

## Pupil Premium Strategy Statement

Compiled in November 2017 - with all data  
[inc. GLD] reflecting the outcomes of the  
2016-17 cohorts [from ASP and in school  
tracking]

### Vision

At Wycliffe CE Primary School, we want to prepare children for the next stages of their lives and ultimately for adulthood. We therefore aim to enable all children to be successful learners, confident individuals so that they eventually able to become productive and responsible citizens. It is essential that all children, regardless of their economic background, race, religion or gender, have equal opportunity to develop the skills needed. Our Pupil Premium strategies outlined below, aim to provide disadvantaged children the same chance as their non-disadvantaged peers, and by doing so, diminish the difference in their academic achievement, overall personal development and life chances.

### Summary Information

<b>School</b>	Wycliffe CE Primary School				
<b>Academic Year</b>	<b>2016/2017</b>	<b>Total number of pupils</b>	<b>68</b>	<b>Date of last Pupil Premium external review</b>	<b>Date for next only is:</b>
<b>Number of pupils eligible for PP</b>	<b>68</b>	<b>Total PP Budget</b>	<b>£97 547</b>	<b>Dates for internal review of strategy</b>	01.2018 04.2018 07.2018

### KS2 Attainment in 2016/7

	<b>Pupils eligible for PP at Wycliffe</b>	<b>Pupils not eligible for PP nationally[Other]</b>	<b>Gap</b>
<b>% achieving ARE in reading, writing and maths</b>	<b>45%</b>	<b>67%</b>	<b>-22</b>
<b>% achieving ARE in reading</b>	<b>64%</b>	<b>77%</b>	<b>-13</b>
<b>% achieving ARE in writing</b>	<b>82%</b>	<b>81%</b>	<b>+1</b>
<b>% achieving ARE in maths</b>	<b>64%</b>	<b>80%</b>	<b>-16</b>

<b>KS2 Expected or better progress</b>	<b>PP Children</b>	<b>NON- PP children</b>	<b>2016-17 GAP</b>
<b>Reading</b>	<b>0%</b>	<b>29%</b>	<b>-29</b>
<b>Writing</b>	<b>9%</b>	<b>21%</b>	<b>-12</b>
<b>Mathematics</b>	<b>18%</b>	<b>27%</b>	<b>-9</b>

<b>KS1 attainment</b>	<b>PP Children</b>	<b>Not PP Children</b>	<b>GAP</b>	<b>National other</b>	<b>GAP</b>	<b>School</b>
<b>% of pupils expected standard in reading</b>	50	87	-37	79	-29	80
<b>% of pupils expected standard in writing</b>	20	74	-54	72	-52	64
<b>% of children expected standard in maths</b>	90	87	+3	79	+11	88

<b>Year 1 Phonics Screening Test results</b>	<b>PP Children</b>	<b>Not PP Children</b>	<b>GAP</b>	<b>National other</b>	<b>GAP</b>	<b>School</b>
<b>Phonics Screening Test</b>	64	91	-27	84	-20	85

<b>Year 2 Phonics Screening Test results</b>	<b>PP Children</b>	<b>Not PP Children</b>	<b>GAP</b>	<b>National other</b>	<b>GAP</b>	<b>School</b>
<b>Phonics Screening Test</b>	33	33	0	n/a	n/a	33

<b>Early Years Performance</b>			
<b>GLD</b>	<b>58</b>	<b>National</b>	<b>71</b>

<b>GLD</b>	<b>PP</b>	<b>Non-PP</b>	<b>GAP</b>
%TBC			

Outcomes for pupil premium children in Reception are below the National Average. This is generally due to high levels of staff absences and changes staffing, in 2016-17. We have responded robustly to these challenges and since the beginning of the Autumn term 2017 and we are now beginning to see signs of the positive impact of our work, as current data indicates that outcomes for pupils are improving. The changes have involved the re-organisation of the day-to-day provision, strengthening assessment and tracking processes, improving the quality of teaching and the interim appointment of an experienced leader for Early Years Leader. All staff in reception are working with great commitment to provide the very best education and care for pupils at the start of their schooling.

<b>Attendance</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Whole School</b>	95.5%	95.79%
<b>Pupil Premium</b>	93.9%	93.97%
<b>Not Pupil Premium</b>	95.9%	96.24%

**NA 2017 96%**

**Percentage of pupils, in each year group, including those pupils eligible for the pupil premium achieving ARE in comparison to non pupil premium children: July 2017.**

(The figures show the percentage of children attaining national expectations for their year group.) Where there is + in front of a figure this signifies that pupil premium children **attained higher standards** than others non-pupil premium children in the year group.

