



Weobley Primary School Pupil Premium Strategy 2016-17



1. Summary Information					
School	Weobley Primary School			Date of most recent PP Review	October 2016
Academic Year	2016/17	Total PP budget	£79,385	Date of next internal review of strategy	July 2017

2. Current Attainment KS2					
		Reading	Writing	SPAG	Maths
% of PP pupils achieving the expected standard	School	67%	72%	78%	72%
	National	72%	79%	78%	76%
PP Average scaled score	School	103.4	NA	102.6	102.8
	National	103.8	NA	105.0	104.1
PP DfE School Progress Measure	School	0.66	-0.11	NA	2.18
	National (all pupils)			NA	

3. Summary of Barriers to future attainment	
Under-developed reading, writing and numeracy skills of some of our disadvantaged pupils leading to lower attainment in line with national	
Oral language skills in EYFS and Year 1 are lower for pupils eligible for PP than other pupils. This slows reading and writing progress in subsequent years.	
A proportion of children have social and emotional difficulties that prevent them from engaging with learning, at times impacting on their learning and that of others within their class	

4. Outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	Pupil in KS1 and KS2, including the more able, eligible for PP will make the same rate of progress as other pupils with the same starting points and achieve at least national expectations.
Improved oral language skills for pupils eligible for PP in EYFS and Yr1	Pupils eligible for PP in EYFS and Yr 1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations
Improve physical development for identified pupils	Identified
Improved level of engagement for pupils eligible for PP with Social and Emotional difficulties	Pupil progress for pupils with social and emotional difficulties in line with the rest of the cohort.

5. Planned expenditure – Academic Year 2016-17						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
Nursery / Reception	Children entering with poor Speech and Language narrow the gap.	Offer of full-time nursery provision for all 3YOs and part time nursery provision for 2YOs.	The progress made for children attending 15 hours is good, doubling this provision will further enhance the children's development opportunities.	Close liaison between Head of School and Nursery Teacher, seek advice from Local Authority specialist and Children's Centre.	Head of School, Nursey Teacher	Termly
Nursery / Reception	Improved physical development in Early Years	Offer of full-time nursery provision for all 3YOs and part	The progress made for children attending 15 hours	Close liaison between Head of School and	Head of School, Nursey Teacher	Termly

5. Planned expenditure – Academic Year 2016-17						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
		time nursery provision for 2YOs. Additional focus on PE and physical development skills.	is good, doubling this provision will further enhance the children's development opportunities. Additionally following a new scheme of work identified by PE advisors to improve the development of physical skills.	Nursery Teacher, seek advice from Local Authority specialist and Children's Centre.		
Nursery / Reception	Improve outcomes in the development of phonics in Early Years.	Offer of full-time nursery provision for all 3YOs and part time nursery provision for 2YOs. To include a range of phonetic development strategies including direct teaching and interventions.	EEF Toolkit: 'overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral	Close monitoring of pupil progress.	Head of School, Nursey Teacher	Termly

5. Planned expenditure – Academic Year 2016-17						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
			language interventions make approx. 5 months additional progress over the course of the year. Early introduction to phonics will ensure children arrive in Year 1 with a good understanding of the basics.			
Year 1 / Year 2	Improve outcomes in the development of phonics in Year 1 and Year 2	Offer 1:1 intervention to improve pupils' phonic awareness. Using POPAT and RWI	Focussed support on an identified need using a proven approach. To ensure children reach the expected standard in the year 1 and 2 phonics screening test and to further improve chn still not at the expected standard at the start of year 3 EEF states that	Close monitoring of pupil progress.	Head of School, Year 1 and Year 2 teachers. SENCo	Termly

5. Planned expenditure – Academic Year 2016-17						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
			phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.			
Year 1 / Year 2	Improve Speech and Language for identified pupils.	Offer 1:1 Speech and Language intervention	Focussed support on an identified need using a proven approach and strategies identified by SALT. EEF Toolkit: 'overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make	Close monitoring of pupil progress.	Head of School, Year 1 and Year 2 teachers. SENCo	Termly

