



Pupil premium strategy statement

| 1. Summary information | | | | | |
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| School | Wisbech St. Mary Church of England Academy | | | | |
| Academic Year | 2018-19 | Total PP budget | £88, 440 | Date of most recent PP Review | Nov. 2018 |
| Total number of pupils | 176 | Number of pupils eligible for PP | 67 | Date for next internal review of this strategy | Mar. 2018 |

| 2. Current attainment | | |
|---|---|---|
| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average - 2017)</i> |
| % achieving GLD at the end of Reception | 63% | 72% |
| % achieving Expected or above in Phonics at the end of Year 1 | 100% | 81% |
| % achieving Expected or above in R, W, & M at the end of KS1 | R – 75% W – 63% M – 63% | R – 71% W – 75% M – 75% |
| % achieving Expected or above in RWM at the end of KS2 | 60% | 67% |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning, including lack of independent skills in learning/resilience |
| B. | Academic achievement of PP pupils is below their peers; some of these children have additional needs, including SEND issues |
| C. | Writing performance and academic attainment is lower than that for the Local Authority and nationally and shows a gap to peers in school |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | PP attendance (whilst improving) is not yet at the same standard of the other pupils. |
| E. | Lack of opportunities/life experiences |
| F. | Social difficulties experienced by families including housing, finance, family literacy, domestic violence and parental anxieties |

| 4. Desired outcomes | | | | | |
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| Desired outcomes and how they will be measured | | | Success criteria | | |
| A. | Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach | | Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning Fewer behaviour incidents recorded for these pupils on the school system. During lesson observations, children observed demonstrating a growth mindset and from pupil interviews children's aspirations have increased. | | |
| B. | PP children will make better than expected progress and narrow the gaps to their peers and nationally. | | End of year data shows above expected progress and a narrowing gap. | | |
| C. | Improve composition, spelling, and grammar skills for pupils eligible for PP | | End of year data shows more children achieving the expected standard in writing. | | |
| D. | Children's attendance increases and lateness decreases | | Children's attendance is at least at national average or improving and they attend school on time. | | |
| E. | Children take advantage of opportunities offered to them e.g. residential, trips, enrichment activities | | Attend trips, residential and clubs | | |
| F. | Ensure those families who require support and advice have the confidence to come into school and receive necessary support | | Greater number of families engaging with school and feeling supported, resulting in improved attendance and behaviour at home, school and in the local community. | | |
| 5. Planned expenditure | | | | | |
| Academic year | | 2018-2019 | | | |
| 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? |
| A. Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach | Exciting and engaging curriculum and access to learning Growth mind-set training for all staff Deployment of support staff | To increase ARE in writing as children can partake in life experiences, that they may not have the opportunity to do so Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning | Monitoring teaching and learning Curriculum maps show engaging hooks involving educational trips/visitors | Headteacher | Spring 2 |

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| | <p>Access to IT resources and specialist staff.</p> <p>Review homework policy and implement changes in line with research</p> <p>Continue with 7-class structure next year to embed impact from this year with teaching staff.</p> | <p>Extending our technology resources to include devices and software thereby extending children's use and access to IT including promoting reading through e-books. Purchase of staff iPads to use effectively in assessing and gathering evidence for pupil tracking and pupil tracking software.</p> <p>Use of specialist IT staff to support teaching and learning and develop the IT curriculum across school.</p> | <p>Providing pupils with equipment and resources to use and apply IT skills</p> <p>All children in Reception achieving ELG in technology</p> <p>Children are accessing high quality teaching of IT and are working at or above the expected standard.</p> | | |
| <p>C. Improve composition, spelling, and grammar skills for pupils eligible for PP</p> | <p>To ensure personalised programmes for key pupils are being carried out weekly to improve their writing</p> <p>Appoint a new English Leader and identify/undertaken any relevant CPD</p> <p>Additional release time for the English leader (specifically writing focused support/ monitoring)</p> <p>Staff training on writing</p> <p>Additional internal and external writing moderation sessions across trust and geographical cluster</p> <p>Feedback is effective – review policy and ensure in line with recent research.</p> | <p>The importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and art is begun. Writing is the frame work of our communication. We are encountered with writing every day of our lives (Gustafson, et al.)</p> <p>Improve writing skills will have a positive impact on raise aspirations of children; gaining a good knowledge and improving writing skills effectively can lead to greater life chances.</p> <p>Effective feedback should lead to improvements in pupil learning Shute (2007).</p> | <p>English lead receives training in improving writing outcomes and will support teachers in planning and teaching to their classes.</p> <p>TAs supported separately in the delivery of interventions.</p> <p>Regular feedback.</p> | English Lead | Summer 1 |
| <p>F. Children take advantage of opportunities offered to them e.g. residential, trips, enrichment activities</p> | <p>Subsidising educational visits</p> <p>Training for new EVC; whole-staff inset on new procedures</p> | <p>PP children do not access any extra activities once out of school. Poverty limits the amount of money PP parents have to spend on such activities.</p> <p>Better understanding of the world leading to a more considered approach to the curriculum, particularly writing.</p> | <p>Pupil voice activities.</p> <p>Parental voice activities.</p> <p>EVC/ Headteacher 'drop ins'</p> | EVC and Pupil Premium Lead | Summer 1 |

