



## Wheatcroft Primary School

### Pupil Premium Funding Impact Report

2018-2019

The pupil premium grant is provided to schools to enhance the learning and close the gaps particularly those in attainment between disadvantaged pupils and their peers.

Total number of pupils on roll	341
Total number of pupils eligible for PPM	32
Amount per pupil	£1,320
Amount of pupil premium funding	£42,240

Provision	Planned Funding	Proposed Impact	Impact Evidence
<p>Targeted intervention across the school for children who at risk of not meeting age related expectations or appropriate progress</p> <p>This intervention to include Reading, Writing, SPAG &amp; Maths</p>	£15,000	<p>Eligible children will have better opportunity to reach age related expectations</p> <p>The gap between disadvantaged and other pupils will be diminished</p> <p>Staff training will ensure development of staff expertise to ensure children's needs are met</p> <p>SENIOR LEADERSHIP TEAM regularly monitor trends in data to inform school development plan</p>	<p>HIP report 12/11/2018 stated that in 2018, '<i>...gaps were narrowed at the end of key stage 1 in reading and writing.</i>'</p> <p><i>'At the end of key stage 2, the attainment gap between disadvantaged pupils and other pupils nationally widened. Disadvantaged pupils made better progress than other pupils in the school in reading and writing...'</i></p> <p><i>'There are examples of good progress seen in the work of current disadvantaged pupils and evidence of pupils developing independence and consistently responding to feedback to improve their work. Progress seen in English books is reflected in topic work.'</i></p> <p>PPG pupils regularly monitored to ensure needs are being met through individual and group interventions &amp; in-class support.</p>
<p>Develop support staff skills in quality first reading – train new staff in this skill to enhance the reading provision across the school</p>	£890	<p>Children's reading achievement will increase</p> <p>Disadvantaged children will be given more opportunities to take part in quality first reading sessions</p>	<p><b>Salford reading test</b></p> <p>PPG pupils - 83% are ARE or better. Of the pupils below ARE 75% made better than expected progress.</p> <p>ARE: making at least equivalent reading age according to this test.</p>

**Reading FS**

75% ARE in Reading

**Yr1 Phonics Screening**

88% passed phonic screening test

**Reading KS1**

**Yr1**

Cohort - 74% ARE+; 74% made expected or better progress

PPG - 60% ARE+; 40% made expected or better progress

**Yr2**

Cohort - 88% ARE+; 93% made expected or better progress

PPG - 66% ARE+; 83% made expected or better progress

**Reading KS2**

**TA Yr6**

38%	(GDS)
51%	(EXP)
11%	(WTS/PKS)

Cohort - 85% made expected or better progress

PPG - 50% ARE+; 100% have made expected or better progress

**Yr5**

43%	(GDS)
38%	(EXP)
19%	(WTS/PKS)

Cohort - 92% made expected or better progress

PPG - 43% EXS+; 83% made expected or better progress

**Yr4**

36%	(GDS)
50%	(EXP)
14%	(WTS/PKS)

Cohort - 91% made expected or better progress

PPG - 33% EXS+; 100% have made expected or better progress

**Yr3**

30%	13 (GDS)
52%	23 (EXP)
18%	8 (WTS/PKS)