5. Planned expenditure – Academic Year 2016-17						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
			approx. 5 months additional progress over the course of the year			
Year 1 / Year 2 / Year 3	Improve physical development for a range of identified pupils	Group Intervention	Focussed support on an identified need using a proven approach.	Close monitoring of pupil progress.	Head of School, Year 1, Year 2, Year 3 teachers, SENCo	Termly
Year 4 / Year 5 / Year 5 Catch Up Interventions	Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	Specifically targeted interventions to focus on raising attainment.	To enable identified learners with poor English and maths skills to 'catch up' with their peers. Using a proven and heavily researched program and the EEF toolkit states that evidence indicates one to one tuition can be effective.	Close monitoring of pupil progress.	SENCo	Termly
Year 6	Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	SATs Booster after school classes and in school intervention groups.	Focussed support on an identified need using a proven approach.	Close monitoring of pupil progress.	SENCo	Termly
Whole School	Identify and	Play Therapy	Focussed support	Close monitoring	Head of School,	6 Weekly reviews

5. Planned expenditure – Academic Year 2016-17

Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
	improve children's social and emotional well-being.	Sessions	on an identified need using a proven approach.	of pupil progress.	SENCo	
	Identify and improve children's social and emotional well-being.	Staff Training from Strong Young Minds	Staff Training to improve understanding of children with Social and Emotional needs	Staff Evaluation of training	Head of School	After Training
	Children engage with enrichment activities. Children produce high quality writing as have experience to draw upon.	Children have opportunity to experience trips. Allocate an amount of money to subsidise trips and pay for the minibus.	Enrichment activities, specifically activities that the children have not experienced at home have a positive impact on creative writing and children's holistic development. To provide a wider range of curriculum opportunities and/or	Monitoring of participation in extra-curricular activities and trips. Monitor the effects in self-confidence, self-efficacy and motivation within the classroom Pupil voice	Head of School	Termly Review

5. Planned expenditure – Academic Year 2016-17						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
			to ensure that money is not a barrier to equality of access to an enhanced curriculum. For outdoor adventure the EEF research suggests that overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence.			
	Children experiencing difficulties with engaging in learning in the classroom are progressing at the same rate as the rest of their	Opt into Learning – TA support throughout the day to ensure any children unable to engage with the learning are able to work 1:1 or small group in a different	This has been a highly successful method in another school and a model that the school is trialling.	Close monitoring of pupil progress.	Head of School	Termly Reviews

5. Planned expenditure – Academic Year 2016-17						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
	cohort.	learning environment.				
	Children improve their perception skills which improves their concentration in the classroom. Children make accelerated progress.	Engaging Eyes	Focussed support on an identified need using a proven approach.	Close monitoring of pupil progress.	Head of School, SENCo	Termly Reviews
	Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	Additional Class Teacher to ensure single form entry – rather than mixed year group classes	Smaller class sizes and thus more opportunity to focus on specific children’s individual development needs.	Close monitoring of pupil progress.	Head of School	Termly Reviews
	Higher % of attainment in R,W,M for pupils eligible for PP in line with all children nationally	TA in each class for a minimum of 70% of a given week. To give focussed support and intervention to improve outcomes for a group of or	More opportunities for pre-teaching or quality additional teaching improve pupil outcomes.	Close monitoring of pupil progress and tracking of effectivity of interventions	Head of School	Termly Reviews and ongoing tracking.

