



Willington Primary School: Pupil Premium Strategy Statement 2017-18



1. Summary information

School	Willington Primary School				
Academic Year	2017/18	Total PP budget	£34900	Date of most recent PP Review	Oct 17
Total number of pupils	213	Number of pupils eligible for PP	25 Ever6	Date for next internal review of this strategy	Jan 18

At Willington Primary School we have the highest aspirations and ambitions for all children, regardless of their background. We have high expectations for all of our children, and believe that with outstanding teaching and a lot of care, every child can fulfil their potential.

Some interventions are planned on a whole school basis to benefit all pupils and are not restricted to Pupil Premium/Ever 6 pupils only. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils and improvement of each individual child's well-being.

The key aim is to diminish the gap between pupil groups. Through the application of high quality programmes and provision overall, we aim to eliminate barriers to learning and progress. The use of targeted interventions is also important. Children who start with low attainment on entry need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social experiences in and outside school can also have a significant impact.

At Willington Primary School we:

- Make decisions about the spending of Pupil Premium based on educational research
- Make decisions about the spending of Pupil Premium based on our knowledge of our pupils and their families
- Have a culture of high expectations for all Pupil Premium and Ever 6 children
- Believe that high quality teaching is vital, rather than interventions to compensate for poor teaching
- Ensure that teachers know who the Pupil Premium and Ever 6 children are in their class and report on their progress through Pupil Progress meetings
- Monitor and analyse which pupils are underachieving and will use Pupil Progress meetings to uncover why
- Make effective use of all assessment data to check the impact of interventions and will make adjustments as needed

2. Current attainment (Figures for disadvantaged for 2017)

	Disadvantaged	Other
% achieving expected standard or above in reading, writing & maths at KS2 (30 children – 4 disadvantaged)	50%	63%
Average scale score for reading	106.7	103.8
Average scale score for Grammar, Punctuation and Spelling	109.0	105.7
Average scale score for maths	105.3	103.5

Progress score for reading	-1.40	-2.27
Progress score for writing	-0.03	-1.08
Progress score for maths	-2.51	-2.74
% achieving expected standard or above in reading, writing & maths at KS1 (30 children – 3 disadvantaged)	33%	70%

3. 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.	Children start school with weak oral language and phonic skills, especially boys and pupils eligible for Pupil Premium. This has an impact on phonic teaching in Key Stage One. In the two previous years, Reception phonic teaching has to begin at a lower level than in the past	
B.	Some Pupil Premium pupil's engagement with reading is low and it can be difficult to gain parental support	
C.	The school has relatively high levels of children at SEN support and with a Statement or EHC Plan (above national). A number of pupils eligible for Pupil Premium are have SEN needs	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Children generally start school with good levels of confidence having attended the local pre-school or nursery settings and a substantial proportion arrive working within age-related expectations in most areas of learning. However, attainment on entry in literacy areas is particularly low with growing numbers having speech and language development and physical development concerns	
E.	There is a relatively high level of external agency involvement including: Social Care, Virtual School, MAT team, Physical Impairment service, SSEN support	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To develop early interventions to close the gap in language and early literacy skills for children in EYFS and Year 1	<ul style="list-style-type: none"> • Improvement in number of children achieving the Year 1 Phonic Test • Reversal of the downward trend for Year 1 Phonic Test results
B.	To raise progress and attainment in reading, with a focus on improving comprehension skills To raise engagement with reading, especially for boys	<ul style="list-style-type: none"> • Children's surveys and discussions show high levels of engagement • Progress measures for PP are higher than non-disadvantaged • Attainment measures for PP are higher than non-disadvantaged
C.	To improve progress and attainment in maths through implementing a mastery curriculum	<ul style="list-style-type: none"> • Progress measures for PP are higher than non-disadvantaged • Attainment measures for PP are higher than non-disadvantaged
D.	To develop the social and emotional needs of children so that they have the engagement and capacity to learn	<ul style="list-style-type: none"> • Pupil and parent surveys show children feel well supported

