

Wansdyke School Pupil Premium 2017-18 Review and 2018-19 Strategy Statement

This is currently a work in progress and will be reviewed regularly to keep it up to date

1. Summary Information					
School	Wansdyke School				
Academic Year	2018-19	Total PP Budget	Anticipated £47, 460 (mainstream + CNRB) (not including LAC and AfC)	Date of most recent PP Review	May 2018
Total number of pupils	225	Number of pupils eligible for PP	51 (at 23.03.18) 23 FSM/Ever 6 2 LAC 3 AfC 10 off-roll 13 services	Date for next internal review of this strategy	September 2018

2. Current Attainment (July 2017) THIS WILL BE REVIEWED IN SEPTEMBER 2018 FOLLOWING JULY 2018 DATA			
	Pupils eligible for PP (our school)		Pupils not eligible for PP (national average)
% achieving in reading, writing and maths (KS1)	33% (1/3 pupils)		62%
% meeting end of KS expectations in reading (KS1)	33% (1/3 pupils)		61%
% meeting end of KS expectations in writing (KS1)	33% (1/3 pupils)		52%
% meeting end of KS expectations in maths (KS1)	33% (1/3 pupils)		60%
% achieving in reading, writing and maths (KS2)	66% (2/3 pupils)		67%
% meeting end of KS expectations in reading (KS2)	66% (2/3 pupils)		77%
% meeting end of KS expectations in writing (KS2)	66% (2/3 pupils)		81%
% meeting end of KS expectations in maths (KS2)	66% (2/3 pupils)		80%
Average progress scores	Pupils eligible for PP (our school)		Where this fits with the DisMis Standards
Reading at end of KS2	-0.29		Approaching secure standards
Writing at end of KS2	0.3		Secure standards
Maths at end of KS2	-1.16		Below minimum standards
KS2 DisMiS standard (applied to cohorts where disadvantaged learners numbers more than 5)	Average Progress Score for Disadvantaged pupils at the end of KS2 in Reading	Average Progress Score for Disadvantaged pupils at the end of KS2 in Writing	Average Progress Score for Disadvantaged pupils at the end of KS2 in maths
Minimum standards	-0.7	-0.4	-0.6
Minimum standard figures based on national figures for disadvantaged pupil at the end of KS2 in 2017.			
Approaching secure standards	-0.6 - +0.2	-0.3 - +0.1	-0.5 - +0.2

Secure standards	+0.3	+0.2	+0.3
Secure standard figures based on national figures for other pupils (not disadvantaged) at the end of KS2 in 2017			

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2018-19

Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A	15% of children who are PPDL are also under speech and language therapist support (5 of 34 children)
B	32% of children who are PPDL are also SEN (11 of 34 children)
C	6% of children who are PPDL are also EAL (2 of 34 children)
D	Attainment for PPDL children in our school is below the national average for non PPDL children in reading, writing and maths
E	Maths average progress scores at the end of KS2 are below the DisMis Minimum Standards
Additional barriers (issues which also require action outside school, such as low attendance rates)	
G	Attendance: 21% of attendance below 95% is PPDL children, 35% of DL children have attendance below 95%. There are 4 PPDL children who have attendance below 90% Persistent lateness
H	Emotional wellbeing and mental health- children not being ready to learn
I	18% of our PPDL children are adopted from care or LAC (6 of 34 children)

4. Intended Outcomes 2018-19

	Desired outcomes and how they will be measured	Success criteria
A	Improved oral language skills for all	<ul style="list-style-type: none"> Class teachers are fully aware of the disadvantaged learners in their class and the overlap with speech and language needs Class teachers are fully supporting the speech and language target needs of the children in their class (alongside Teaching Assistants) Class teachers understand the importance of talk in learning and plan their lessons to take account of this, including opportunities for children to practise language skills in their lessons Class teachers use TalkBoost and other language interventions as part of their Quality First Teaching and more targeted interventions/support
B	Increased emphasis on children who are PPDL and SEN <ul style="list-style-type: none"> This will be measured through the termly target setting and subsequent target and provision reviews, as well as the termly focus group data meetings This will also be measured through monitoring of planning, teaching and books/work 	<ul style="list-style-type: none"> Class teachers are fully aware of the disadvantaged learners in their class and the overlap between vulnerable groups of learners Class teachers set effective targets and run in class provisions for the children that are both eligible for PPDL and are on the SEN register

