



Wigley Primary School



Pupil Premium Strategy/Action Plan Academic Year 2019 -20

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Summary information					
School: Wigley Primary School – % of pupils eligible for FSM is 10.2%					
Academic Year	2019/20	Total PP budget	£6600	Date of most recent PP Review	April 18
Total number of pupils	45	Number of pupils eligible for PP	5	Date for next internal review of this strategy	Sept 19
<u>Pupil Premium – Outline Funding Allocation 2019 – 20</u>					
The funding will provide a number of services, support and resources for our vulnerable and disadvantaged pupils. In addition, it will give school the capacity to respond to the emerging needs during the year. In broad areas, we are proposing the following expenditure allocations:					
<ul style="list-style-type: none">School Visit (day) subsidy - £430School visit (residential) subsidy – £8801-1 Maths tuition - £790Support to enable tailored, specific and targeted interventions - £4500					
Total – £6600					

IMPACT SUMMARY for 2018-19 End of KS1 SAT data	Disadvantaged pupils in cohort (0)	All pupils in cohort (0)	All pupils nationally
% of children meeting age related expectation or above in Reading.	N/A	N/A	N/A
% of children exceeding age related expectation (Higher scaled score) in Reading.	N/A	N/A	N/A
% of children meeting age related expectation or above in Writing.	N/A	N/A	N/A
% of children exceeding age related expectation (Higher scaled score) in Writing.	N/A	N/A	N/A
% of children meeting age related expectation or above in Numeracy.	N/A	N/A	N/A
% of children exceeding age related expectation (Higher scaled score) in Numeracy.	N/A	N/A	N/A
% of children meeting age related expectation or above in Reading, Writing and Numeracy.	N/A	N/A	N/A

IMPACT SUMMARY for 2018-19 End of KS2 SAT data	Disadvantaged pupils in cohort (2)	Disadvantaged pupils National benchmark (2018)	All pupils in cohort (8)	All pupils nationally (2019)
% of children meeting age related expectation or above in Reading.	N/A	80%	N/A	73%
% of children exceeding age related expectation (Higher scaled score) in Reading.	N/A	33%	N/A	27%
% of children meeting age related expectation or above in Writing.	N/A	83%	N/A	78%
% of children exceeding age related expectation (Higher scaled score) in Writing.	N/A	24%	N/A	20%
% of children meeting age related expectation or above in Numeracy.	N/A	81%	N/A	79%
% of children exceeding age related expectation (Higher scaled score) in Numeracy.	N/A	28%	N/A	27%
% of children meeting age related expectation or above in Reading, Writing and Numeracy.	N/A	70%	N/A	65%
% of children exceeding age related expectation (Higher scaled score) in Reading, Writing and Numeracy.	N/A	12%	N/A	11%

Governors, teachers and support staff at Wigley Primary School remain committed to creating a lively, stimulating and hard-working learning environment where individual talents are nurtured and celebrated and where every child, regardless of background, is able to reach their full potential.

Priority aim and vision

To enhance and improve the educational experience of children identified as being in some way disadvantaged, to include the three strands of;

- ❖ **education (academic progress)**
- ❖ **enrichment (educational and cultural experiences beyond the core curriculum)**
- ❖ **engagement (wider participation in school and external community both for pupils and parents)**

Leading to an improvement in the learning outcomes for all disadvantaged/vulnerable pupils across school and representation in **ALL** aspects of school and community life, including school leadership groups and enrichment activities.

Barriers to future attainment

- ❖ Resilience
- ❖ Motivation to exceed expectations.

Success Criteria linked directly to identified barriers to learning:

- ❖ Rates of academic progress for disadvantaged/vulnerable pupils to be closer matched to pupils nationally in Literacy and Numeracy by the end of the Key Stage.
- ❖ Rates of academic progress for disadvantaged/vulnerable pupils to be closer matched to other children in the year group.
- ❖ Accelerated progress for disadvantaged/vulnerable children identified as under-attaining.
- ❖ Attendance to meet national expectations for pupils at KS2.
- ❖ Systems for the monitoring and analysis of the full range of interventions continue to impact on teaching and learning pedagogy.
- ❖ Pupils actively involved in a range of roles within the school community and making positive contributions to the wider community.
- ❖ Pupils are motivated and enjoy their educational experience.
- ❖ Enhanced aspirations for children identified as disadvantaged as a result of their successes.
- ❖ Parents/carers of vulnerable/disadvantaged pupils have the skills and confidence to offer appropriate support to their children.

