

Wansdyke School Pupil Premium April 2019 to April 2020 Strategy Statement

1. Summary Information					
School	Wansdyke School				
Academic Year	2018-19, in to 2019-20	Total PP Budget	Anticipated £41,280 April 2019 (not including LAC)	Date of most recent PP Review	March 2019 BoG 26.03.19
Total number of pupils	231	Number of pupils eligible for PP	49 different children (at 08.03.19) but some overlap between groups 24 FSM & 27 Ever 6 2 LAC 3 PLAC 10 services	Date for next internal review of this strategy	March 2020

2. Current Attainment (July 2018)			
	Pupils eligible for PP (our school)		National Average
% achieving in reading, writing and maths (KS1)	0% (0/2 mainstream children)		65.3%
% meeting end of KS expectations in reading (KS1)	0% (0/2 mainstream children)		75.4%
% meeting end of KS expectations in writing (KS1)	0% (0/2 mainstream children)		70%
% meeting end of KS expectations in maths (KS1)	0% (0/2 mainstream children)		70.1%
% achieving in reading, writing and maths (KS2)	40% (2/5 pupils incl CNRB) or 60% (2/4)		64.2%
% meeting end of KS expectations in reading (KS2)	60% (3/5 pupils incl CNRB) or 75% (3/4)		75.1%
% meeting end of KS expectations in writing (KS2)	60% (3/5 pupils incl CNRB) or 75% (3/4)		78.2%
% meeting end of KS expectations in maths (KS2)	60% (3/5 pupils incl CNRB) or 75% (3/4)		76%
Average progress scores	Pupils eligible for PP (our school)		Where this fits with the DisMis Standards
Reading at end of KS2	0.93		Not more than 5 children
Writing at end of KS2	-1.35		Not more than 5 children
Maths at end of KS2	-1.51		Not more than 5 children
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	-0.6	-0.4	-0.6
	Minimum standard figures based on national figures for disadvantaged pupil at the end of KS2 in 2018.		
Approaching secure standards	-0.5 - +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 2018		

3. Barriers to future attainment (for pupils eligible for PP, including high ability) April 2019-March 2020

Academic barriers (issues to be addressed in school, such as poor oral language skills)

A	7% of children who are PPDL are also under speech and language therapist support (4 of 49 children). Data meetings and staff meeting discussions have identified that children's language skills, vocabulary and manipulation of language is a weakness
B	27% of children who are PPDL are also SEN (13 of 49 children)
C	10% of children who are PPDL are also EAL (5 of 49 children)
D	Attainment for PPDL children in our school is below the national average for non PPDL children in reading, writing and maths
E	Writing and 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)

F	<p>Attendance: 26% of attendance below 95% is PPDL children, 27% of DL children have attendance below 95%. There are 5 PPDL children who have attendance below 90%</p> <p>The drop off on the right marks school days that have yet not happened</p>
G	Emotional wellbeing and mental health- children not being ready to learn
H	10% of our PPDL children are PLAC or LAC (5 of 39 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 Tower Hamlet Progression in Language Structures to support whole class language development through their planning and teaching
B	<p>Increased emphasis on children who are PPDL and SEN</p> <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 These vulnerable groups are taken account of in planning and teaching and targeted to support progress and attainment PPDL children have individualised targets set for them, based on previous progress and attainment in reading, writing and maths, and based on FFT, and these targets are shared with class staff and monitored and reviewed in term 3 and 5

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 groups 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 Clicker 7 is used to support literacy skills for children with EAL RAPID interventions for reading, phonics, maths and writing are used as needed to support children with EAL 												
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 in reading writing and maths, for progress and attainment, based on previous academic year's tracking, which are reviewed termly through the Wansdyke Tracker and shared with staff 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 NB. Summer 2020 end of KS2 Assessment data will be based on 5+ PPDL children (currently 12 PPDL children in Year 5).	<p>Current picture for the 2018-19 Y5 PPDL children (11 mainstream) and their attainment:</p> <table border="1" data-bbox="1126 691 2130 794"> <thead> <tr> <th>On track for EXP in reading</th> <th>On track for EXP in writing</th> <th>On track for EXP in maths</th> <th>On track to meet FFT in reading</th> <th>On track to meet FFT in writing</th> <th>On Track to meet FFT in maths</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>11</td> <td>3</td> <td>10</td> <td>10</td> <td>1</td> </tr> </tbody> </table>	On track for EXP in reading	On track for EXP in writing	On track for EXP in maths	On track to meet FFT in reading	On track to meet FFT in writing	On Track to meet FFT in maths	11	11	3	10	10	1
On track for EXP in reading	On track for EXP in writing	On track for EXP in maths	On track to meet FFT in reading	On track to meet FFT in writing	On Track to meet FFT in maths									
11	11	3	10	10	1									
F	PPDL children will benefit from increased attendance percentages and will have attendance at 95% or above <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 3x yearly report to Board of Governors includes information on attendance for PPDL children as well as other Vulnerable Groups Liaison between the Headteacher and PPDL Lead to hold School Attendance Meetings and update parents on improved attendance scores. Support from the Educational Welfare Officer when we are able to buy in 												
G	Decreased issues of emotional needs impacting on learning time 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 New ELSA 												
H	Progress and attainment, as well as opportunities and experiences of children who are Previously Looked After Children(PLAC), or Looked After Children (LAC), 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 ePEP meeting process ePEP meetings are prepared for and attended by the Designated Teacher 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 PLAC children Parents of PLAC are aware of the Designated Teacher and her role, as well as how to contact her should they wish to 												