| | Enrolment in Evolve to support teachers' confidence with enhancing provision Increase number of enhanced learning opportunities for children (visits/ visitors/ enrichment days) | | Improved attendance of PP children. | | |
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| Total budgeted cost | | | | | £66, 324 |
| 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? |
| A. Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach | Additional lunchtime support e.g. social skills, sensory input, etc. STEPS training for key member of staff Whole-staff inset on mental health/wellbeing and STEPS Appoint a Mental Health and Wellbeing Lead from existing staff and provide training Key workers in school identified for vulnerable children. Specialised training for Key Workers e.g. mental health level 2 Sensory Circuits | Provide support for individual pupils at risk of exclusion through improving behaviour, progress and attainment, social skills, self-esteem and confidence. Provide training and advice to support staff. Take support sessions with vulnerable children to improve learning attitudes and behaviour. Offers additional support at lunchtimes to support targeted pupils with social skills | Monitor behaviour records Accelerated progress made by vulnerable children as they have the support to develop their attitudes to learning | Mental Health and Wellbeing Lead | Summer 1 |
| B. PP children will make better than expected progress and narrow the gaps | Weekly small group sessions for English and Maths with teachers/support assistants in addition to standard support in lessons | Children working in small groups make good progress. The EEF Toolkit suggests that targeted interventions matched to specific students with | Planning, intervention plans, work scrutiny, | English Lead Maths Lead | Half-termly |

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| <p>to their peers and nationally.</p> | <p>Additional teaching staff for Year 6 English and Maths sessions to allow for targeted individualised lessons and feedback.</p> <p>Small group booster sessions led by trained staff.</p> <p>Each class has a teaching assistant to release the teacher to deliver high quality pre-post teach sessions</p> <p>More experienced teachers with most vulnerable year groups</p> <p>Release for teachers and leaders to attend half-termly pupil progress meetings with a focus on PP children's progress and raise the profile of PP across school.</p> | <p>particular needs or behavioural issues can be effective, especially for older pupils.</p> | | | |
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Total budgeted cost

£31, 177

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? |
|--|---|--|--|------------------------|--------------------------------------|
| <p>D. Children's attendance increases and lateness decreases</p> | <p>Targeted support and challenge to families to improve attendance.</p> <p>Identify an Attendance Lead within existing staff to liaise with EWO, attend training, and hold meetings with families.</p> <p>Celebrations of attendance weekly, half-termly, and termly; prize/rewards for best</p> | <p>We can't improve attainment for children if they aren't actually attending school.</p> <p>Research identifies addressing attendance as a key step toward improving children's outcomes.</p> | <p>Increase in attendance of PP pupils.</p> <p>Reduction of PA of PP pupils.</p> | <p>Attendance Lead</p> | <p>Half-termly</p> |