Evidence base:

- ❖ Work scrutiny outcomes.
- ❖ Writing portfolios.
- ❖ Evaluation of internal pupil performance.
- ❖ Data analysis.
- ❖ Pupil interviews.
- ❖ Classroom observations.
- ❖ Monitoring of attendance.

Monitoring Strategies

Monitoring impact of these programmes is crucial to evaluating their effectiveness. Progress must take into account both personal development and academic improvement as it can be highly individualised due to the complex needs of the children involved in the programme. To take into these complexities, progress will be measured against a range of different objectives and targets set within the school community and within individual year groups. These are then monitored by the Head Teacher in Consultation with Governors.

Level Intervention	Nature of monitoring	Monitoring Body	Assessment and measurement
Wave 1	<ul style="list-style-type: none">✚ Child monitored to ensure progress in line with targeted expectations.✚ Behaviour and enjoyment of school is good.✚ Attendance good (in line with national guides).	<ul style="list-style-type: none">✚ Class Teacher✚ Support staff.	<ul style="list-style-type: none">✚ Academic assessment procedure (pupil tracking data)✚ Registration✚ Weekly team meetings.
Wave 2	<ul style="list-style-type: none">✚ Where children are not making progress in line with expectations additional academic interventions.✚ Teacher mentoring - liaising with children on regular basis to model and monitor behaviours or build positive attitudes.✚ High levels of absenteeism.	<ul style="list-style-type: none">✚ Headteacher✚ Class Teacher✚ Support staff within year groups	<ul style="list-style-type: none">✚ Academic assessment procedure (pupil tracking data)✚ Weekly team meetings✚ Specific targets set for academic achievement✚ Attendance targets set and monitored.
Wave 3	<ul style="list-style-type: none">✚ Children requiring specific interventions outside of year group provision i.e. positive play.✚ Engagement of external school services✚ Children requiring additional plan of educational needs.	<ul style="list-style-type: none">✚ Headteacher✚ Class Teacher✚ SENCO	<ul style="list-style-type: none">✚ Academic assessment procedure (pupil tracking data)✚ Weekly team meetings✚ Specific targets set✚ Plan of specific needs set either internally or externally.

Action plan 2019-20

Action	Lead Person	Target dates	Resources	Evidence of impact	Monitoring and Evaluating
Executive Headteacher as Pupil Premium Coordinator to liaise with Governors to identify key priorities and suitable interventions, in line with OFSTED inspection findings, best practice, evidence from external agencies and an audit of school's existing provision.	Executive Headteacher to review and produce action plan. Plan to be circulated to all members of staff for implementation. Executive Headteacher to present action plan at Full Governors meeting.	Jan 2019	Action plan (to include electronic version on school's website)	<ul style="list-style-type: none"> ❖ All members of staff knowledgeable of plans content and aware of how the plan affects them. ❖ Increase in attainment due to planned interventions. 	Governors to monitor and evaluate through; <ul style="list-style-type: none"> ❖ Reports from Executive Headteacher. ❖ Evaluative visits to school. ❖ Analysis of pupil/parent questionnaires.
<p>Further increase the ease and effectiveness of monitoring the progress of children in receipt of Pupil Premium via the use of 'Target Tracker'.</p> <ul style="list-style-type: none"> ❖ All members of teaching staff to receive appropriate training in order to make best use of the software. ❖ Admin staff to ensure that pupil information is updated weekly as to ensure an accurate picture of Pupil Premium allocation. ❖ Teachers/TAs to regularly input assessment information as to ensure an 'up-to-date' picture of progress and attainment. 	<p>Class Teacher.</p> <p>Teaching assistant support.</p> <p>Admin staff.</p>	<p>October 2019 – January 2020</p> <p>Baseline data inputted and analysed using the system. Targeted interventions planned for and initiated if required.</p>		<ul style="list-style-type: none"> ❖ All appropriate members of staff trained effectively on the use of 'Target Tracker' tracking system. ❖ Tracking system kept up-to-date by school secretary. ❖ 'Insight' tracking system used to more clearly identify target groups via the analysis of progress and attainment data. 	Governors to monitor and evaluate through; <ul style="list-style-type: none"> ❖ Reports from Executive Headteacher.