Year group	Reading		Writing		Maths	
	% on track	Gap	% on track	Gap	% on track	Gap
	2016	2016	2016	2016	2016	2016
Reception - PP						
Reception Non PP						
Year 1- PP	67.5	-6	50	-12.5	50	-21.5
Year 1- Non PP	73.5		62.5		71.5	
Year 2-PP	53	-16	19.5	-42.5	79	-7.5
Year 2- Non PP	79		62		86.5	
Year 3- PP	36.5	-19.5	17	-25.5	25	-14
Year 3- Non PP	17		42.5		39	
Year 4- PP	43	-17	29	-25	29	-37
Year 4- Non PP	60		54		66	
Year 5- PP	56	-6	40	-8	50	-5
Year 5- Non PP	62		48		55	
Year 6- PP	75	-9	75	-12	75	-12
Year 6- Non PP	84		87		87	

Barriers to future attainment (for pupils eligible for PP)		
In school barriers		
a.	Pupils entitled to PP are often behind their peers in terms of their overall development on entering reception and a significant number also have SEN.	
b.	Some pupils have multiple vulnerabilities. The proportion of pupils with SEND who are also eligible for the pupil premium has increased but resources have remained stable.	
c.	The negative impact of ineffective provision on pupils' progress and personal development in EYFS in 2016-17 on pupils eligible for pupil premium, now in Year 1.	
d.	Outcomes for pupils overall remain relatively strong and could mask unidentified underachievement in all pupil groups.	
External barriers		
e.	Social and emotional pressures on some families can have an impact on children's well-being and attitudes towards school.	
f.	Parental confidence and support for the school is reduced due to recent Ofsted outcome – July 2017. Families and Schools working positively together has been negatively affected.	
Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
a.	<ol style="list-style-type: none"><li>Improved progress for all Year 1 and Year 3 in all core subjects. With a diminishing gap between those pupils eligible for the Pupil premium and those who are not [in school and nationally].</li><li>Improve rates of progress for pupils with SEND.</li><li>Improved attainment for all pupils eligible for the pupil premium, particularly in EYFS, Yr 1 and Yr3.</li><li>Improve the quality of teaching so it is consistently and typically good overall. All pupils make good progress from starting points in all 3 core subjects.</li></ol>	<p>64.4% GLD</p> <p>The gap between EYFS GLD for pupils entitled to Pupil Premium and those not entitled is diminishing and is broadly in line with the National average.</p> <p>Pupils make good progress from their starting points – the gap between progress measures for pupils eligible for the Pupil premium and those not in receipt of the pupil premium.</p> <p>An increasing proportion of pupils entitled to PP gain the expected levels in <b>all 17 learning goals</b> and therefore develop the knowledge, skills and understanding pupils are expected to have by the end of the academic year in which they turn five.</p>

	As above.	<p>RWM combined at KS2 is 70%</p> <p>End of Key stage – progress – all pupils.</p> <p>KS1 - +1.5 KS1 - + 1.9 KS1 - +2 KS2 - +2 KS2 - +2 KS2 - +2</p> <p>The gap between disadvantaged pupils and non-disadvantaged pupils is diminishing – c.f. 2016-17.</p> <p>Teaching is typically good in Years 1 and 3.</p> <p>Behaviour for learning and conduct is judged to be <b>GOOD</b> across EYFS, in Year1 and Year 3.</p>
<b>b.</b>	Strategies to promote positive partnerships with home are well established and effective in maintaining communication and support for the school from families.	<p>Pupils across the school, entitled to PP, are fully included in the life and work of the school community and experience success and a sense of belonging.</p> <p>Parents work in productive partnership with the school and are appreciative of the work of the school.</p> <p>School and homework productively together.</p> <p>Feedback from and consultation with Parents [Meetings and Questionnaires] indicate improved partnership working and growing support of the School's work.</p>
<b>c.</b>	Increased attendance levels of pupils eligible for pupil premium	<p>Attendance levels of pupils eligible for pupil premium are in line or better than those who are not eligible.</p> <p>Absence figure – target ?:</p>