5. Planned expenditure – Academic Year 2016-17

Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
		individual pupils OR to work with the whole class whilst the class teacher improves outcomes for a group of or individual pupils.				
	Children regularly attending school. Gaps narrowed. Children do not miss any learning time. Children make good progress.	Employ an EWO to improve school focus on attendance.	EWO relieves pressure from other staff and ensures the school are up to date with attendance monitoring and procedures.	Closely monitor attendance	Head of School, SENCo, EWO	Half-Termly review.
	Children are targeted who have specific areas for improvement, e.g. fine motor skills. Children who are G and T targeted for clubs. Children develop hobbies which they further extend outside of	After-School Clubs	Gives the school the ability to offer a wider range of activities designed to address the outcomes.	Monitor Attendance and uptake	Head of School	Termly

5. Planned expenditure – Academic Year 2016-17						
Year Group	Desired Outcomes	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff Lead	When will the intervention be reviewed
	schools. Children have high aspirations for themselves.					

6. Review of expenditure – previous academic year 2015/16				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
Children entering with poor Speech and Language narrow the gap. Toilet trained. Parenting support. Liaison with Children’s Centre to target key groups. Improved physical development (Ofsted).	Early intervention – Recruitment of Nursery Class Teacher rather than mix reception / nursery.	% of children leaving Nursery and Reception with the expected level of development has continued to improve year on year.	Continue strategy of investing in early years development.	£17,702
Targeted support for individuals. Improved Speaking and Listening scores.	ELKLAN Developing Speaking and Listening. High quality training for staff.	Identified children made significant progress in S&L	Continued Intervention	£570
Narrow the gap in children’s communication skills. Early intervention. Writing improved.	POPAT Training Staff trained in delivering POPAT to improve Speech and Language.	Improvement in communication, continue to monitor as children progress to Year 2 and beyond.	Continued Intervention	£220
Children experience outdoor education. Children able to express themselves.	Forest Schools Teaching staff trained in	Teacher’s note outdoor	Continue to extend	£750

6. Review of expenditure – previous academic year 2015/16				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
Children develop their resilience skills.	using outdoor learning environment. EYFS use Forest School area weekly. Forest Schools Training	education having a positive impact on pupils development in targeted areas.	outdoor education.	
Children who failed Y1 phonics test pass in Y2.	TA Intervention Work 1:1 to enable children to pass the phonics test. Increased confidence. Targeted support to individuals.	Year 2 Phonics test results above national average.	Continue interventions.	£500
Raise standards. Narrow the gap.	Booster Teacher Target PP children who are not on track to meet age related expectations.	Targeted pupils made progress, however, due to a late start with many children KS1 (did not attend FS), have not met national average. KS2 did not meet targets, but exceeded national attainment averages and pupil progress.	Continue Interventions, particular focus on children with low prior attainment	£1250
Targeted children develop thinking and problem solving skills. Children develop friendships and display more confidence. Children become more resilience. Team working skills developed. Children experience being away from home.	Residential Trips Extending experiences and building confidence. Enrichment.	Enrichment activities engaged a range of targeted children.	Continue to extend enrichment experiences.	£570

6. Review of expenditure – previous academic year 2015/16				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
Enrichment.				
Children meet age related expectations at the end of KS2.	SATs Club Small group support in maths and reading.	Above National Average attainment, but did not beat targets. Progress beat national averages.	Continue support as last year.	£100
Children meet national expectation to swim 25m. Children have basic survival skills. Children increase fitness. Children take up swimming lessons outside of school.	Children go swimming.	Achieved	Continue to invest money in Swimming Lessons.	Money from PE Grant.
Parents and children access maths work at home and work together to further develop children's understanding. Children show a more positive attitude to maths.	My Maths Improve parent support in maths.	A popular intervention.	Continue to use.	£265
Children learn their times tables. Children make good progress in maths.	Sumdog Children use interactive program to support their maths at home.	A popular intervention.	Continue to use, explore other opportunities to develop times tables.	£84
Children make progress. Children develop their emotional resilience. Children's self-belief is increased.	Counselling Enable children to access the curriculum by meeting their social and emotional needs.	A large expenditure with some gains.	Consider use of Play Therapist next year.	£5850
Children fully integrated and able to make required progress.	Specialist Training Attachment and Trauma ASD	Effective training – all staff felt it was a useful CPD	Explore ways to move this area forward.	£750