<p>Further develop targeted interventions for Pupil Premium/ Vulnerable Children who are not on target to meet age-related expectations by;</p> <ul style="list-style-type: none"> ❖ Setting and monitoring Pupil Premium specific targets for Numeracy and Literacy (closing the gap and targeting in line with Non-PP). ❖ Class teacher to allocate teaching assistant time to support specific, planned intervention strategies in needed. ❖ Teachers to more carefully monitor the impact of such interventions using 'Target Tracker' tracking tool. 	<p>Teachers to allocate resources within their classes.</p> <p>Admin staff to ensure that 'target tracker' tracking system remains functional, up-to-date and appropriately populated with data.</p>	<p>Sept 2019 – ongoing</p>	<p>Teaching Assistant support to enable tailored, specific and targeted interventions.</p> <p>£500</p>	<ul style="list-style-type: none"> ❖ TAs and external teachers working closely with teachers to plan and monitor specific, timed and 'hard hitting' interventions where necessary. ❖ Teachers able to discuss the impact of planned interventions. ❖ Attainment of PP children more in-line with Non-PP. ❖ Rate of progress increased and more rapid than those children not forming part of planned interventions. 	<p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Evaluative visits to school ❖ Reports from Executive Headteacher. ❖ Scrutiny of pupil performance data.
<p>Continue to broaden the cultural and educational experiences of children identified as being disadvantaged by;</p> <ul style="list-style-type: none"> ❖ Supporting participation in after school provision, including After School sports clubs. ❖ Ensuring participation in Residential and other Educational Trips. 	<p>Headteacher to organise subsidising visit costs.</p> <p>Teachers to liaise with parents r.e. Year group specific visits.</p>	<p>Sept 19 - ongoing</p>	<p>School visit subsidy</p> <p>£255</p>	<ul style="list-style-type: none"> ❖ 100% attendance of PP children on school visits. ❖ Positive uptake of residential journeys. 	<p>Executive Headteacher to monitor levels of participation.</p> <p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Executive Headteacher. ❖ Participation in visits.
<p>To bring attendance of disadvantaged/vulnerable children in line with national and school expectations by;</p> <ul style="list-style-type: none"> ❖ Setting individual and group attendance targets. ❖ Rewarding improved attendance. ❖ Liaison with parents via telephone or home visits when/where necessary. 	<p>Executive Head Teacher</p>	<p>Sept 2019 – ongoing</p>		<ul style="list-style-type: none"> ❖ Attendance of Pupil Premium children increasing. ❖ Attendance of Pupil Premium children in-line with Non-PP in school. ❖ Attendance of PP children effectively measured, via 	<p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Executive Headteacher. ❖ Analysis of attendance data via Headteacher's report to Governors.

<ul style="list-style-type: none"> ❖ Work alongside Education Welfare Officer. ❖ Themed assemblies with a focus on improved attendance. 				weekly monitoring against all pupils, Non PP and SEN.	
Implement programme of positive discrimination for Children's leadership roles e.g. school council, children's team and general roles of responsibility.	Teachers to monitor Pupil Premium representation.	October 2019		<ul style="list-style-type: none"> ❖ PP children represented on all school 'groups'. 	Executive Headteacher to monitor and evaluate disadvantaged representation.
<p>Ensuring regular, positive contact between teaching staff and parents/carers by;</p> <ul style="list-style-type: none"> ❖ Meeting on minimum once a year to discuss progress and support. ❖ Telephone conversations when face-to-face contact isn't possible. ❖ Ensuring that parents/carers of children identified as disadvantaged/vulnerable receive information regarding meetings and consultation evenings. ❖ Annual report to parents sent home with additional information relating to intervention strategies received. 	<p>Teachers to ensure that all parents/carers are invited to attend meetings.</p> <p>Admin Team to ensure that dates of meetings are distributed to parents/carers.</p>	Sept 2019 & on-going.	Cost associated with ParentMail.	<ul style="list-style-type: none"> ❖ Parents aware of the impact specific intervention have had on progress and attainment via annual report to parents. ❖ Parents made aware of individual child responses to Pupil Premium questionnaire via additional information provided in annual report to parents. ❖ Increased uptake of Parent's evening appointments for families in receipt of PP funding. 	<p>Executive Headteacher to liaise with teachers to monitor and record contact made with parents/carers.</p> <p>Governors to monitor and evaluate through;</p> <ul style="list-style-type: none"> ❖ Reports from Executive Headteacher.