

INTRODUCTION

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Looked After Child (LAC)), the school receives an amount per head within their budget. A provision is also made for children who have a parent in the armed services.

Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on ***all pupils***
- focused support to target ***under-performing pupils***
- specific support targeting ***pupil premium pupils***

We want to support all of our children to achieve well academically. As a result, we plan to spend our Pupil Premium Grant wisely to provide every opportunity for our eligible pupils to match the achievement of their peers nationally. Entitlement to free school meals does not necessarily dictate educational achievement; our eligible pupils come from all ability groups within the school. Whatever their prior attainment group, we continue to focus our support on them to make sure that they achieve at the highest level and to maximise their progress from their starting points.

We base our actions on research done by NFER and the Education Endowment Foundation so that we know there is evidence that the strategies work.

At the end of the year, we will report on the success of our plan in terms of academic attainment and review our actions in relation to the intended outcomes.

Total pupils on roll FS1 to year 6	318
Total Pupil Premium Allocation 2018 - 2019	£98791
Number of FSM pupils eligible for Pupil Premium	43 (13.5%)
Number of pupils eligible for Early Years Pupil Premium	0
Number of Looked after children eligible for Pupil premium of children from Armed Service Families	1

What are the most effective ways to support disadvantaged pupils' achievement? NFER research into effective practice identifies 7 key features of provision:
1 Whole school ethos of attainment for all: At Wycliffe we have an ethos of high expectations regarding attainment and progress for all pupils and avoid stereo-typing disadvantaged pupils as all facing similar barriers or having less potential to succeed.
2 Addressing behaviour: We ensure that effective behaviour strategies are in place and that their effectiveness is always under review, we respond quickly to poor attendance and provide strong social and emotional support including working with families.
3 High quality teaching for all: We believe in "quality teaching first" and strive to provide consistently high standards by setting clear expectations of staff in terms of curriculum, quality of teaching and provision, use of assessment to inform planning, monitoring performance and sharing best practice.
4 Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning in conjunction with other staff and SENDCO, the child and the parents. We aim to provide targeted and meaningful individual support for specific learning needs in addition to group support for pupils with similar needs.
5 Deploying staff effectively: We are developing a strong CPD/staff mentoring programme which is enabling staff to embed, share and further develop their skills. We allocate staff according to need and adapt a flexible approach which enables us to meet emerging needs rapidly. We have an ongoing staff training programme which empowers staff to contribute positively to the rapid improvement of the school.
6 Data driven and responding to evidence: Our teachers use data to identify pupils' needs, review progress every few weeks and address underperformance quickly. Our online monitoring system enables teachers to have data at their fingertips and to rapidly establish and address any gaps in learning for individuals, groups or a whole class. SLT and the SENDCO monitor the use of this data and maintain an overview of need across the school, enabling effective deployment of resources and an evidence-based strategy to be developed to raise attainment and progress across the school for all groups, especially those who are disadvantaged.
7 Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment and progress, rather than accepting low aspirations and variable performance. Middle leaders also play a vital role in sharing their thinking and investing in staff training. All leaders follow a cohesive strategy and involve staff at all levels in the school's development planning.
What strategies will the school be using to support individual pupils and groups of pupils? What is the evidence for the school's choice of strategies?
A PIXL – is a programme of support particularly aimed at Y2 and Y6. Several local schools have had success using the strategy. It is based on supporting pupils' learning behaviours; it supports teachers to analyse the gaps in pupils' understanding and provides materials for teachers to use to address the misunderstandings. This tailored approach helps children to make rapid progress in reading, writing and maths.
B Feedback – EEF research shows that feedback is one of the most effective ways of promoting pupil progress. Feedback takes the form of observing, testing and marking; the teacher finds out what the child knows and can do so that s/he can plan the next steps. This is supported by the Eazmag data system. Feedback takes the form of discussions with children about what they have achieved and what they need to work on to make most progress. Our new marking policy also gives a framework for quality feedback to children.
C Oracy support - EEF has done research on the impact of poor language skills on pupils' academic achievement. Poor language skills and limited vocabulary have a significant, detrimental impact. This year we are targeting some of our pupil premium grant to develop an arts project with a professional partner (Kala Sangam) which will develop children's exposure to, and use of vocabulary through a storytelling project involving dance, drama and music, building their confidence and giving them the skills to become better writers. Initially targeted at groups of pupil premium children during the Spring Term of 2019, this approach will be rolled out more widely from the Summer Term 2019 onwards.
D Well-being support – Multiple research projects have demonstrated the importance of pupil well-being and this is underpinned by the well-known research model Maslow's Hierarchy of Need. Our Parental Involvement Worker and Learning Mentor work with our Safeguarding Team and SLT to ensure that nurture/well-being support is targeted to those children who most need it and that any referrals to external agencies are made without delay. We also run a programme of enrichment activities through our clubs and sports provision, support children's well-being through our Collective Worship Programme and theme weeks such as our 'Cool to be Kind Day' and work closely with parents holding regular coffee mornings and other parent events. We also support our younger children's well-being with regular Yoga sessions which teach them self-discipline, self-control and relaxation.
E Development of Provision in Early Years – At Wycliffe we place considerable importance on improving the quality of education of our youngest children. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. We work closely together, and with other providers/external agencies to ensure that our provision meets the needs of our youngest children, enabling them to develop skills which will help them become life-long learners.