6. Review of expenditure – previous academic year 2015/16				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
	Staff are able to fully support children.			
Children have a good start to the school day with a healthy breakfast. Improved attendance. Children ready to learn at start of school day. Children heard read in the morning.	Breakfast Club Improving attendance and punctuality of target children. Children have breakfast.	Improved attendance and health and wellbeing of targeted pupils.	Continue to offer in limited specific circumstances.	£5000
Enrichment activities.	After-school clubs Improved attendance. Enrichment activities.	Popular with children, always over-subscribed.	Consider enhancing opportunities.	£500
Children improve their perception skills which improves their concentration in the classroom. Children make accelerated progress.	Engaging Eyes Children improve their concentration skills.	Positive impact	Continue intervention	£250
Children engage with enrichment activities. Children produce high quality writing as have experience to draw upon.	Subsidising Curriculum Trips Children have opportunity to experience trips. Inclusive.	Subsidies have enabled almost all children to attend trips.	Continue to offer	£1000
Children narrow the gap. Accelerated progress. Children meet age related targets.	Inclusion Mentor Targeted support for individuals. Emotional mentoring. Narrowing the gap through targeted interventions. Supporting parents to overcome barriers to children's learning.	Positive Impact – Inclusion Mentor provides a range of high quality interventions that have all had significant positive impact.	Continue to offer – continuously monitor pupil progress to ensure appropriate children are receiving interventions.	£13,959

6. Review of expenditure – previous academic year 2015/16				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
	Increasing attendance.			
Children make expected or more than expected progress in each year group. School narrows the gap between disadvantaged and non-disadvantaged at end of key stages.	Additional Teacher Small classes. Targeted support for individuals.	The school has continued to show good progress and attainment by the end of KS2. More of our pupils with Middle and High prior attainment are attaining the expected level than the national average.	Specific focus on our low prior attainment pupils.	£34,393
Increased attainment in SPAG at end of key stages.	No Nonsense Spelling Programme Whole school approach to spelling which engages parental involvement.	KS2 SPAG results above the National Average	Continue to use programme	£165.75
83% of PP pupils achieved L4+ at end of KS2 100% of PP pupils made 2 or more levels progress	Library development and reading resources Raise the profile of reading, increase reading skills especially for struggling readers	The profile of reading has been raised; further work needs to be done with reading development at both key stages.	Further development, particularly in children's comprehension and speed of reading.	
Children regularly attending school. Gaps narrowed. Children do not miss any learning time. Children make good progress.	EWO Improved attendance. Persistent absentees monitored. Punctuality sweeps.	Effective intervention and support	Continue to employ the services of EWO	£800
Children able to visit school pet when emotionally distressed so they can they	Nurturing environment for children.	The children enjoy the opportunity to visit the	Further strategies required to help	£100

6. Review of expenditure – previous academic year 2015/16				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
reintegrate into class and access the curriculum.		pet. Further strategies required to help children that are emotionally distressed.	children that are emotionally distressed.	
Enrichment. Links with curriculum.	Minibus Enable children to go on local trips to enhance learning experiences.	Positive impact – regularly used.	Continue to seek opportunities to go on local trips.	£200
Increase in attainment and narrow the gaps. Correct any misconceptions.	Teaching Assistant time for pre-teaching Small group support to narrow the gap.	A highly used intervention – very successful	Make far more use of this intervention	£500
Children are targeted who have specific areas for improvement, e.g. fine motor skills. Children who are G and T targeted for clubs. Children develop hobbies which they further extend outside of schools. Children have high aspirations for themselves.	After-school clubs Target PP children who don't usually attend enrichment activities	Successful – explore extending the opportunities.	explore extending the opportunities.	£100