		<ul style="list-style-type: none"> • These vulnerable groups are taken account of in planning and teaching and targeted to support progress and attainment
C	Increased emphasis on children who are PPDL and EAL	<ul style="list-style-type: none"> • Class teachers are fully aware of the disadvantaged learners in their class and the overlap between vulnerable • See A also • Specific support from outside agencies is requested and followed for children with EAL where English is not spoken in the family home
D	Increased emphasis at all levels on PPDL children	<ul style="list-style-type: none"> • Class teachers in all classes know who the PPDL children are • PPDL children are identified in planning and in targeted in teaching • PPDL children have specific and personalised targets which are reviewed termly • PPDL children become a focus group for data meetings and their progress and attainment is reviewed every short term • All PPDL children receive academic intervention in reading, writing or maths, or all three • End of KS1 and KS2 attainment and progress scores are at least in line with national average for non PPDL children
E	End of KS2 average progress scores are at least in line with the DisMis Approaching Secure Standards	
F		
G	<p>PPDL children will benefit from increased attendance percentages and will have attendance at 95% or above</p> <ul style="list-style-type: none"> • This will be measured using our daily registers and the daily attendance notifications/alerts for children who have attendance below 95% • attendance that is already below 95% will be supported and worked on to improve • attendance that drops below 95% will be supported and improved • attendance above 95% will be celebrated 	<ul style="list-style-type: none"> • increased rate of attendance for PPDL children, particularly those who have historically low attendance and lateness • reduced number of persistent absentees among pupils who are PPDL
H	Decreased issues of disruptive behaviour and increased readiness to learn (mental health and wellbeing needs being met)	<ul style="list-style-type: none"> • children are more focussed during lessons and are 'ready' to learn • increased rate of mental well-being and resilience • knock on effect of increased readiness to learn in increased progress and attainment • Class 'regulation stations' being used effectively

I	Progress and attainment, as well as opportunities and experiences of children who are adopted from care, or Looked After Children, are in line with peers	<ul style="list-style-type: none"> • collaboration with Virtual Schools officers is effective • Virtual Schools funding is requested through the PEP meeting process • PEP meetings are attended by the Designated Leader for Looked after children, as well as class staff where possible • Class staff know who the PPDL children are in their classes, and particularly the LAC and adopted from care children
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5. Review of Expenditure 2017-18

Academic Year	2017-18
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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

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
HLTA support	The HLTAs would cover unexpected staff absence, resulting in continuity in classroom practise, and known adults supporting	The arrangement did offer continuity for all children, and less disruption to learning for those children who are on the PPDL register	We will continue with this approach. We will consider the HLTAs having allocated time in each class, each week, to further increase the continuity for the children and the teaching, making expectations and routines seamless.	

Total budgeted cost £

ii. Targeted support

Forest Schools sessions	Increased confidence and self-esteem from children who participated in a course of sessions	Success criteria met as children who accessed the sessions have demonstrated raised self-esteem in class, but also increasingly in the sessions, especially when the nature of the sessions is not something they would typically engage in	Impact on children's confidence and self-esteem was positive. This approach will be continued in to the next strategy year.	£396.80 on TA overtime for training £600 on training
Homework Club	Disadvantaged learners have access to a	6 children regularly attending, feedback from children and parents are that the sessions are useful and when observed,	Needs a relaunch for coming cycle, but even based on the currently	n/a as HLTA cost is outlined above