Cohort - 93% made expected or better progress

PPG - 33% EXP+; 67% made expected or better progress

<p>Develop current spelling provision by enhancing policy, curriculum and resources; providing interventions where appropriate and supporting parents with home learning</p>	<p>£2,000</p>	<p>More children will be able to spell the key words for spelling across all key stages therefore enhancing the percentage of pupils achieving ARE+ in writing at the end of FS, KS1 and KS2</p>	<p>School took part in Spelling SOS intervention alongside project with HfL.100% children made accelerated progress. Children made between 11-15 months progress in 8 weeks. English Lead and DHT will roll approach out to staff in September 2019. All KS2 children have used statutory word lists as part of regular spelling tests and parents have a copy of these lists in home/school books.</p> <p><b>Writing FS</b> 76% ARE (12% of these ARE+) PP – 50% achieved ARE</p> <p><b>Writing KS1 SATs</b> Cohort – ARE+ 74% PPG - 22% achieved ARE+; 67% expected or better progress</p> <p><b>Writing KS2</b></p> <p><b>TA Yr6</b></p> <table border="1" data-bbox="1128 603 1420 724"> <tr> <td>19%</td> <td>9 (GDS)</td> </tr> <tr> <td>61%</td> <td>29 (EXP)</td> </tr> <tr> <td>19%</td> <td>9 (WTS/PKS)</td> </tr> </table> <p>PPG - 50% achieved ARE</p>	19%	9 (GDS)	61%	29 (EXP)	19%	9 (WTS/PKS)
19%	9 (GDS)								
61%	29 (EXP)								
19%	9 (WTS/PKS)								
<p>Targeted interventions for communication &amp; language. Training for staff as well as intervention groups</p>	<p>£1,500</p>	<p>Higher percentage of children achieving ARE+ for communication and language by the end of Foundation stage</p>	<p>End of Foundation Stage – 90% children ARE in communication &amp; language. (improvement since 2018 – 89%) PP – 75% achieved ARE</p>						
<p>Parent workshops to enhance their understanding and ability to support the development of communication &amp; language in the early years</p>	<p>£500</p>	<p>Parents will encourage their children to use age appropriate communication &amp; language skills. They will be better equipped to ensure a higher percentage of pupils reach ARE+ by the end of the foundation stage</p>	<p>On Transition day ‘Help your child flourish starting school’ workshop for parents was delivered to 20 reception parents with Natural Flair for 2hours. 100% stated their level of knowledge &amp; understanding had increased due to the training. Children experiencing speech and language problems are identified and referred to speech and language support service. Speech and language therapist continues to work with children throughout the school. Teaching assistants are trained in supporting this provision.</p>						
<p>Targeted SEMH support – protective behaviours, anxiety awareness, mindfulness. Training for staff to support the work of protective behaviours, mindfulness &amp; nurture</p>	<p>£2,000</p>	<p>Children will feel emotionally settled to learn to enable them to achieve better</p>	<p>Mental Health champion and deputy appointed on senior leadership team; training for staff booked for next year.</p> <p>3 members of staff trained in protective behaviours. Pupils across the school have received sessions this year. One teacher commented: “He is like a new child; it has been great!” Positive impact reported by parents and teachers. School received an email to thank staff for their input. Strategies from protective behaviours were used across Y6 as part of SATs breakfast so pupils were more settled and ready for the day.</p>						

			<p>All members of staff were trained in the themes and ethos of protective behaviours so have an understanding of how it can help children.</p> <p>HIP report of 7/2/19 states 'school caters very well for pupils' wellbeing emotional mental health'.</p>
<p>Maths boosters and interventions for pupils in years 3, 4, 5 &amp; 6. Provide support for staff where appropriate to enhance skills</p>	£3,000	<p>Teachers to provide targeted support to identify gaps in learning in years 5 &amp; 6. Focused individualised learning to ensure these children develop their confidence and focus in lessons.</p>	<p>2019 Yr6 maths ARE+ = 85%</p> <p>2018 Yr6 maths ARE+ = 60%</p> <p>Intervention groups run by TAs were run across KS2 where individual or group needs were identified.</p> <p>In UKS2 these were also teacher led. Small groups of children received specific interventions.</p> <p>In addition, several children attended workshops run by outside agencies.</p> <p>This has led to an increase in children achieving ARE in maths at the end of KS2.</p>
<p>Provide time for phase leaders to monitor and develop the provision for children on accelerated action plans ensuring they have every opportunity to access the curriculum appropriately</p>	£800	<p>Vulnerable children will be monitored vigorously to ensure they are being given appropriate opportunities to make accelerated progress to reach ARE+ by the end of each key stage</p>	<p>All vulnerable children are monitored through a pupil profile document set up this year. This will be an ongoing document ensuring notes of the child will be handed over and monitored.</p> <p>Each class teacher has an action plan for any child not making adequate progress or currently below ARE.</p> <p>Both these documents are regularly monitored, reviewed, updated and shared with phase leaders and other relevant staff (e.g. SENCo)</p> <p><b><u>KS2</u></b></p> <p><b>Yr6 – PPG</b></p> <p>Maths 50% achieved ARE+; 100% expected or better progress</p> <p>Reading 50% achieved ARE+; 50% expected or better progress</p> <p>Writing 50% achieved ARE+; 0% expected or better progress</p> <p><b>Yr6 SEN</b></p> <p>Reading 40% achieved ARE+; 60% expected or better progress</p> <p>Writing 0% achieved ARE+; 20% expected or better progress</p> <p>Maths 40% achieved ARE+; 40% expected or better progress</p> <p><b><u>KS1</u></b></p> <p><b>Yr2 – PPG</b></p> <p>Maths 33% achieved ARE+; 83% expected or better progress</p> <p>Reading 66% achieved ARE+; 83% expected or better progress</p> <p>Writing 22% achieved ARE+; 67% expected or better progress</p> <p><b>Yr2 – SEN</b></p> <p>Maths 50% achieved ARE+; 50% expected or better progress</p> <p>Reading 0% achieved ARE+; 50% expected or better progress</p> <p>Writing 0% achieved ARE+; 50% expected or better progress</p> <p><b><u>FS</u></b></p> <p>50% GLD</p>

