

WCEJS Pupil Premium Strategy – 2018/19

Summary information					
School	Wendover C of E Junior School				
Academic Year	2018/19	Total PP budget	£56,780	Date of most recent PP Review	Feb 2019
Total number of pupils	379	Number of pupils eligible for PP	66	Date for next internal review of this strategy	Sep 2019
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-efficacy and self-esteem of pupil premium children in order to drive progress and improve life chances					
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 disadvantaged pupils as a result of accumulative dysfluency, slowing progress across all subjects.				
B.	Self-esteem and self-efficacy tend to be lower for our disadvantaged pupils, leading to lower resilience, lower aspiration and lower achievement (often arising from social and emotional needs and complex life experiences).				
C.	Concentration and focus tend to be poorer (overall learning behaviour, resilience and responsibility).				
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 reading skills will enable all disadvantaged pupils to access the curriculum, enjoy reading and develop a rich vocabulary Disadvantaged pupils make better progress in writing as a result of increased self-regulation Disadvantaged pupils will make better progress in maths by using more concrete and pictorial resources to improve their understanding		Reading Age and scores in comprehension assessments increase Visible progress in written work, including use of a wide vocabulary and increasing IPEELL scores Improved test scores in maths and less gaps in basic maths knowledge		
B.	Pupils become more confident and believe in themselves.		Increase in % disadvantaged pupils taking an active part in in class and school activities, including extra-curricular activities		
C.	Pupils try hard in lessons, show good learning behaviour and employ more strategies to help them learn.		Fewer behaviour incidents recorded for disadvantaged pupils on the school system Improved learning behaviour grades recorded for school reports Pupils report that they are more resilient (pupil survey)		
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 and continues to narrow compared to other pupils in school.		

i. Quality of teaching for all: £5000				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
Accelerated reading progress for disadvantaged children	Review of guided reading and further diagnostic assessment to identify gaps	Pupils will make better progress once the gaps have been filled (a number of pupils have gaps as a result of mobility)	Regular monitoring Staff training Analysis of assessment data	Termly
Higher attainment and progress in writing	IPEELL – Self regulation in writing using both self and peer assessment	Research has shown that pupils take greater responsibility for their learning and make faster progress through this approach.	Staff training (weekly and INSET) Regular monitoring (learning walks and book audits)	Half-termly
Pupils develop a rich vocabulary to aid comprehension and communication	Word of the Day to introduce 190 aspirational words each year Dictionary and Thesaurus work	Research is clear that many disadvantaged children suffer as a result of a poor vocabulary, being exposed to far fewer words than more economically advantaged children.	Staff training Lesson planning Pupils interviews	Termly
Disadvantaged pupils have a deeper mathematical understanding and have less gaps	Concrete, Pictorial & Abstract Maths (CPA)	Research evidences that cumulative dysfluency results in a less developed understanding of maths. The CPA approach aims to fill gaps and deepen their understanding so that they catch-up.	Staff training (weekly and INSET) Regular monitoring (learning walks and book audits) Pupil interviews	Half-termly
Promoting Independent Learning	Developing independence in the classroom and the use of support resources	Pupils who are able to use a range of self-help strategies are likely to be better at grappling with challenge and resolving problems.	Staff training (weekly and INSET) Regular monitoring (learning walks) Pupil interviews	Termly
	Promoting Extended Learning through half-termly competitions	Pupils who develop good dispositions to learning and work are likely to be more aspirational about their careers / life choices.	Monitoring of entries to the half-termly competition	Half-termly
Disadvantaged pupils are more resilient and aspirational	Growth Mindset – Inspirational Stories	Stories from people who have shown resilience motivate and encourage children to think about how they can improve.	Monitoring of visitors to assembly and classes Sharing of best practice (class assemblies and tasks).	Termly
Improvement in reading through greater reading for pleasure	Enhance the School library to ensure there are appropriate reading materials for disadvantaged pupils.	Research is clear that disadvantaged are less likely to have access to good reading material, including non-fiction; this has a detrimental impact on the development of their vocabulary.	Audit of books read by disadvantaged pupils Pupils interviews	Termly
Impact:				

ii. Targeted support: £50,000				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
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.	Monitoring of sessions Pupil data – reading ages Reading record	End of intervention & July 2019
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.	Monitoring of sessions Pupil data – spelling ages weekly spellings record	End of intervention & July 2019
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.	Monitoring of sessions written work in books (intervention and across curriculum)	End of intervention & July 2019
Accelerated Maths progress	Catch-Up Numeracy Maths Booster Groups	Some of the pupils need targeted support to catch up. There are gaps in basic number knowledge that affects overall understanding in maths.	Monitoring of sessions Pupil data – test scores and weekly tables / number knowledge	End of intervention & July 2019
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.	Monitoring of behaviour through pupil interviews and behaviour report	End of intervention & July 2019
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.	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour and progress.	End of intervention & July 2019
Improve self-esteem and self-efficacy	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.	Monitoring of requests for support Monitoring of disadvantaged pupils to ensure that they are making the most of their opportunities	Termly
Impact:				

iii. Other approaches: £2000				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?
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.	Thorough understanding about existing absence issues. SENDCo/headteacher will collaborate to ensure new provision and standard school processes work smoothly together.	Half-Termly
Impact:				