	weekly session where they can gain support with their homework and associated success in their homework activities	the children are enjoying this time and gaining from the support through raised confidence and self-esteem in their work and learning	attending children, this will continue in to the next cycle	and cannot be counted twice
HLTA support	High quality planned and led interventions, paired teaching, resulting in increased progress and attainment for PPDL children	Impact was highest in classes that had the highest amount of HLTA time. Progress and attainment of those children was increased and the gaps for some learners are closing	This will be continued, and careful consideration will be given to where the needs are greatest for HLTA time in each class	n/a as HLTA cost is outlined above and cannot be counted twice
Reading Comprehension Intervention	Comprehension skills are increased for children who are struggling with their reading progress and attainment. They are taught key skills that can be used independently in their own reading.	All PPDL children in Year 4 attending. impact clear on their use of language and vocabulary in class discussions. confidence has built in pupils through their success at sharing ideas and information in a small group session.	Training was successful and the impact of the training day is positive. Early signs are that the children who are participating in the strategies and the interventions are benefitting from them, however, this has only been running since term 3 so is too soon to fully evaluate impact. This will continue in to the next cycle.	Training cost: TA running intervention cost: Resources for running intervention:
Parent Support Advisor	Parents in need of a wide range of support needs are able to access support and help	The parent support advisor has been supporting closely X families from the school. The feedback from parents is that the PSA is an effective support.	This will continue and we will look to expand the role of the PSA to more families and groups at the school.	PSA Salary (Wansdyke share): £

Small class teaching and setting for maths in Year 6	Increased personalised learning opportunities with a higher adult to child ratio, increasing progress and attainment	The end of year data is not yet in for this cohort	Whilst this worked for many of the children, maths progress was one of our weakest areas of outcomes compared to reading and writing. we will continue with highly supported maths teaching, and developing the maths mastery approach, but review how the support is distributed, removing the setting element?	Deputy Headteacher time: £
Subsidy for Year 6 Residential Trip (FSM and Ever 6)	To enable PPDL children in Year 6 to have the same opportunities for experiences as the other children in the cohort	All children who wished to attend the residential trip were able to do so	This will continue to something on offer to all Year 6 children in receipt of FSM or Ever 6 funding	There were X children who took up this subsidy, costing: £
Subsidy for Breakfast Club	Offered for children who are PPDL and are showing persistent lateness or absence to increased their attendance		This will continue to be an option that is offered to eligible children/families	
Total budgeted cost				£
iii. Other approaches				
Sensory Disco	An additional opportunity for children to access the school disco, but for those who struggle with sensory needs	Attendance was good, especially for the children from the Complex Needs Resource base.	Continuation of this will be decided at future FOWS meetings and the cost of the sessions can be paid for in future by the CNRB PPDL budget	Paid by FOWS as a trial

Development of 'learning pods'	Increased effective learning environments for small group and 1:1 support	The pods look great, enable children using them to work without interruption in an effective learning environment. They are being used regularly and effectively.	This was a one off cost, so the only continuation will be for upkeep and maintenance as needed, but this will not come from the PPDL funding	Cost of building works: Cost of furniture:
Total budgeted cost				£

6. 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

iv. Quality of Teaching for all

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	Education Endowment Foundation Toolkit: cost V impact £/££/£££ +months	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Costs?
All children are able to participate in learning activities and are supporting each other	Collaborative Learning	Academic Barrier D	+5 Low cost, moderate impact, extensive evidence	Planning and lesson monitoring	SLT and KS Leaders	
Children know what they are doing well and what they can do to improve	Feedback	Academic Barrier B and D	+8 High impact, low cost, moderate evidence	Book and lesson monitoring	SLT and KS Leaders	
Increase in children reaching mastery level in learning	Mastery learning	Academic Barrier E	+5 Moderate impact, very low cost, moderate evidence	Planning and lesson monitoring	SLT and KS Leaders	
Children are able to independently access learning	Mathematics Enable Table	Academic Barrier B, D and E EEF guidance	EEF Improving Maths in KS2	Lesson monitoring	SLT and KS Leaders	

resources and recognise the impact of resources in achieving in their learning		Need to make maths progress and attainment a key focus	guidance (see below)			
Increased language opportunities in daily teaching	Raising the profile of spoken language https://p4c.com/ Philosophy for All, Role-play, drama	Academic Barrier A and C		Planning and lesson monitoring	SLT and KS Leaders	
Total budgeted cost						£
v. Targeted support						
	Digital Technology		+4 Moderate impact, moderate cost, extensive evidence		SLT and KS Leaders Computing Subject Leader	
	Oral language interventions (TalkBoost)	Academic Barrier A and C	+5 Moderate impact, low cost, extensive evidence	Target and provision reviews	SENDCo and DL Lead	TalkBoost Training Cost: £500 for 2x pairs of staff training (KS1 and KS2)
	Peer tutoring	Academic Barrier D	+5 Moderate impact, low cost, extensive evidence	Planning and lesson monitoring	SLT and KS Leaders	
	Reading comprehension strategies	Academic Barrier D	+5 Moderate impact, low cost, extensive evidence	Target and provision reviews	SENDCo and DL Lead	
	Forest Schools	Additional Barrier H	+4 Moderate impact, moderate cost, moderate evidence			£600 on conservation area development £12.67 per hour TA cost - £152.04 term