5. Planned expenditure

Academic year

2017 - 2018

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?
<ul style="list-style-type: none"> To improve progress and attainment in reading through improving comprehension skills To improve levels of engagement with reading 	<ul style="list-style-type: none"> Inference Training for Literacy Co-ordinator and Year 6 teacher 	<ul style="list-style-type: none"> EEF toolkit – Reading Comprehension Strategies Evidence shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. Reading Comprehension Strategies approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than phonics or oral language approaches FFT is a respected charity offering high quality training into Reciprocal Reading techniques 	<ul style="list-style-type: none"> Two staff will attend Inference training Teachers who attended training will plan and deliver whole school training into Inference Reading techniques to all teachers and TAs Guided Reading sessions will be made 1 hour long per year group Each year group will have up to 2 TAs for each Guided Reading Session Improved Guided Reading resources will be purchased <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Staff meetings to evaluate effectiveness Learning walks Lesson observations Peer observations NFER and other test results Feedback at Pupil Progress meetings 	SLT Literacy Co-ordinator	July 2018
	<ul style="list-style-type: none"> Staff meeting training for all staff and TAs into using Inference techniques in Guided Reading 			MU & MR	July 2018
	<ul style="list-style-type: none"> TA support for dedicated small Guided Reading groups outside of English lessons 			SLT	July 2018
	<ul style="list-style-type: none"> Purchase new materials to deliver effective Guided Reading sessions 			Literacy Co-ordinator	July 2018
					Budgeted Cost £480
					Budgeted Cost £0
					Budgeted Cost £6800
					Budgeted Cost £500
<ul style="list-style-type: none"> To improve progress and attainment in reading and spelling through outstanding Letters and Sounds/Phonic teaching 	<ul style="list-style-type: none"> Provide high levels of TA support to ensure the smallest possible groups from phonics teaching 	<ul style="list-style-type: none"> EEF toolkit – Phonics Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. 	<ul style="list-style-type: none"> Phonics will be taught in small groups <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> KS1 phonics meetings to evaluate effectiveness Learning walks Lesson observations Peer observations NFER and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Literacy Co-ordinator	July 2018
					Budgeted Cost £8482.50

<ul style="list-style-type: none"> To improve progress and attainment in maths through implementing a mastery curriculum To improve teaching and learning of mathematics 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a mastery curriculum 	<ul style="list-style-type: none"> EEF toolkit – Mastery Learning mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches. 	<ul style="list-style-type: none"> Maths will be taught using a mastery approach <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Pira and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Maths Co-ordinator	July 2018
	<ul style="list-style-type: none"> Provide supply cover for a coaching programme led by Joanne Mikillican 			SLT Maths Co-ordinator	July 2018
Total budgeted cost					Budgeted Cost £1000
Total budgeted cost					Budgeted Cost £3300
Total budgeted cost					£20,562.50

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?
<ul style="list-style-type: none"> To provide high quality speech and language support 	<ul style="list-style-type: none"> Provision of targeted speech and language sessions for identified children 	<ul style="list-style-type: none"> EFF toolkit – Oral language interventions Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. 	<ul style="list-style-type: none"> Identified sessions provided on the TA support timetable for speech and language sessions To provide TA cover to ensure that TAs can attend meetings with speech and language professionals to ensure appropriate programmes of work and feedback Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Speech and language meetings with outside professionals SENCO meetings 	SLT Literacy Coordinator	July 2018
					Budgeted Cost £1131
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Provision of Positive Play sessions by trained TA 	<ul style="list-style-type: none"> EFF toolkit – Social and Emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average) SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. 	<ul style="list-style-type: none"> Identified sessions provided on the TA support timetable for Positive Play Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Positive Play meetings with outside professionals SENCO meetings Pupil Progress meetings 	SLT TA Positive Play Lead	January 2018 April 2018 July 2018
					Budgeted Cost £3675.75
<ul style="list-style-type: none"> To improve children's mathematical skills and confidence 	<ul style="list-style-type: none"> Provision of 'Third Space' individual tutoring sessions for highlighted Year 5 and 6 children 	<ul style="list-style-type: none"> EFF toolkit – Individualised Instruction Individualised instruction has a positive effect, on average, for learners individualised instruction may be better used as an occasional supplement to usual class teaching, rather than a standard replacement. 	<ul style="list-style-type: none"> Tutoring sessions booked for identified children To provide a teacher to cover whilst the group are having tutoring sessions Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Learning walks Work scrutiny Lesson observations Peer observations Pira and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Year 5 and 6 teachers	January 2018 April 2018 July 2018
					Budgeted Cost £3800
Total budgeted cost					£8,606.75

