



Weobley Primary School Pupil Premium Strategy 2017-18



1. Summary Information					
School	Weobley Primary School			Date of most recent PP Review	October 2017
Academic Year	2017/18	Total PP budget	£33,121 *	Date of next internal review of strategy	July 2018

*this figure is currently unknown as we are awaiting the budget for the later part of the school year. Funding for the first 7 months of the year is £33,121 (this does not include funding for looked after children).

2. 2016-17 KS2 Attainment and Progress					
		Reading	Writing	SPAG	Maths
% of PP pupils achieving the expected standard	School	63%	63%	63%	63%
	National	77%	81%	82%	80%
PP Average scaled score	School	101.7	97.3	100.0	101.1
	National	105.3	102.2	107.0	105.3
PP Progress	School	-2.50	-0.78	NA	0.38

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 2017-18						
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 2017-18						
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 2017-18						
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 and Inclusion Mentor.	Termly

5. Planned expenditure – Academic Year 2017-18						
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 and Inclusion Mentor	Termly

5. Planned expenditure – Academic Year 2017-18						
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 and Inclusion Mentor	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

5. Planned expenditure – Academic Year 2017-18						
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
Whole School	Identify and improve children's social and emotional well-being.	Play Therapy Sessions	Focussed support on an identified need using a proven approach.	Close monitoring of pupil progress.	Head of School, SENCo	6 Weekly reviews
	Identify and improve children's social and emotional well-being.	Mental Health CPD	Staff Training to improve understanding of children with Social and Emotional needs	Staff Evaluation of training	Head of School	After Training
	Identify and improve children's social and emotional well-being.	Introduce Thrive - Train Inclusion Mentor and all teaching staff	This intervention has been highly successful in a previous school.	Monitor Thrive Profiles and Pupil Progress against targets.	Head of School, SENCo and Inclusion Mentor	After Inclusion Mentor training is complete.
	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	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 2017-18						
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
			and children's holistic development. To provide a wider range of curriculum opportunities and/or 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	Opt into Learning – TA support throughout the day	This has been a highly successful method in another	Close monitoring of pupil progress.	Head of School	Termly Reviews

5. Planned expenditure – Academic Year 2017-18						
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
	engaging in learning in the classroom are progressing at the same rate as the rest of their cohort.	to ensure any children unable to engage with the learning are able to work 1:1 or small group in a different learning environment.	school and a model that the school is trialling.			
	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	TA in each class for a minimum of 70%	More opportunities for	Close monitoring of pupil progress	Head of School	Termly Reviews and ongoing

5. Planned expenditure – Academic Year 2017-18

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
	R,W,M for pupils eligible for PP in line with all children nationally	of a given week. To give focussed support and intervention to improve outcomes for a group of or individual pupils OR to work with the whole class whilst the class teacher improves outcomes for a group of or individual pupils.	pre-teaching or quality additional teaching improve pupil outcomes.	and tracking of effectivity of interventions		tracking.
	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.	After-School Clubs	Gives the school the ability to offer a wider range of activities designed	Monitor Attendance and uptake	Head of School	Termly

5. Planned expenditure – Academic Year 2017-18						
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
	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.		to address the outcomes.			

6. Review of expenditure – previous academic year 2016/17				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
Improve Speech and Language for identified pupils in Early Years	Offer of full-time nursery provision for all 3YOs and part time nursery provision for 2YOs.	End of Nursery outcomes improved on previous years.	Continue to offer this provision.	This had zero cost as it was arranged by combining the Nursery and Reception Classes
Improved physical development in Early Years	Offer of full-time nursery provision for all 3YOs and part time nursery provision for 2YOs. Additional focus on PE and physical development skills.	End of Nursery outcomes improved on previous years.	Continue to offer this provision.	Included above

6. Review of expenditure – previous academic year 2016/17				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
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.	End of Nursery Outcomes improved on previous years.	Continue to offer this provision.	Included above
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	All targeted pupils passed phonics test.	Continue to offer high level of support in Year 1	50% of the Intervention TAs time. £7552 this cost is included in various other areas below.
Improve Speech and Language for identified pupils in Year 1 and Year 2	Offer 1:1 Speech and Language intervention	Targeted pupils made progress against Speech and Language Targets	Continue to offer Speech and Language Interventions.	Intervention TA cost already included.
Improve physical development for a range of identified pupils, Year 1,2 and 3	Group Intervention	Pupils made progress against targets.	Continue to offer physical development interventions.	Intervention TA cost already included.
Raise % of attainment in R,W,M for Year 4 and Year 5 pupils eligible for PP in line with all children nationally.	Specifically targeted interventions to focus on raising attainment.	These interventions have helped ensure pupils make expected progress.	Continue to offer these interventions.	Cost included below (class TAs)
Raise % of attainment in R,W,M for Year 6 pupils eligible for PP in line with all children	SATs Booster after school classes and in	PP children did not perform in line with	Continue to offer these interventions.	Cost included below (class TAs)

6. Review of expenditure – previous academic year 2016/17				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
nationally.	school intervention groups.	national, however, individually, PP children achieved their potential.		
Identify and improve children's social and emotional well-being.	Play Therapy Sessions	Children involved have been able to express themselves more confidently, resulting in improvements academically.	Continue to offer provision for children with social care involvement.	£3150
Identify and improve children's social and emotional well-being.	Strong Young Minds CPD	Staff have improved understanding.	Continue to improve staff understanding of the impacts of mental health on social and emotional well-being	No Cost
Children engage with enrichment activities. Children produce high quality writing as they have experience to draw upon.	Children have opportunity to experience trips. Allocate an amount of money to subsidise trips and pay for the minibus.	We were able to offer enrichment activities to children that would not normally have been able to attend.	Continue to offer.	£1627.50
Children experiencing difficulties with engaging in learning in the classroom are progressing at the same rate as the rest of their cohort.	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 learning environment.	A very successful intervention strategy that helped support children with difficulties engaging in learning.	Continue to offer.	OiL TA £13,400

6. Review of expenditure – previous academic year 2016/17				
Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
Children improve their perception skills which improves their concentration in the classroom. Children make accelerated progress.	Engaging Eyes	This intervention continues to show positive results.	Continue to offer.	Intervention TA cost already included.
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	By retaining single classes in KS2 has ensured improved pupil teacher ratios and more individual pupil/teacher time.	This works well for the school and continues to ensure good pupil progress.	£29,676 for additional class teacher.
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 individual pupils OR to work with the whole class whilst the class teacher improves outcomes for a group of or individual pupils.	This has ensured pupils struggling with the curriculum receive additional support to help them keep up with the rest of the class.	This works well for the school and continues to ensure good pupil progress.	This calculation is based on the average cost of 6 TAs (Year 1 – Year 6) for two hours per day. £27,012
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.	96.5% attendance.	The services offered by the EWO have supported the SLT to maintain a good level of attendance.	£800 EWO SLA
Children are targeted who have specific areas for improvement, e.g. fine motor	After-School Clubs	A range of targeted	Continue to look at	Included in teacher

6. Review of expenditure – previous academic year 2016/17

Desired Outcomes	Chosen action/approach	Impact	Lessons Learned	Cost
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.		interventions have supported children in a variety of areas.	different academic, physical and art clubs.	hours