## Planned Expenditure

### Quality of Teaching for all

Academic Year: 2017-18

Desired Outcomes	Action	Evidence and rational for this choice	Ensuring it has impact	Staff lead	Review
<p><b>a.</b></p> <ol style="list-style-type: none"> <li>Improved progress for all Year 1 and Year 3 in all core subjects. With a diminishing gap between those pupils eligible for the Pupil premium and those who are not [in school and nationally].</li> <li>Improved rates of progress for pupils with SEND.</li> <li>Improved attainment for all pupils eligible for the pupil premium, particularly in EYFS, Yr 1 and Yr3.</li> <li>Improved provision - quality of teaching so it is consistently and typically good overall. All pupils make good progress from starting points in all 3 core subjects.</li> </ol>	<ul style="list-style-type: none"> <li>Support further developments [Senior Leaders] in the quality of teaching and learning through planned and targeted mentoring and coaching;</li> <li>Eliminate inadequate teaching and reduce teaching judged RI</li> <li>Establish an accurate baseline for all pupils;</li> <li>Strengthen and improve the school's tracking and assessment systems so that the progress of pupils is able to be measured and evaluated regularly;</li> <li>Ensure that assessment information is used routinely and effectively to inform further planning for learning for pupils entitled to pupil premium, for groups and for individual children;</li> <li>Update and refresh staff training in phonics –consistency;</li> <li>Arrange and deliver Parent workshops – phonics/helping your child to read;</li> <li>Increase the involvement of Parents in the life and work of the school</li> <li>Create a working group – to plan and implement an appropriate programme of additional support for Yr1 in order to accelerate all pupils' progress – HT/DHT/AHT/SEND/CO/Art teacher/2 x class teachers.</li> </ul>	<p>Ofsted 2017 - July;</p> <p>Research shows that within school variance in the quality of teaching and ill-defined expectation around routines and conduct can have a negative effect in progress, especially for disadvantaged pupils.</p>	<p>Implementation is secured via the Schools 2017-18 SDP.</p> <p>The implementation and impact of the strategies employed are systematically and robustly monitored, evaluated via the SDP, and feedback is provided regularly for the school's IEB.</p> <p>QA information and feedback from senior leaders in terms of the T and L strategy is used to inform further improvement planning.</p> <p>Roles and responsibilities of Senior Staff and the T and L mentors are clearly set out and information is shared.</p> <p>Year 1 Working Group.</p>	<p>Head teacher</p> <p>Senior Leaders as Teaching and Learning Mentors</p>	<p><b>Half termly</b></p>

<p>1. Strategies to promote positive partnerships with home are well established and effective in maintaining communication and support for the school from families.</p> <p>2. Increased attendance levels of pupils eligible for pupil premium</p>	<ul style="list-style-type: none"> <li>• Promote pupils well-being via the provision of breakfast club and after school club provision ;</li> <li>• Improve behaviour for learning and conduct – all pupils.</li> <li>• Establish clear expectation relating to conduct;</li> <li>• Review the School’s behavior policy – re-establish systems and procedures.</li> <li>• Incentives to improve learning behaviour in classrooms are introduced;</li> <li>• School Routines – access and exit in the am and pm are adjusted.</li> <li>• Individual panning is in place to support pupils with higher level needs;</li> <li>• Lunch-time routines are adjusted. Provision of activities is strengthened.</li> <li>• Curriculum provision is enhanced for Yr 1 to promote engagement and access.</li> <li>• Enable referrals to Learning Mentor and follow up ongoing support.</li> <li>• Pastoral Support Administration</li> </ul>	<p>The Education Endowment Foundation outlines that behaviour interventions and school level approaches to developing a positive school ethos and improving discipline produce large improvements in academic performance and impacts positively on pupil well-being.</p> <p>Decrease in negative incidents, particularly in the playground.</p>	<p>CPOMS behaviour analysis half termly report showing years, groups or key stages behavior patterns to inform next steps and any follow up.</p>	<p>HT</p>	<p>Half Termly</p>
--	--	--	--	-----------	--------------------



