



Wheatcroft Primary School Pupil premium strategy statement

1. Summary information					
School	Wheatcroft Primary School				
Academic Year	2019-2020	Total PP budget	£42,240	Date of most recent PP Review	Autumn 2019
Total number of pupils	327	Number of pupils eligible for PP	42	Date for next internal review of this strategy	March 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths		70%
Progress measure in reading (End of KS2)		-0.75%
Progress measure in writing (End of KS2)		-1.63%
Progress measure in mathematics (End of KS2)		-1.23%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	24% of the PPG children are also SEN
B.	28% have had school movement therefore have required transition support
C.	50% of PPG pupils have lower than 95% attendance and in most cases lower than 90%
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	PPG children's attendance rates stand at 94% with 21% of our persistent absentees being PPG. Lack of opportunity to participate in extra curriculum & enrichment activities outside of school due to financial pressures. Parental engagement with homework and other activities is inconsistent. Some inconsistencies with parental involvement in school meetings & other activities.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved attainment in RWM by the end of the year for all PPG pupils	The gap between the progress and attainment of PPG pupils and other pupils is lessened
B.	PP pupils develop strategies to enhance behaviours for learning	
C.	Increased attendance for PP pupils	Overall attendance (including persistent absentees) for PP pupils is in line with or exceeds national average
D.	Improvement in parental engagement & involvement in their child's development both in school activities & outside enrichment activities	PPG children will have access to a wider range of enrichment activities. Parents will improve in their ability to support children with their education

5. Planned expenditure

Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PPG make good or better progress in English with a particular focus on writing	USK2 teachers work alongside HLA to support the teaching of writing to year 5/6 Individual needs of PPG pupils identified Targetted support in English lessons PPG pupils will have access to further resources. Teachers will have time to review and reflect on practice Chn to be given more focused intervention programme bespoke to their needs	Evidence suggests that more bespoke tuition and smaller group learning with an experienced member of staff accelerates progress EEF toolkit Closing the Gaps Project	Monitoring of teaching & learning Teachers to have time to share and act on reflections Staff meetings & phase meetings to monitor the impact on learning and set next steps and targets	DHT UKS2 lead English lead HCL MN	March 2020
Create a systematic approach to addressing misconceptions in the same day which includes overlearning & pre-teaching to reinforce the learning	Opportunities developed within classes to ensure pupils have opportunity to reflect on learning straight away. TAs used to support misconceptions and address these immediately Misconceptions addressed the same day through TA 1:1 or group support	Personalised learning through a small group or 1:1 has shown to have impact on the learning of PPG pupils	Intervention program for PPG pupils developed within phase teams TA support and skill set reviewed regularly Marking policy reviewed	DHT SLT	March 2020
Support and develop children's early speech and language skills	Wellcom assessment to be used within the foundation stage All staff to be trained on the deliver Makaton to be used to support visually All staff to be trained on the delivery	Development of children's early speech and language needs has a big impact on their learning as they develop through the school	All staff to use the Wellcom assessment to identify early needs Action plans to be implemented for these children Parents worked with to support their needs	Foundation Stage staff	March 2020
Develop PPG pupil's ability to self-regulate and be ready to learn	Whole school mental health approach to the 5 ways of wellbeing Mental health lead & Deputy appointed Staff training Parental engagement workshops Develop wide range of resources to support whole school approach Individual bespoke sessions for PPG pupils who are unable to self-regulate to ensure ready to learn TA training on supporting pupils Counselling sessions provided by SenCo if required	If children are able to self regulate their emotions, this supports them be more ready to learn throughout the school day thus ensuring more rapid progress	Regular meetings with mental health lead Subject leader impact reports	Wellbeing lead DHT SenCo	March 2020
Total budgeted cost					£20,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For PPG pupils to attend school more regularly to ensure attendance rates are in line with other pupils	Engage with parents who have concerns with attendance. Develop strategies to support the family Work alongside attendance team	Attendance is important to ensure good attendance helps to improve attainment	Monitor attendance of PPG pupils Identify families who need support with attendance Staff support on working to engage parents	Headteacher DHT SLT	March 2020
To increase the support and understanding of staff for pupils with PPG/SEN	Staff members to complete the SenCo award to provide more support across the school in SEN	Pupils who fall into both categories of PPG & SEN are more at risk of not making expected progress	Children with PPG & SEN identified and tracked These children chosen for tasks SENco to work closely alongside these members of staff to ensure provision for these children is appropriate	SenCo	March 2020
For PPG children to be engaged in their learning and emotionally settled	Protective behaviours training for further staff Develop attitudes to learning Identify key barriers to learning Pupil individual plans developed to monitor children throughout each key stage Counselling support to be offered if appropriate	It is important for PPG pupils to be emotionally settled to learn	Individual plans to monitor and identify individual needs Pupil progress meetings to discuss impact Protective behaviours work carried out Discussion with parents	DHT SLT	March 2020
Use of experienced teacher to support the teaching & learning of PPG	Teacher to support on a 1:1 or small group session weekly for PPG pupils	Personalised learning through a small group or 1:1 has shown to have impact on the learning of PPG pupils	PPG pupils identified for support Area of need addressed and planned for Teacher session planned into weekly timetable	SLT	March 2020
Total budgeted cost					£18,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
For all PPG pupils to attend two residential journeys before leaving primary school.	Funding given to support the attendance of PPG pupils on residential journeys in Years 5&6	Residential journeys develop children's independence, resilience and a variety of life skills. They also provide opportunities to participate in activities these pupils wouldn't normally be able to access.	Parents informed by school office of funding possibilities. Meeting with parents of PPG pupils to discuss % of money to provide to support the child's attendance on residential	Headteacher	March 2020

To improve parents understanding of how their increased commitment to supporting their children's education can have an impact on their progress	Time given to discuss with parents their child's needs and how they can support them	Working alongside parents and engaging them in their child's learning ensures a consistent approach to enable pupils to make better progress. Children who regularly complete home learning have better school outcomes	Leaders given time to meet with parents to discuss their child's progress and barriers to learning Parents to be supported in how they can support their child at home	Headteacher DHT SLT	March 2020
Enhance access to clubs and music tuition	Develop instrumental resources available to all children so that more children can be part of a music club (e.g whole class set of instruments)	Disadvantaged pupils will be able to participate in a broader more enriched curriculum. This will enhance life skills & experiences.	PPG pupils who do not participate in clubs to be identified Clubs offered to family Resources purchased for pupils	DHT Music Lead	March 2020
Total budgeted cost					£4,240