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| | attendance and 100% attendance. | | | | |
| G. Ensure those families who require support and advice have the confidence to come into school and receive necessary support | <p>Volunteer reading programme</p> <p>Parent workshops/family learning</p> <p>Time Credits Scheme</p> <p>Appoint a Family Liaison within existing staff who supports targeted families to provide support and advice to parents with attendance, behaviour and working with outside agencies.</p> <p>Breakfast club free to PP children</p> <p>Reading Cafés and other opportunities for parents to engage with school and their children's learning</p> | <p>Parents need supporting and encouraging as this is the way we get parents to become engaged with school and their children's learning.</p> <p>Parents are able to take employment because of breakfast club.</p> | <p>Greater number of families engaging with school and feeling supported, resulting in improved attendance and behaviour at home, school and in the local community.</p> | <p>Family Liaison worker</p> | <p>Termly</p> |
| Total budgeted cost | | | | | £2500 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2017-2018 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned and whether you will continue with this approach | Cost |
| PP children will make better than expected progress and narrow the gaps to their peers and nationally. | Closing the gap marking conferences | Feedback from teachers and pupils show that this is a valuable resource and allows focused 1-1 time to move learning on. | Look at the possibility of continuing this, with more robust procedures in place to ensure impact e.g. is feedback targeted and specific to allow children to move on learning sufficiently to achieve ARE. | 5000 |
| | iPads | iPad have had a positive impact so far on the engagement of children | | 2700 |
| | Move to a 7-class structure to provide smaller classes | | Continue with 7-class structure next year to embed impact from this year with teaching staff. | 51,900 |
| | | | | 1000 |
| £60,600 | | | | |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned (and whether you will continue with this approach) | Cost |
| Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach | Breakfast Club | Teacher feedback in summer showed PP children who attend Breakfast Club and/or Sensory Circuits are more focused and readier for morning lessons. | To continue next year, but be more robust in the tracking of the impact of interventions (more quantitatively), e.g. impact on attendance/ punctuality; achievement of individual targets; number of incidents/exclusions. | 1000 |
| | Nurture group | | | 7000 |
| | Sensory Circuits | Nurture group having positive impact on children with identified social needs – decrease in behaviour incidents/exclusions for these children in Summer term. | | 3000 |
| £11,000 | | | | |
| PP children will make better than expected progress and narrow the gaps to their peers and nationally. | Better Reading Partnership | Some improvements in reading and mathematics, although still below national and gap with peers in some year groups, in some subjects. | Impact of 1:1 tuition for Maths was limited due to long-term staff illnesses. If going to be run next year, research evidence suggests that one-to-one tuition is most effective. ensure the following: <ul style="list-style-type: none"> It is in addition to normal lessons, rather than instead of them. Short sessions of about 30 mins. Regular sessions 3-5 times per week. Time limited: 6-12 weeks. Next year look at use of support staff to allow for teachers to be released to lead pre-post teach sessions targeted with PP children | 3800 |
| | 1:1 and small group Maths tuition | | | |
| £10,800 | | | | |

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| GLD | 63% |
| Y1 Phonics | 100% |
| R, W, & M – KS1 | R – 75% |
| | W – 63% |
| | M – 63% |
| RWM – KS2 | 60% |

| iii. Other approaches | | | | |
|--|----------------------------------|--|--|----------------|
| Desired outcome | Chosen action/approach | Estimated impact: Did you meet the success criteria? | Lessons learned (and whether you will continue with this approach) | Cost |
| Ensure all pupils are supported to overcome any emotional barriers and approach their learning with positive attitudes and 'can do' approach | Lunchtime PE coaching specialist | Improvement in learning behaviours were not seen. | In the future, if specialists are used, ensure they have experience with Primary-aged children and are confident and competent to deal with any behavioural issues. End current contract with provider and look at reviewing systems/ policies/ and CPD for staff as a way to improve learning behaviours and conduct next year e.g. growth mindset and STEPS training for staff. Continue to offer school uniform subsidies next year. | 4000 |
| | School uniform | Pupil voice indicated children had a greater sense of pride and belonging (fit in). Parental voice indicated that parents felt supported in helping the children fit in and allowed them to have more than one uniform e.g. clean uniform available. | | 400 |
| | | | | £4, 400 |

7. Additional detail

In anticipation of 2018/19, school leaders to take the following into account when identify spend need/opportunities:

- To consider more targeted and quality teaching for all.
- To consider a focused strategy to improve attendance for PP children.
- To consider what support/training can be implemented to skill staff to improve learning behaviour and conduct.
- To consider what additional support can be put in place to support writing of PP children.