

WCEJS Pupil Premium Strategy – 2017/18

Summary information					
School	Wendover C of E Junior School				
Academic Year	2017/18	Total PP budget	£45,220	Date of most recent PP Review	Mar 2018
Total number of pupils	374	Number of pupils eligible for PP	55	Date for next internal review of this strategy	July 2018
Pupil Premium Champion: Jenny Bartlett			Linked Governor: Lynne Heaton		
Rationale					
1. To ensure that the attainment gap between disadvantaged pupils and all other pupils is diminishing by: <ul style="list-style-type: none">increasing the percentage of disadvantaged pupils making at least expected progress in reading, writing and mathsincreasing the percentage of disadvantaged pupils achieving the age related expectation in reading, writing and maths					
2. To ensure that, through early intervention, barriers to learning are identified and swiftly addressed for disadvantaged pupils					
3. To improve the self-image / self-esteem / self-confidence of individuals to aid good progress and personal development					
4. To improve the learning behaviour of disadvantaged and all pupils through growth mindset and greater understanding of emotional intelligence.					

Achievement: July 2018			
KS2 SATS	All Pupils (School)	Pupil Premium (School)	Other Pupils (national)
Achieving expected standard in reading, writing and maths combined	69%	40%	70%
Progress score for all pupils in Reading	1.2	0.1	0.3
Progress score for all pupils in Writing	-1.5	-0.2	0.2
Progress score for all pupils in Maths	-1.0	-1.9	0.3

Internal Tracking Data	Other Pupils (School)	Pupil Premium (School)	Improvement Trend
% reaching expected standard in reading	87	56	↑
% reaching expected standard in writing	79	51	↑
% reaching expected standard in maths	82	67	↑
% making at least expected progress in reading	96	85	↓
% making at least expected progress in writing	95	96	Similar
% making at least expected progress in maths	92	100	↑

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Literacy skills (reading and writing) and basic maths knowledge tend to be poorer for our vulnerable pupils, slowing progress across all subjects.	
B.	Self-esteem and confidence (often arising from social and emotional needs and complex life experiences) tend to be lower for our vulnerable pupils, leading to lower resilience and lower achievement.	
C.	Concentration and focus tend to be poorer (learning behaviour).	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Attendance is of concern for a number of pupil premium children. Irregular attendance results in gaps of knowledge and understanding and makes it difficult to plan interventions.	
1. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved literacy skills will enable all vulnerable pupils to access the curriculum, enjoy reading and begin to improve their writing.	Reading Ages increase Visible progress in writing More vulnerable pupils become OTS/M for Reading and Writing
B.	Pupils become more confident and believe in themselves.	More vulnerable pupils participate in class and in school activities
C.	Pupils try hard in lessons and show good learning behaviour.	Fewer behaviour incidents recorded for these pupils on the school system Improvements seen in Learning Codes reported on School Reports
D.	The attendance gap between all pupils and pupil premium pupils continues to narrow Parents of pupil premium children understand the importance of regular attendance and work with the school in order to improve attendance.	Attendance figures for pupil premium children improves

i. Quality of teaching for all: £2,500		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
Improved writing skills in English and across the Curriculum	Talk for Writing Staff training from English Leader	Our Ofsted report highlighted the need to improve writing Talk for Writing has had success elsewhere.
Clear differentiated challenge for all pupils	Clear levels of differentiation in lessons with pupils encouraged to move to higher levels of challenge as soon as they are confident	Allowing pupils to choose their initial level of challenge promotes independence and reflection. Initial success promotes confidence. The next level of challenge requires pupils to really grapple with the task and grows their confidence.
Improved learning behaviour and improved confidence as a learner through a belief in growth mindset	Growth mindset approach	The work of Carol Dweck shows that children with a fixed mindset: avoid failure, avoid challenge, stick to what they know, take feedback and criticism personally, don't believe they can change or improve. Conversely, children with a growth mindset: desire continuous learning, confront uncertainties, embrace challenge, do not fear failure, try hard and value effort. Understand that feedback is about current capabilities
Improved emotional intelligence and self-awareness	Promotion of self-awareness through 'Reptile-Management' (management of the primal brain and basic instincts)	The basic responses of the primal brain often present barriers to learning. Learning to recognise this and the employment of management techniques ensures that pupils are ready to learn sooner.
Impact: <ul style="list-style-type: none"> Progress in writing improved for disadvantaged pupils as a result of talk for writing and a whole school focus on writing. This is evidenced by the % attaining the expected level in writing, the % making at least expected progress and the progress evident in books across the curriculum (based on starting points in September 2017) Pupils have been provided with higher levels of challenge and have shown greater independence in choosing their initial levels of challenge. They are keen to move on to higher levels of challenge within the lesson. This has resulted in faster rates of progress for disadvantaged children and others. Learning behaviour has improved as a result of Growth Mindset work for all children, but especially the disadvantaged. Pupils talk confidently about how they approach challenge and the importance of using feedback to improve their work. Work on the 'Reptilian Brain' has helped children better understand and control their emotions. This has resulted in less time lost as they are ready for learning sooner and are able to grapple with challenges for longer. 		

ii. Targeted support: £42,000		
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?
Accelerate reading progress	Reading comprehension 1:1 Reading focus	Some of the pupils need targeted support to catch up. They do not read at home and lack confidence and enjoyment in reading.
Accelerated spelling progress	Phonics Intervention	Some of the pupils need targeted support to catch up. They do not have a good grasp of phonics or knowledge of high frequency words.
Accelerated Writing Progress	Handwriting Intervention with exercises for gross and fine motor control	Some pupils do not have good motor control or appropriate pen-grip and fatigue quickly.
Accelerated Maths progress	Catch-Up Numeracy	Some of the pupils need targeted support to catch up. There are gaps in basic number knowledge that affects overall understanding in maths.
Improve ability to manage emotions and improve social & learning behaviour	Emotional support sessions for individuals and small groups	Pupils are less able to learn when their primal brain is impacting behaviour. Employing appropriate strategies will enable pupils to access learning faster and improve overall resilience.
Improved self-esteem and self-confidence	Personalised programme with allocated mentor Allocated 1:1 emotional support sessions (this includes external provision)	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.
Improve self-image, self-esteem and self-confidence and sense of belonging	Funding of: extra-curricular clubs, after / before school care, music tuition, uniform and educational visits	Pupils need to feel good about themselves, about their achievements and develop a sense of belonging. This leads to improved behaviour and attitudes.
Impact: <ul style="list-style-type: none"> The % of disadvantaged pupils reaching at least the expected level in reading, writing and maths increased, compared to the previous academic year The % of disadvantaged pupils making at least expected progress in maths increased (reading and writing was less evident as pupil targets were raised at the start of the year) Pupils and parents responded overwhelmingly positively to the following questions in the end of year survey: I have made progress this year, my learning behaviour is at least good, I am happy at school, I am challenged in lessons Pupils and parents responded positively regarding the support that was provided to improve emotional intelligence and well-being; learning behaviour and social behaviour improved for individuals as a result of 1:1 support 		

iii. Other approaches: £1000		
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?
Increase attendance rates for pupil premium children	Attendance contracts, monitoring and meetings and engagement of external agencies as appropriate. Provision of transport for fixed term periods as appropriate.	The link between low attendance and low attainment / progress is well-documented. NfER briefing for school leaders identifies addressing attendance as a key step.
Impact: <ul style="list-style-type: none"> The overall rate of attendance for disadvantaged pupil remained broadly similar Working closely with a number of families however ensured that attendance did not fall significantly for this group The overall impact was a 50% decrease in persistent absentees across the school. 		