Total budgeted cost £96 700					
Targeted support – see above					
a.	<ul style="list-style-type: none"> <li>Year 1 will have an additional TA from November 2017. <b>[£5000 – mornings only]</b></li> <li>Year 1 will have an additional teacher for the second half of the spring term; <b>[£4000]</b></li> <li>School to School Support – <b>12 days - SENDCo [£4200]</b></li> <li>School to School Support – <b>12 days EYFS [£4200]</b></li> <li>Additional Capacity – EYFS Leadership <b>[£2800 – 1 day per week x 2 terms]</b></li> <li>We will provide one to one opportunities for pupil premium children to read each day with a member of staff; <b>[£ 24000 – equivalent of 1 TA's time for 1 year]</b></li> <li>New Assessment software will be purchased to enable accurate and effective tracking of pupil progress plus staff training; <b>[£7500]</b></li> <li></li> </ul>	<p>Strategies identified by the NfER, Ofsted and the Sutton Trust as being effective involves small group work and one to one tuition.</p> <p>Ofsted's report into impact of pupil premium spending also outlines that additional staffing is how the vast majority of schools who are successfully narrowing the gap between pupils who are and are not eligible for Pupil Premium, choose to spend this additional funding.</p> <p>Interventions are target at identified needs rather than use of any commercially available strategy.</p>	<p>Pupil Progress meetings to monitor impact on the attainment and progress of pupils eligible for PP in reading at three key points across the year.</p> <p>Lesson observations/drop ins and book monitoring to look for impact of additional staffing.</p> <p>Curriculum team to discuss approaches to the teaching of reading and share best practice.</p>	<p>HT</p> <p>Deputy</p> <p>Assistant Head</p> <p>Mid Leaders</p> <p>SENDCO</p>	<p>09.2017</p> <p>01.2018</p> <p>04.2018</p>
b.	<ul style="list-style-type: none"> <li>Rewards for achievement. <b>[£5000]</b></li> <li>Specialist curriculum costs – specialist Art teacher, educational visits, residential visits etc. <b>[£20 000]</b></li> <li>Learning Mentor – support for vulnerable pupils <b>[£ 15000]</b></li> <li><b>Pastoral Administrator – Attendance monitoring, support and home school links [£3000]</b></li> </ul>		<p>Pupil Progress meetings to monitor impact on the attainment and progress of pupils eligible for PP in reading at three key points across the year.</p> <p>Lesson observations/drop ins and book monitoring to look for impact of additional staffing.</p>	<p>Deputy</p> <p>Assistant Head</p> <p>SENDCO</p>	<p>09.2017</p> <p>01.2018</p> <p>04.2018</p>

<p>d. Improved rates of progress for all pupils who are eligible for pupil premium.</p> <p>Improved attainment for pupils in Year 1, 2 and Year 3 in reading, writing and maths to ensure continued success in upper key stage two.</p>	<ul style="list-style-type: none"> <li>One hour of additional teacher support a day to provide reduced sized mathematics groups to enable targeted teaching according to need and ability, including someone to one teaching where beneficial.</li> </ul>	<p>Reduced class sizes will enable higher quality and more frequent feedback.</p>	<p>Pupil Progress meetings to monitor impact on the attainment and progress of pupils eligible for PP at three key points across the year.</p>	<p>Deputy Assistant Head</p>	<p>09.2017 01.2018 04.2018</p>
---	---	---	--	----------------------------------	--

## Summary Evaluation

We monitor pupils' progress regularly and carefully. We have high expectations of our pupils. We ensure that every pupil, including those entitled to the pupil premium grant, is achieving the expected level or above, where possible and appropriate. Where progress is a cause for concern additional support and provision is made for pupils, in class, in small groups and individually where needed.

In EYFS pupil premium children in 2017 performed less well overall. This is because the school experienced significant staff absence and changes and as such the stability of the provision was affected. A large proportion of pupil premium also had other vulnerabilities.

A key focus for the school is to ensure that all teaching is consistently and typically GOOD. We are working well to ensure that all teaching at Wycliffe CE Primary School is at least good and have implemented new strategies to enable all our staff to continue to develop their skills.

We are promote an inclusive and caring environment so all pupils feel they are valued members of the School's community. We have recently introduced a strategy called "All Different – All Equal" which provides a vehicle to promote equality across the school and tackle unacceptable attitudes and behaviour, for example, bullying, via sharing high expectations and promoting a shared responsibility with the pupil group. Our aim is to enable all pupils to develop a strong and positive sense of belonging in the school.

Our overall aim is to ensure that differences in outcomes between children entitled to pupil premium and those who are not are eliminated as quickly as possible and ultimately do not exist. In a number of cases we hope to see evidence of a gap actually being a positive one (+) where pupil premium children make more progress than those who are not disadvantaged. This would mean that we are giving this pupil group every opportunity not just to catch up, but also to fulfill their full potential. To achieve these aims, our work will be underpinned by careful investment of the pupil premium funds, the provision of consistently good teaching over time, high expectations relating to conduct and learning, strong and productive links with parents/carers and positive relationships across the School Community as a whole.