	Barriers to Learning at Wycliffe		Action	Intended Outcomes		Intended Impact	Actual Impact	Spend	
A	History of inaccurate assessment data resulting in poor identification of need/ineffective targeting of resources.	School has adopted the BDAT approved EAZMAG assessment system. DHT appointed Pupil Premium Lead and AHT appointed Assessment Lead and receiving BDAT support and CPD. Pupil Progress analysis has been overhauled to include focus on pupil premium children. Pixl to be introduced in Y2 and Y6	Using Eazmag as an assessment tool along with pupil progress analysis will result in much more robust assessment and a closer link with planning and provision. Assessment and tracking for PP children will be a priority and this data will be used to inform subsequent provision with regular reviews to assess the impact of the strategies being used. Using Pixl pupils' learning behaviours will be supported and gaps analysed in pupils' understanding.		Any CPD needs for teaching PP children or closing the gaps will be identified. Outcomes for PP children will be better in line The Pixl tailored approach will help children to make rapid progress in reading, writing and maths.	The Pixl approach was not adopted due to staffing changes and financial constraints but the cycle of Pupil Progress and use of Eazmag along with CPD has raised the profile of pupil premium children and teaching has been adapted accordingly. Please see results table below.	Eazmag training for DHT – cost of DHT and teacher time CPD and PP meetings		
A	19 of our 43 disadvantaged pupils also have SEND (44%). These children's needs have not always been well managed in the past.		New SENDCo appointed and trained with priority given to development of our policies/procedures around SEND.		PP/SEN children's needs will be much more closely targeted.	PP children with SEND will make greater progress.	Please see results table below.	Spend: 15%	
B	Historic issues of poor leadership at SLT level and subsequent changes within the team which have resulted in a lack of clarity in the school's approach to its improvement journey in the past.		New HT and current SLT are supported by the trust and an experienced mentor head teacher as they produce a clear strategy for school improvement.		Improvements to leadership through CPD. A clear strategy and direction (outlined in the current SDP) will result in an improvement in the consistency and standard of teaching across school.	The % of pupils achieving expected standard in reading, writing and maths at KS1 will match or exceed national outcomes and the gap between the attainment and progress of Pupil Premium children and national will be reduced. Strong leadership will ensure that KS2 attainment/progress remains strong.		Please see results table below.	Spend: 10%
B	History of inconsistent teaching across school resulting in uneven progress/attainment.	Analysis of Pupil premium progress and attainment through pupil progress meetings and moderations. Feedback given more focus via new marking policy and pupil progress meetings.		Stronger leadership and new roles within SLT will create a clear strategy outlined in the School Development Plan and this will result in a more consistent approach to teaching across school for all especially PP children. Feedback takes the form of discussion with children about what they have achieved and what they need to work on to make most progress.		Any CPD needs for teaching PP children or closing the gaps will be identified. Outcomes for PP children will be better in line with non – PP children .		Please see results table below.	DHT time analysis of DATA: Supply cost for training: Spend :10%