Targeted work for secondary transition for children with SEMH needs	£750	Children will have a smoother transition to secondary school ensuring they are better prepared for the impact	Key children identified for 'moving on club' and extra support with SENCO at KS3 as required. Course was booked with Natural Flair but cancelled due to lack of parental interest. Key SEMH children have had extra TA time to voice concerns about secondary school. All children took part in specific circle time with class teacher.
Achievement for All scheme	£3,000	All children will have more opportunities to achieve expected progress. External advice and support will be monitored and reviewed by senior leadership team. Provision, progress & attainment will be reviewed and appropriate targets set and reviewed to monitor.	Completed December 2018 From the final pupil survey the responses fell within the average range for resilience for self-esteem, goals and aspirations, family connection and school connection. AFA worked with the lead MSA to support playtime behaviour. She completed an audit and discussed suggestions with the lead MSA. All MSAs then had training regarding positive lunchtimes. AFA worked with TAs on roles and responsibilities. This helped support staff understand their roles in educating the pupils.
Enhance access to clubs, music tuition, day trips & school journeys. Develop instrumental resources available to all children so that more children can be part of a music club (e.g whole class set of recorders)	£1,750	Disadvantaged pupils will be able to participate in a broader more enriched curriculum. This will enhance life skills & experiences.	Whole class set of recorders purchased for use in lower key stage 2 – these are being used as part of curriculum so enabling all pupils in LKS2 to experience learning a musical instrument.  PE – 79% PP children have taken part in a sports clubs, workshops or events this year. All children take part in PE curriculum lessons and swimming lessons. Music - 88% PP children have taken part in choir/musical instrument lessons, music clubs or music festivals this year. All children have taken part in curriculum lessons, weekly singing assemblies & annual musical performance. Clubs - 65% PP children have taken part in clubs this year. All children are offered a range of lunchtime and after school clubs. Funding is available if required.  PP children across the school have been supported with funding to access extracurricular clubs, swimming lesson, day trips, residential.
G&T opportunities for able writers, readers & mathematicians (MAD) through workshops and secondary school links	£1,000	Children will be given opportunities to develop and enhance their curriculum knowledge through events. They will reach GDS in maths, reading or writing	More able mathematicians in Year 6 took part in the Primary Maths challenge. 69% achieved GDS More able mathematicians in year 5 took part in the local schools maths challenge competition. They went through to the county finals. 100% children GDS More able mathematicians in year 6 took part in a workshop. 67% achieved GDS More able writers in Year 4 took part in a workshop. 100% made 3 steps of progress.