5. Planned Expenditure

Academic Year 2018-19 (April to July) and 2019-20 (September to March)

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?	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	n/a
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	n/a
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	n/a Staff Meeting Training-whole school
Children are able to independently access learning resources and recognise the impact of resources in achieving in their learning	Mathematics Enable Table	Academic Barrier B, D and E EEF guidance Need to make maths progress and attainment a key focus	EEF Improving Maths in KS2 guidance (see below)	Lesson monitoring	SLT and KS Leaders	Low cost resources, but many already in school
Increased language opportunities in daily teaching	Raising the profile of spoken language https://p4c.com/ Philosophy for All, Role-play, drama, Teach Like a Champion Strategies, Blooms Questioning, Tower Hamlets resources	Academic Barrier A and C		Planning and lesson monitoring Training from PPDL Conference speaker on language scaffolding	SLT and KS Leaders	n/a Staff Meeting Training-whole school
Total budgeted cost						£1000.00

ii. Targeted support

Increase accessibility for PPDL children, including EAL, in accessing alternative learning routes, such as Clicker 7	Digital Technology	Academic Barrier D	+4 Moderate impact, moderate cost, extensive evidence		SLT and KS Leaders Computing Subject Leader	See Revo and laptop prices outlined below
Children develop better independence skills, as well as editing skills	Peer tutoring	Academic Barrier D	+5 Moderate impact, low cost, extensive evidence	Planning and lesson monitoring	SLT and KS Leaders	n/a
Accelerated progress and raised attainment- closing the gap	Reading comprehension strategies	Academic Barrier D	+5 Moderate impact, low cost, extensive evidence	Target and provision reviews	SENDCo and DL Lead	
Children who are PPDL are given wider opportunities for success	Forest Schools	Additional Barrier G	+4 Moderate impact, moderate cost, moderate evidence			£600 on conservation area development £12.67 per hour TA cost - £152.04 term £300 replenish materials
Class teachers have clear understanding of the next steps needed by their PPDL children, and being in a better position to close the gap/deepen understanding	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	£1213.53 (including resources and training) Review towards end of contract £11.22 per week for TA to run intervention group of 3 children
	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	£1535.67 (including resources and training)

						Review towards end of contract £11.22 per hour for TA to run intervention
	Rapid Reading Intervention KS2	Academic Barrier D	+5 Moderate impact, low cost, extensive evidence	Target and provision reviews Termly data	SENDCo and DL Lead	£2224.24 (including resources and training) Review towards end of contract £11.22 per hour for TA to run intervention
	Rapid Writing Intervention KS2	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 SENDCo £11.22 per hour for TA to run intervention
	1:1 Tutoring from a qualified teacher	Academic Barrier D			DL Lead and DT for LAC	£30.00 per hour
Accelerated progress and raised attainment- closing the gap	Revos in classrooms and set of laptops for the above and Clicker 7 use	Academic Barrier D			Deputy Head and DL Lead	Revos: £350.00 Laptops: £2440.00
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, £1000 allowance
Equal opportunities and experiences for all pupils	Subsidy for Year 6 Residential Trip (FSM and Ever 6)				Business Manager and BoG	Per pupil: £285 (possible 12 children) £3420
Individual children are identified and supported through carefully planned support that enables them to be emotionally on track and in a better place for learning and engaging with others	THRIVE Practitioner assessment, Action Plan setting and support for staff	Additional Barrier G		Allowing time for class staff and ELSA to work with THRIVE Practitioner, for the action plan to be reviewed regularly by class staff and ELSA, clear timeline set by practitioner	SENDCo and DL Lead, DT for LAC and PLAC, ELSA	£220 per pupil
Total budgeted cost						£39000.00
iii. Other approaches						
Improved attendance for PPD children, which impacts positively on	Attendance Advocates and Attendance certificates for individuals	Additional Barrier F		Attendance registers and notifications	Headteacher	

progress and attainment	School buy in to the EWO Service	Additional Barrier F			Headteacher, Designated Teacher, DL Lead	
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 G	+8 High impact, very low cost, extensive evidence		SENDCo and DL Lead ELSA	
Emotional wellbeing is carefully supported through targeted therapy	Music Therapy	Additional Barrier G and H			SENDCo and DL Lead ELSA	£40 per hour (currently 4 hours a week)
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 G			SENDCo and DL Lead ELSA	
Children in each class are able to guide and assist their peers towards strategies and support for emotional needs	Emotion Coaching Leaders	Additional Barrier G			SENDCo and DL Lead ELSA	
Total budgeted cost						£1000.00