainment in individual subjects was above national and value added progress	The targeted supported for disadvantaged children in small and 1:1 settings demonstrated that the gaps	£14,000

	are attaining below age expected levels or had gaps in their understanding. They received regular small group and individual sessions, planned in conjunction with the class teacher.	measure were good (all positive). The children's overall combined was in line with national attainment. Success criteria: partially met	in attainment were closing	
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2. 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	Cost
Pupil Premium children have access to mentoring to address social and emotional needs and staff received specialist training	Learning mentor and play therapist provided support for children with emotional and behavioural needs 'Attachment and Separation' Twilight Session provided staff with the skills and understanding needed to support children and families with mental health issues	Medium-High: the learning mentor and play therapist were able to support children with their various emotional needs in 1:1 settings and in small targeted intervention groups for social communication and interaction development Staff report feeling more confident in dealing with children with attachment issues. Success criteria: met	Reduction in number of incidents recorded by PP children and the ability of certain vulnerable children to reflect on their actions so that they stop themselves in future show that this is good use of the premium	£34,028

3. 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	Cost
Improving nutrition of disadvantaged children	Fresh milk to be provided for pupil premium children	Medium: Milk has been available for all PP children. Feedback from KS2 PP children is that they would prefer to not have the milk and as such, tend to not consume	The impact of providing nutrition to EYFS and KS1 is good as the children have been focussed within their learning. We need to develop a system where KS2 PP children are at ease with having the nutrition available	£508

		Success criteria: not met	for them	
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