<p>Targeted maths specific intervention for children at risk of not meeting age related expectations at the end of the year</p>	<p>£1,500</p>	<p>Higher percentage of vulnerable children to reach age related expectations by the end of the year. The gap between outcomes for vulnerable pupils and other pupils will diminish</p>	<p><b><u>FS 2019</u></b> PP- 75% ARE+; All had interventions.</p> <p><b><u>KS1 2019 maths</u></b> PPG - 33% ARE+ All attended intervention; Of those who aren't ARE 67% scored 92+ scaled score on paper; gap is narrowing with average score of 94. Comparison to 2018: 50% met ARE; of those who didn't achieve ARE attended intervention and had average SS of 90 (4 point improvement this year)</p> <p><b><u>Yr6 - TA</u></b> SEN 40% achieved ARE+; 40% expected or better progress PPG – 50% achieved ARE+; 100% expected or better progress Pupils had a variety of interventions, 1:1 work and plans in place.</p>
<p>Parental workshops to develop awareness of attachment &amp; parenting skills (with a particular focus on early years)</p>	<p>£500</p>	<p>Parents will know how to support their children emotionally</p>	<p>On Transition day 'Help your child flourish starting school' workshop for parents was delivered to 20 reception parents with Natural Flair for 2hours. 100% stated there level of knowledge &amp; understanding had increased due to the training.</p>
<p>Train staff across the school to use Makaton in every day learning.</p>	<p>£750</p>	<p>Makaton will be used consistently across the school and all groups of children will have more opportunity to access the curriculum</p>	<p>JB trained all TAs on what Makaton is &amp; a few basic signs. JB attended EYFS and KS1 phase meeting to brief staff on basics; 10 key signs beginning to be embedded in EYFS and for KS1 transition. Higher awareness across school of sign of the week; school display in place and regular emails sent to all teachers to use with their children. Use of Makaton is evident, especially with EYFS SEN children.</p>
<p>Provide staff with appropriate training to enhance the provision for a range of pupils. All staff to carry out STEPs training</p>	<p>£1,500</p>	<p>All staff will have the skills to ensure consistent and positive behaviour management across the school</p>	<p>Behaviour policy was reviewed with teaching staff. Strategies currently in place were reviewed. Staff had training on zones of regulation and all classes had their own version of these to display and discuss in class. Team points were introduced in KS2 as a reward for positive behaviours and team work. MSA were trained in positive play for lunchtimes. Equipment and games were reviewed and resourced for more opportunities within the playground. All staff had training on the themes of protective behaviours and positive talk with children. Reflection time was introduced as time for those displaying inappropriate behaviour at lunchtime. Number of incidents of those attending reflection time reduced over the summer term. A large majority of pupil voice stated they enjoyed lunchtimes, when asked at the end of summer term.</p>

<p>Develop positive play during lunch times and play times. Train all support staff in the concept of positive play. Develop outdoor resources to enhance play times.</p>	<p>£2,500</p>	<p>All children will feel happy, confident and safe during outdoor play times</p>	<p>Increased in equipment at break and lunch (e.g. large connect 4, balls, materials) provide children with more play opportunities. MSAs &amp; TAs had three training sessions across the year – Positive Play &amp; inclusive (Access training) and positive lunchtimes (AFA). These discussed behaviour &amp; positive engagement. Staff felt more able to follow agreed school protocols and more supported to deal with issues. Staff felt more able to support children with games and activities in the playground. 'I love playtimes. It is my favourite time. I like playing, chatting and eating at lunchtime. We can get equipment to play with.'</p>						
<p>Develop banks of resources to support the teaching of phonics, reading, writing, spelling, SPAG and maths</p>	<p>£2,300</p>	<p>Teachers will have a range of resources to support the needs of children within intervention groups and differentiated lessons to ensure children have more opportunities to develop skills to meet ARE+ by the end of KS2</p>	<p>English lead has purchased Alan Peat and Descriptosaurus books. Teachers using these in their modelling from Y2 upwards. All children have access to age appropriate writing descriptors (also shared with parents at consultations).</p> <p><b>Writing TA Yr6</b></p> <table border="1"> <tr> <td>19%</td> <td>9 (GDS)</td> </tr> <tr> <td>61%</td> <td>29 (EXP)</td> </tr> <tr> <td>19%</td> <td>9 (WTS/PKS)</td> </tr> </table> <p>PPG - 50% achieved ARE: 50% made expected or better progress</p>	19%	9 (GDS)	61%	29 (EXP)	19%	9 (WTS/PKS)
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<p>Support families in need with uniform or after school clubs provision</p>	<p>£500</p>	<p>Children from vulnerable families will have more opportunities to attend after school provision to develop a range of skills.</p>	<p>Second hand uniform is available for sale and available for families that need support. PP children across the school have been supported with funding to access extracurricular clubs, swimming lesson, day trips, residential.</p>						