						£300 replenish materials
	Parent and child workshops (Devizes in Bloom)		+3 Moderate impact, moderate cost, moderate evidence			
	TA/HLTA releasing class teacher for 1:1 sessions, weekly, with PPDL children in their class	Academic Barrier D and E	+5 Moderate impact, high cost, extensive evidence	Target and provision reviews	SENDCo and DL Lead	HLTA £15.15 per hour
Children begin the maths lesson with the same starting point for learning	Pre-teach sessions	Academic Barrier D and D	Babcock research	Planning and lesson reviews, book reviews Termly data	SLT, Maths Subject Leader and SENCo	TA cost per 20 mins and classteacher cost per 20 mins
Accelerated progress and raised attainment-closing the gap	Rapid Maths KS2 Intervention	Academic Barrier D and E	+5 Moderate impact, low cost, extensive evidence	Target and provision reviews Termly data	SENDCo and DL Lead	£1196.34 (including resources and training) Review towards end of contract £11.22 per hour for TA to run intervention
	Catch Up Numeracy	Academic Barrier D and E	+5 Moderate impact, low cost, extensive evidence	Target and provision reviews Termly data	SENCo and DL Lead	£1150 for training for 2 TAs and SENCo £11.22 per hour for TA to run intervention
Accelerated progress and raised	Rapid Phonics KS2 Intervention	Academic Barrier D	+4 Moderate impact, very low cost, extensive research	Target and provision reviews Termly data	SENDCo and DL Lead	£1507.21 (including resources and training)

attainment-closing the gap						Review towards end of contract £11.22 per hour for TA to run intervention
Accelerated progress and raised attainment-closing the gap	Rapid Reading Intervention KS2	Academic Barrier D	+5 Moderate impact, low cost, extensive evidence	Target and provision reviews Termly data	SENDCo and DL Lead	£2189.76 (including resources and training) Review towards end of contract £11.22 per hour for TA to run intervention
	Catch Up Literacy	Academic Barrier D	+5 Moderate impact, low cost, extensive evidence	Target and provision reviews Termly data	SENDCo and DL Lead	£1150 for training for 2 TAs and SENCo £11.22 per hour for TA to run intervention
Equal opportunities and experiences for all pupils	Subsidy for school trips, uniform, clubs (FSM and Ever 6)				Business Manager and BoG	Dependent on uptake and need through the year
Equal opportunities and experiences for all pupils	Subsidy for Year 6 Residential Trip (FSM and Ever 6)				Business Manager and BoG	Per pupil: £
Accelerated progress in maths for year 6 children, resulting in increased attainment in line with national average for all	Year 6 split class for maths teaching	Academic Barrier D and E	+5	Planning, lesson and book monitoring Termly data	SLT and KS Leaders	Deputy Headteacher time: £ Review through termly data meetings
Total budgeted cost						£

vi. Other approaches						
	Attendance Advocates	Additional Barrier G		Attendance registers and notifications	Headteacher	
Children can recognise and understand their emotional needs and are able to identify the support and strategies they need to enable them to get ready for learning	Meta-cognition and self-regulation	Additional Barrier H	+8 High impact, very low cost, extensive evidence		SENDCo and DL Lead	
Parental understanding of supporting their child's learning at home is increased	Wiltshire Family Learning	Academic Barrier D	+3		SENDCo and DL Lead	Free
Emotional wellbeing is carefully supported through targeted therapy	Music Therapy	Additional Barrier H and I				
Reduced impact of emotional needs on learning, children are aware of a trusted adult that they can talk to for support	Personal Adult Buddy	Additional Barrier H			SENDCo and DL Lead	
Children in each class are able to guide and assist their peers	Emotion Coaching Leaders	Additional Barrier H			SENDCo and DL Lead	

towards strategies and support for emotional needs						
Total budgeted cost						£