C	Lack of <i>cultural capital</i> and experience impedes the ability of some of our disadvantaged pupils to maximise their potential.	DHT and PP lead to oversee a project designed to develop oracy skills and vocabulary in PP chn.	Pupils will be provided with access to a wide range of experiences including those linked to art/culture that enhance their knowledge and understanding of the world and support learning across the curriculum particularly in English and mathematics. A specific project, designed to develop oracy skills and vocabulary through engagement with arts/cultural in close collaboration with a cultural partner: Kala Sangam (see above) will give PP children an invaluable opportunity to develop their personal, social and learning skills.	Close tracking of the impact of this project and of PP children's attainment and progress across the curriculum, quality first teaching and targeted intervention work will ensure that all PP children, including those who are more-able, can make progress and achieve at the higher levels (depending on their starting points).	This project did not happen due to the DHT and PP Lead leaving school.	
D	The curriculum has 'narrowed' to focus on English and Maths.	Curriculum development identified as a key responsibility of one of the Assistant Headteachers.	A focus on topic-themed learning, creativity and breadth (in line with the new recommendations from Ofsted) will ensure all children at Wycliffe experience a 'broad and balanced curriculum.	All chn will develop key skills and make links across the curriculum.	Chn are now receiving a broader curriculum with a focus on skills. This is yet to be measurable.	RR time out, curriculum training course, and CPD for staff: Spend: 15%
D	Some children exhibit behaviour that impedes learning or a lack of engagement in their learning which leads to underperformance.	Wycliffe's Behaviour Policy amended and re-launched in school.	A consistent approach to behaviour (in line with Wycliffe's amended policy); an interesting and varied curriculum and well-planned, appropriately pitched and inspiring taught lessons will result in higher levels of engagement in pupils and a 'buzz' for learning throughout school.	Outcomes for PP children will be better in line with non –PP children .	Please see results table below.	NA

D	Some of our disadvantaged pupils are not always having their basic needs met, resulting in a lack of ability to fully engage in their learning.	More targeted work with parents to be carried out with a focus on better communication.	Links between parents and school will be improved. Multi-agency working and a robust approach to safeguarding will help to ensure our most vulnerable children's needs are addressed.	More targeted provision for PPM and SEND children in school will result in gaps with school and national other narrowing at all key assessment points (EYFS/KS1/KS2).	Please see results table below.	Spend: 5%
D	An increasing number of vulnerable families with emotional and social needs and those who are unable or unwilling to engage with education resulting in lower levels of parental engagement and lower attendance for this group.	Safeguarding Team to provide support for families' and pupils' social, emotional and health needs Attendance will continue to be monitored closely.	Parents will be invited to school events regularly and positive relationships will be developed. Parents will be supported to meet the basic needs of their children and to facilitate their learning at home. The gap between attendance of PP children (for Year 6: attendance of PP group was 95% and non-pupil premium group was 97%) and that of non PP children is eliminated and that any further issues with regard to attendance are rapidly addressed.	Better attendance will lead to better learning outcomes for our PP children.	Please see results table below.	Spend 20%
E	History of inadequate provision/lack of effective leadership in Early Years.	Early Years Lead appointed and mentored by support from RB from East Morton. Close working towards areas of concern highlighted in Ofsted Report.	New Early Years lead and external support will ensure that provision and teaching improves rapidly.	The % of EYFS pupils achieving GLD will increase – narrowing the gap between Wycliffe's disadvantaged pupils compared to non-disadvantaged pupils nationally.	Please see results table below.	Spend 25%

2018-2019 KS1 & KS2 outcomes				
	KS1 Pupils eligible for PP	KS1 Pupils not eligible for PP	KS2 Pupils eligible for PP	KS2 Pupils not eligible for PP
% achieving ARE in reading, writing and maths	33%	71%	50%	69%
% achieving ARE in reading	50%	71%	50%	73%
% achieving ARE in writing	33%	77%	88%	85%
% achieving ARE in maths	67%	80%	75%	81%

2018-2019 EYFS Outcomes		
	EYFS Pupils eligible for PP	EYFS Pupils not eligible for PP
% achieving ELG	66.6%	75%

2018-2019 Y1 Phonics Outcomes		
	Y1 Pupils eligible for PP	Y1 Pupils not eligible for PP
% achieving the threshold	83%	87%

2018-2019 Attendance	
Pupils eligible for PP	91.37%
Pupils not eligible for PP	96.11%