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?
<ul style="list-style-type: none"> To improve progress and attainment in reading To improve levels of engagement with reading 	<ul style="list-style-type: none"> Purchase new reading books for the most able readers Purchase reading books that will engage reluctant and boy readers Purchase new library books 	<ul style="list-style-type: none"> EEF toolkit – Reading Comprehension Strategies Evidence shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. FFT, Pie Corbett - Talk for writing training/research highlights the importance of high quality, attractive texts to engaging reluctant and boy readers 	<ul style="list-style-type: none"> Purchase new engaging materials for the reading stages Purchase books to engage reluctant/boy/pupil premium readers Purchase new library material Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Staff meetings to evaluate effectiveness Learning walks Lesson observations NFER and other test results Feedback at Pupil Progress meetings and SENCO meetings 	SLT Literacy Co-ordinator	July 2018
					Budgeted Cost £2000
<ul style="list-style-type: none"> To improve experiences for PP children 	<ul style="list-style-type: none"> To subsidise Christmas theatre trips for PP pupils To subsidise class trips for PP pupils To provide subsidised music tuition 	<ul style="list-style-type: none"> EEF toolkit arts participation Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. 	<ul style="list-style-type: none"> Letters for visits will include references about seeking help Headteacher will approach parents as necessary to offer to subsidise the cost of visits Music tuition will be offered to most able PP children Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Feedback at Pupil Progress meetings and SENCO meetings 	SLT	July 2018
					Budgeted Cost £300
<ul style="list-style-type: none"> To improve outdoor experiences for PP children 	<ul style="list-style-type: none"> To subsidise residential trip for PP pupils To subsidise active class trips for PP pupils 	<ul style="list-style-type: none"> EEF toolkit – Outdoor Education Learning Evidence shows that studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' 	<ul style="list-style-type: none"> Letters for visits will include references about seeking help Headteacher will approach parents as necessary to offer to subsidise the cost of visits Implementation and effectiveness will be monitored through: <ul style="list-style-type: none"> Feedback at Pupil Progress meetings and SENCO meetings 	SLT	July 2018
					Budgeted Cost £750

<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> To provide Talk Time sessions with trained staff from Action for Children 	<ul style="list-style-type: none"> EEF toolkit – Social and emotional learning On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). 	<ul style="list-style-type: none"> Referrals made to Talk Time as appropriate <p>Implementation and effectiveness will be monitored through:</p> <ul style="list-style-type: none"> Meetings with Talk Time workers Feedback form from Action for Children SENCO and Pupil Progress meetings 	SLT SENCO	July 2018 Budgeted Cost £3000
Total budgeted cost					£6050
Total PP cost					£35,219.25

NB Scroll down for Review tables

6. 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
<ul style="list-style-type: none"> To improve progress and attainment in reading through improving comprehension skills To improve levels of engagement with reading 	<ul style="list-style-type: none"> Inference Training for Literacy Co-ordinator and Year 6 teacher Staff meeting training for all staff and TAs into using Inference techniques in Guided Reading TA support for dedicated small Guided Reading groups outside of English lessons Purchase new materials to deliver effective Guided Reading sessions 	<ul style="list-style-type: none"> Inference techniques have been implemented in all classes and ½ hour dedicated Guided Reading sessions have led to an improvement in the quality of teaching <p>KS2 DATA (6 disadvantaged children)</p> <ul style="list-style-type: none"> Progress measures for disadvantaged at KS 2 are higher than non-disadvantaged (0.4 for our disadvantaged and -2.4 for non-disadvantaged) Attainment measures for disadvantaged are lower than non-disadvantaged for Expected (50% for disadvantaged and 71% for non-disadvantaged) Attainment measures for disadvantaged are similar than non-disadvantaged for High Standard (33% for disadvantaged and 34% for non-disadvantaged) Average scale score for disadvantaged is slightly lower than for non-disadvantaged (104.4 for disadvantaged and 105.6 for non-disadvantaged) <p>KS1 DATA (4 disadvantaged children)</p> <ul style="list-style-type: none"> Attainment measures for disadvantaged are lower than non-disadvantaged for Expected (75% for disadvantaged and 83% for non-disadvantaged) No disadvantaged children at KS1 achieved the higher standard compared to 48% of the non-disadvantaged 	<ul style="list-style-type: none"> We are extremely pleased that the improvements to our reading provision have made sure that our disadvantaged children have made positive levels of progress at KS2 We recognise that our overall progress figure for reading is low (-1.9) so improvements need to be continued to improve reading provision We feel that we need to continue to reform Guided Reading sessions and will modify these sessions in September towards a whole class guided reading session so that teachers can teach the whole class together and target TA support as needed. Children will receive 20-30mins a day whole class Guided Reading Teaching 	

