

**Pupil premium strategy statement: Waldringfield Primary School**

1. Summary information					
<b>School</b>	Waldringfield Primary School				
<b>Academic Year</b>	2019/2020	<b>Total of PP</b>	£14, 520 (£1,320 per pupil)	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	96	<b>Number of pupils eligible for PP</b>	11	<b>Date for next internal review of this strategy</b>	February 2020

2. Current attainment KS2 SATS						
	<i>PP Pupils</i>			<i>All pupils</i>		
	<i>2017</i>	<i>2018: 2 pupils</i>	<i>2019</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>
Reading, Writing and Maths combined L4 or above *from 2016 meeting expected standard	n/a (67%)	50% (51%)	n/a (51%)	71% (61%)	56% (64%)	61% (65%)
Reading % 2+ levels progress KS1-KS2 *from 2016 progress score/confidence band	n/a (0.3)	9.5 (-0.6)	n/a (-0.6)	-0.12 (0.0)	-1.5 (0.0)	3.3 (0.0)
Writing % 2+ levels progress KS1-KS2 *from 2016 progress score/confidence band	n/a (0.2)	10.5 (-0.4)	n/a (-0.5)	-2.75 (0.0)	0.9 (0.0)	-1.4 (0.0)
Maths % 2+ levels progress KS1-KS2 *from 2016 progress score/confidence band	n/a (0.3)	4.6 (-0.6)	n/a (-0.7)	-1.74 (0.0)	-1.2 (0.0)	0.6 (0.0)

### 3. Barriers to future attainment

#### In-school barriers

<b>A.</b>	Children with Pupil Premium do not always do as well as other pupils and do not achieve age-related expectations at termly teacher assessment points
<b>B.</b>	Children in the vulnerable groups do not have access to wider reading material and extended opportunities at home
<b>C.</b>	Pupils' social, emotional and mental health needs impact on learning behaviours, which, in turn, affect readiness and ability to engage with the curriculum and to sustain progress.

#### External barriers

<b>D.</b>	Increased attendance rates for all pupils including those for whom the school receives Pupil Premium.
<b>E.</b>	Access to extra-curricular activities – especially educational experiences such as residential visits to build confidence and self-esteem

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	At least 50% of children in receipt of Pupil Premium to achieve age related expectations at half termly assessment points	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 At least 50% of PP children will be at expected or better each term
<b>B.</b>	Children in the vulnerable groups do not have access to wider reading material and extended opportunities at home	Children in receipt of Pupil Premium to be funded for WOW moments and library stock is replenished to ensure there is good quality reading material for all children New reading scheme introduced and embedded across KS1
<b>C.</b>	Art therapy and counsellor supports pupils with identified social, emotional and mental health needs, minimising the impact on their academic progress	Through meetings with HT and parents the art therapist and counsellor speaks of the children's emotional resilience and how it has improved All Pupil Premium children receive THRIVE sessions, either in a group or individually (see individual THRIVE action plans)
<b>D.</b>	Increased attendance rates for all pupils including those for whom the school receives Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance remains above national comparator and narrows the gap to non-disadvantaged pupils nationally. Paid WOOSH sessions for PP children

## 5. Planned expenditure

<b>Academic year</b>	<b>2019/2020</b>
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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

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. At least 50% of children in receipt of Pupil Premium to achieve age related expectations at half termly assessment points	Whole School Spelling scheme introduced and embedded KPI writing grids used to show progress, gaps and during moderation across the school and with FOSS schools Power Maths embedded in each class	Spelling is a weak area from book scrutiny and Year 2 SAT information. A consistent approach is required Same gaps reoccurring in books over time. Maths teaching across the school lacked consistency. The introduction of Power Maths helps to provide all staff and children with a consistent base for their maths teaching whilst at the same time extended the opportunities for mastery	Learning walks Pupil Progress Meetings Book scrutiny C&A cmt meetings Maths and Literacy lead release time	<b>All teaching staff SW</b>	<b>February 2020</b>
A. At least 50% of children in receipt of Pupil Premium to achieve age related expectations at half termly assessment points	Half-termly pupil progress meetings focused on pupil premium children. Pupil premium intervention grids to be completed	60% of PP children achieved age related expectations (ARE) in Reading and Maths in the academic year 2018/2019 50% achieved ARE in writing. Over the last few years the national figure of PP children achieving ARE at the end of KS2 has been at least 50%. We would like to ensure that our half termly figures exceed this		<b>All teaching staff SW</b>	<b>February 2020</b>
B. Children in the vulnerable groups do not have access to wider reading material and extended opportunities at home	Introduce new reading scheme to encourage breadth of reading as well as focused comprehension skills Invest money into the school library to ensure non-fiction books are up to date, accessible and appealing to all	Monitoring of reading diaries shows that this groups of children do not have wider access to resources. With the introduction of a new reading scheme in KS1, we hope this will encourage parents to read daily with their children The library is being used more regularly and we want to ensure the quality of the books on offer appeal to all.		<b>All teaching staff SW</b>	<b>February 2020</b>

<b>Total budgeted cost</b>					<b>£7,000</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. Art therapy and counsellor supports pupils with identified social, emotional and mental health needs, minimising the impact on their academic progress	School purchases CISS, Art Therapist, SALT and a Counsellor for weekly sessions for targeted children	Prior impact measures show positive outcomes for children and their families	Regular meetings with CISS, art therapist, counsellor and families	SW	February 2020
C. Art therapy and counsellor supports pupils with identified social, emotional and mental health needs, minimising the impact on their academic progress	Waldringfield staff to undertake THRIVE training and to embed a THRIVE/ Inclusion room in the school Cost of resourcing the THRIVE room and THRIVE materials/ training	Many children have gaps in their emotional and social understanding and development We have thrived each child and written action plans for those who would benefit from targeted support	Termly evaluations of THRIVE action plans Weekly timetable of THRIVE groups and individual sessions established and monitored Teachers to Thrive their children termly	SW and FK	February 2020
<b>Total budgeted cost</b>					<b>£6,448</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates for all pupils including those for whom the school receives Pupil Premium.	Consistent approach to absences rapid response to poor attendance by teachers Admin member of staff - first day calling and regular communication Employed links with SCC EWS. Reward systems for pupils with good or significantly improving attendance	Strategies establishing improved habits among parent body so that PP attendance below national comparator.	Data analysis each week. Termly EWO meeting Paid places for PP children at WOOSH	SW	February 2020
<b>Total budgeted cost</b>					<b>£1,072</b>