

Review of Pupil premium strategy statement: Waldringfield Primary School

1. Summary information					
School	Waldringfield Primary School				
Academic Year	2016/17		£10,560	Date of most recent PP Review	July 2017
Total number of pupils	102	Number of pupils eligible for PP	8		

2. Current attainment KS2 SATS						
	PP Pupils			All pupils		
	2014	2015	2016	2014	2015	2016
Reading, Writing and Maths combined L4 or above *from 2016 meeting expected standard	100% (67%)	100% (67%)	0% (60%)	86% (79%)	100% (80%)	33% (53%)
Reading % 2+ levels progress KS1-KS2 *from 2016 progress score/confidence band	100% (88%)	100%	-1.02	100% (91%)	100% (91%)	-0.7 (-5)
Writing % 2+ levels progress KS1-KS2 *from 2016 progress score/confidence band	100% (90%)	100%	-0.96	90% (93%)	92% (94%)	2.9 (-7)
Maths % 2+ levels progress KS1-KS2 *from 2016 progress score/confidence band	100% (86%)	100%	-2.00	100% (90%)	100% (90%)	-2.5 (-5)

<b>3. Barriers to future attainment</b>		
<b>In-school barriers</b>		
<b>A.</b>	Lack of progress and poor attainment in writing (KS1) and maths across the school	
<b>B.</b>	Lack of parental contributions to fund WOW moments	
<b>C.</b>	Pupil low self-esteem and emotional resilience	
<b>External barriers</b>		
<b>D.</b>	Poor punctuality and attendance	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Writing and maths outcomes will be in line with national and disadvantaged children will make expected or better progress	Termly data shows that disadvantaged children are on track to meet national expectations Year group data identifies that writing and maths data is line in with or exceeding expectations 60% of PP children will be at expected or better each term (from Autumn 2016)
<b>B.</b>	To enhance our curriculum through trips and visitors and experiences required to deliver a relevant curriculum that develops knowledge and understanding of the world and raises aspiration.	PP children are involved in all aspects of school life and attendance at clubs of PP children has improved
<b>C.</b>	For vulnerable children to have access to an art therapist to explore issues and to become more emotionally resilient. For children who come from low income families to be offered opportunities through extra-curricular clubs	Through meetings with HT and parents the art therapist speaks of the children's emotional resilience and how it has improved Children grow in confidence as they participate in clubs
<b>D.</b>	PP children to be provided a place at WOOSH (Wrap around care). Y6 Breakfast Booster sessions are run during the Spring and first half of the Summer Term	Y6 punctuality improves and attendance and punctuality of all PP children is not a concern.

## 5. Planned expenditure

Academic year

2016/17

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?	Impact
A. Writing and maths outcomes will be in line with national and disadvantaged children will make expected or better progress	Staff training on high quality feedback. Staff training on new sentences types and structures and a renewed emphasis on handwriting and presentation throughout the school.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Staff meetings, work scrutiny and visits to classes	By the end of the academic year 57% of PP children were expected for maths but only 29% were expected for writing.,43% of our PP children have significant SEND. See progress comment below. Both Mrs Harrow and Miss Matthews were part of a Drama for learning Hub with a local school to further enhance the teaching of writing in our school.
<b>Total budgeted cost</b>				£1800 (3x£600)

### 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?	Impact
A. Writing and maths outcomes will be in line with national and disadvantaged children will make expected or better progress	Targeted TA and teacher support for PP children Breakfast Boosters for Y6 children	63% of the current PP children also have SEND. Their needs require additional, targeted intervention either from a ELKAN trained TA, or small group teaching (0.4/0.6)	Half termly pupil progress meetings and regularly reviewed IEPS Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	71% of PP children have made expected progress or better in Reading. 86% have made expected progress or better in writing and 86% have made expected progress or better in maths

B. To enhance our curriculum through trips and visitors and experiences required to deliver a relevant curriculum that develops knowledge and understanding of the world and raises aspiration.	To enable all children to participate in all areas of school life. To fund places for Y5/6 on the residential trip and to fund WOW moments for all.	All children need to have life experiences and be subject to a wealth of opportunities. Through PP funding we can ensure that this is accessible to all.	Teachers to plan WOW moments a term in advance and review the impact these have on the children's engagement and attainment throughout the topic.	Cornerstones Curriculum embedded during this year and foundation subjects assessments introduced. WOW moments accessed by all.	
				<b>Total budgeted cost</b>	£5540
<b>iii. Other approaches</b>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact	
D. Increased attendance rates	i) Offer paid WOOSH provision for PP children ii) Breakfast boosters for Y6 to start after Christmas	We can't improve attainment for children if they aren't actually attending school. We have staggered drop off to allow a flexible system and reward classes weekly for both punctuality and attendance Y6 children to be encouraged to attend two breakfast booster sessions a week	Weekly class attendance and punctuality percentages will improve EWO visits half termly will see a decrease in children whose attendance is lower than 90% (PA)	4 (57% of our PP children have funded WOOSH places (breakfast and afterschool) They access WOOSH every day. Average attendance for PP children to the end of the academic year was 93%	
C. For vulnerable children to have access to an art therapist to explore issues and to become more emotionally resilient.	To pay for an art therapist for children who are not emotionally resilient	We have two children who experienced bereavement last year and struggled to find a way to express themselves. Art therapy was suggested through the TAC process and it had an incredible effect on the individual's ability to communicate their feelings and their behaviour was improved.	Half termly meetings with art therapist and parents to evaluate the impact of the therapy	Through meetings with HT and parents the art therapist speaks of the children's emotional resilience and how it has improved	
C. For children who come from low income families to be offered opportunities through extra-curricular clubs	To provide funding for all children to participate in after school clubs	Lack of finances should not be a barrier for extended opportunities for any child	Through evaluation of participation in clubs and parental/ pupil feedback	86% of PP attended at least one extra curricular club during this academic year.	
				<b>Total budgeted cost</b>	£3220