<ul style="list-style-type: none"> To improve progress and attainment in reading and spelling through outstanding Letters and Sounds/Phonic teaching 	<ul style="list-style-type: none"> Provide high levels of TA support to ensure the smallest possible groups from phonics teaching 	<ul style="list-style-type: none"> Higher levels of TA support for Phonics 80% of children in Year 1 passed the Phonics Check Move disadvantaged children passed the KS1 Phonics check than the non-disadvantaged (100% of disadvantaged passed compared to 78% of the non-disadvantaged) There have been clear improvements in children's phonic skills and these have been noted by the school's School Improvement Partner and Senior Advisor in recent observed lessons 	<ul style="list-style-type: none"> We feel that bringing phonic teaching back under the direct control of teachers was a very positive move and has allowed phonics direct phonics teaching to be built upon across the whole curriculum by class teachers Teachers will continue to direct phonics teaching and will have one or two Teaching Assistants in their class when they teach phonics so groups can rotate around teachers and Teaching Assistants 	
<ul style="list-style-type: none"> To improve progress and attainment in maths through implementing a mastery curriculum To improve teaching and learning of mathematics 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a mastery curriculum Provide supply cover for a coaching programme led by Joanne Millican 	<ul style="list-style-type: none"> Mastery maths techniques have been implemented in all classes and feedback from lesson observations, learning walks and book scrutiny show positive improvement <p>KS2 DATA (6 disadvantaged children)</p> <ul style="list-style-type: none"> Progress measures for disadvantaged at KS2 are much lower than non-disadvantaged (-4.9 for our disadvantaged and -0.7 for non-disadvantaged) Attainment measures for disadvantaged are lower than non-disadvantaged for Expected (33% for disadvantaged and 90% for non-disadvantaged) Attainment measures for disadvantaged are lower than non-disadvantaged for High Standard (0% for disadvantaged and 28% for non-disadvantaged) Average scale score for disadvantaged is lower than for non-disadvantaged (98 for disadvantaged and 106.4 for non-disadvantaged) <p>KS1 DATA (4 disadvantaged children)</p> <ul style="list-style-type: none"> Attainment measures for disadvantaged are the same as non-disadvantaged for Expected (75% for disadvantaged and 76% for non-disadvantaged) No disadvantaged children at KS1 achieved the higher standard compared to 44% of the non-disadvantaged 	<ul style="list-style-type: none"> Teachers will continue to use the White Rose and Big Maths resources The school will begin the maths coaching project in September and a focus of one of the stages of this will be on disadvantaged pupils to address the issue that disadvantaged pupils results are lower than the non-disadvantaged for maths 	<p>£17318</p>

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
<ul style="list-style-type: none"> To provide high quality speech and language support 	<ul style="list-style-type: none"> Targeted speech and language support sessions 	<ul style="list-style-type: none"> Children receiving Speech and Language support make good progress with improving their speech sounds Speech and Language outside agencies are pleased with the school's provision and progress of children Improving phonics results Reading results for disadvantaged pupils are high 	<ul style="list-style-type: none"> We will continue to provide Speech and Language support as needed We will continue to work with Speech and Language outside agencies We will continue to provide TA support to outside agencies as needed 	
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Positive Play sessions 	<ul style="list-style-type: none"> Boxall Profiles allow support to be targeted appropriately On the whole Boxall Profiles show an improvement in scores as a result of positive play 	<ul style="list-style-type: none"> The new Magic Room is a definite improvement on the old one and has resulted in far few cancelled Positive Play Sessions Positive Play sessions were shown to be particularly successful in a number of cases this year making a clear difference to children's emotional wellbeing Positive play sessions to continue 	
<ul style="list-style-type: none"> To improve children's mathematical skills and confidence 	<ul style="list-style-type: none"> Provision of 'Third Space' individual tutoring sessions for highlighted Year 5 and 6 children 	<ul style="list-style-type: none"> 5 out of the 6 (83%) Year 6 children who were targeted for Third Space support achieved that expected level 	<ul style="list-style-type: none"> Due to the positive results from the Third Space coaching this will continue in 2018/19 A higher number of disadvantaged pupils will be targeted for this support than last year 	£8607

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
<ul style="list-style-type: none"> To improve progress and attainment in reading To improve levels of engagement with reading 	<ul style="list-style-type: none"> Purchase new reading books for the most able readers Purchase reading books that will engage reluctant and boy readers Purchase new library books 	<ul style="list-style-type: none"> Reading scheme completely reorganised and the higher levels removed to improve engagement with reading New books integrated into the reading scheme New books integrated into the library Reading results for disadvantaged pupils at KS2 are high 	<ul style="list-style-type: none"> Reading Diary audit showed that teachers need to prioritise support and amount of school reading more specifically Parents need to be encouraged to hear children read more at home We are investigating the possibility of extending the library to improve children's attitudes to reading 	
<ul style="list-style-type: none"> To improve experiences for PP children To improve outdoor experiences for PP children 	<ul style="list-style-type: none"> Subsidise trips, visits and residential visits 	<ul style="list-style-type: none"> Parents have responded positively to reduced rates for visits and residential visits Parent take up of reduced rates has been increasing 	<ul style="list-style-type: none"> Continue to provide reduced rates for visits Use of SAP for visits so that reduced payments can be allocated to PP more accurately Consider how to ensure maximum take up for subsidised visit rates (eg separate letters) 	
<ul style="list-style-type: none"> To improve children's emotional wellbeing and social development 	<ul style="list-style-type: none"> Talk Time sessions from Action for Children 	<ul style="list-style-type: none"> Exit evaluations for children completing Talk Time generally show improvement in scores between starting and ending the sessions Children and parents are extremely positive about the sessions 	<ul style="list-style-type: none"> Continue to buy in to this service Continue to monitor the effectiveness and whether a similar service could be provided by an independent professional at a cheaper rate 	
				£5580