

Pupil Premium Strategy Statement 2018/19:



1. Summary information					
School	Scott Wilkie Primary School				
Academic Year	2018/19	Total PP budget	£252, 124 +£620 EYFS	Date of most recent PP Review	30/11/18
Total number of pupils	377	Number of pupils eligible for PP	154 41%	Date for next internal review of this strategy/	

2. Current attainment		
	<i>Disadvantaged Pupils at Scott Wilkie</i>	<i>National Non Disadvantaged Pupils</i>
% achieving expected standard or above in reading, writing and maths	70%	70%
% achieving expected standard or above in reading	83%	80%
% achieving expected standard or above in writing	80%	83%
% achieving expected standard or above in maths	89%	81%
Current Progress Data	Progress since year 2: M : 5.09 R: 0.48 W: 0.10 Disadvantaged pupils at SW are making outstanding progress in maths compared to national non disadvantaged pupils. Disadvantaged pupils at Scott Wilkie are making progress in English in line with the national non disadvantaged pupils.	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Some PP children are working below national expectations (without intervention will not reach the expected level at the end of year 2/year 6 and in years 1,3,4,5)	
B.	Speaking and listening skills	
C.	Emotional needs that requiring support in order to be emotionally ready for learning.	
D.	Special educational needs which require individualised programmes in order to meet their needs Eg. Dyslexia	
E.	Physiological needs of children (food, water) to ensure they are ready to learn	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Poor attendance and lateness	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good progress for ALL children at Scott Wilkie	All pupil premium children, whatever their prior attainment make at least the expected progress, and that those whose attainment is below age related expectations make accelerated progress.
B.	Specific children achieve their potential	1:1 support for children with children with emotional needs enables them to meet their full potential and make good progress.
C.	All children are emotionally ready for learning	Children identified with social and emotional needs are supported effectively in order to engage positively with their learning and make good progress
D.	All children are physiologically ready to learn	Children are well nourished with daily milk in school and fed with healthy snacks during year 6 extended schools to ensure they are not hungry. Children all complete marathon kids programme and engage in daily exercise Identified children complete steps programme
E.	SEN children are supported effectively	Speaking and Listening is developed, particularly in EYFS to ensure specific children's needs are met
F.	Pupils all experience an enhanced an enriched curriculum	Children participate in fully immersive learning experiences in school and on educational visits to broaden their knowledge and understanding of the curriculum. Children experience residential visit in year 6.

G.	Teaching and learning in maths is fully resourced throughout the school	Children's attainment in maths accelerates using the maths no problem / maths mastery Singaporean approach to learning. Using Concrete, Pictorial and Abstract to deepen their understanding of concepts taught. All children have access to manipulatives that will enable them to explore their mathematical learning and understand mathematical concepts securely.
H.	Improved attendance and punctuality	Breakfast club and walking bus target children with poor attendance. Enhanced provision from sports coaches for before and after school clubs target children with poor attendance.

5. Planned expenditure					
Academic year		2018/19			
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 Good progress for all children	Teaching Assistants In every class for literacy and maths. Including 1-1 support for FSM children with emotional needs RWI 1:1 catch up every afternoon; Pre-steps/Next steps Literacy and Numeracy support pm	Literacy and numeracy support in class every morning. Live Marking and feedback to all children in every lesson. More children can conference their writing using Talk For Writing approach. RWI groups can run to target children under attaining in reading. 1-1 catch up every afternoon Targeted intervention for children identified as needing further support. First class number intervention run in year 3 & 4 by trained TA Pre-steps maths in year 5	Ongoing monitoring through SLT learning walks. CPD for teachers and TA's Intervention analysis through pupil progress meetings	Head of School/ DH Cost: 60,124	Pupil Progress Meetings – Termly

A Good progress for all children	Readers every afternoon for every child in KS1 and identified children in years 3/4 Key Stage 2 catch up reading groups AM	Research shared at SLT ** shows that children who are heard read aloud daily by an adult using strategies such as echo reading make progress fastest.	Assigned TAs to each phase	Phase Leaders Cost: 12,000	
A Good progress for all children	Additional Teacher in Year 6 Trainee teacher in Year 2 Additional maths teacher in year 3	Smaller groups enable children who need to make accelerated progress to reach end of year targets.	Monitoring of standards of teaching and learning through learning walks, book scrutinies, termly assessment data and pupil progress meetings Appraisal targets	Head of School Year 2/6 Phase Leaders SR/LT Cost: 49,000	Termly monitoring of standards. Pupil Progress Meetings – Termly
A Good progress for all children	To enhance and enrich the curriculum through in school workshops and educational visits and year 6 residential.	Workshops and visits provide fully immersive, powerful, positive learning experiences that enhance the social, personal and emotional development of all learners and encourage a lifelong love of learning. Children are given opportunities to experience activities and environments that they would not experience out of school	Evaluation of all educational visits. Monitoring of learning journeys in pupil books. Risk assessments Pupil voice interviews	Phase Leaders SR/LT/KH Cost 12,000	Evaluate after each experience + Stakeholders – Summer Term
A Good progress for all children	To raise aspirations and life choices of target children: Year 3 = 'I Can Be' project Year 4- Kidzania Visit Year 5 – Royal Courts of Justice Visit Year 6 – Houses of Parliament, Westminster Day	Projects and visits provide fully immersive, powerful, positive learning experiences that enhance the social, personal and emotional development of all learners and raise children's aspirations for the future.	Evaluation of all educational visits. Entry and exit questionnaires Pupil voice interviews	Phase Leaders LT/KH/LB Cost 2,000	
A Good progress for all children	Maths Mastery/ Maths No problem	Maths No Problem and Maths Mastery Singapore Style Maths are both programmes specifically created to ensure children's learning in maths is secure and that all children develop a deep understanding of the concepts taught.	Monitoring of standards of teaching and learning through learning walks, book scrutinies, termly assessment data and pupil progress meetings.	Head of School / DH Cost 12,000	Weekly learning walks, book looks and termly formal monitoring.

<p>A Good progress for all children</p>	<p>Extended school / sports provision Attendance at sports competitions (Internal and external)</p>	<p>Breakfast club / before school sports ensures children are in school early. Well-nourished and motivated to learn. Extended schools provision provides after school boosters and sports clubs to keep children healthy and address identified needs of pupils from classroom assessments and Pupil progress meetings. Children get the opportunity to compete and represent their school. Boosting self-esteem and widen their social experiences by bonding with other athletes.</p>	<p>Monitoring by Extended School Supervisor with support of SLT Sports coach feedback Informal discussions with colleagues from other schools.</p>	<p>HC/LT Cost: 24,000</p>	<p>Summer term</p>
<p>A Good progress for all children</p>	<p>Promote and sustain a love of Reading for all children</p>	<p>Children to choose the books that they would like to read. Teachers to order books from personal book choices. Book corners developed to promote personalised reading journeys for each class. Reading clubs at playtime/lunchtime and after school. Termly trips to Custom House library for Key Stage 2. Plans to extend to libraries further afield. Eg. Westminster</p>	<p>Learning walks Pupil voice via school council Reading and writing outcomes High profile of reading visible throughout school.</p>	<p>£1,000</p>	
<p>Total Budgeted Cost:</p>				<p>172,124</p>	

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?
To target children who without additional support from a specialist teacher would not achieve expected at the end of Key Stage 2.	Maths specialist teacher teaching in year 3.	Previous progress of children in Key Stage 1 demonstrates children being taught in a small group by an ECC teacher impacts positively on progress and attainment.	Monitoring of standards of teaching and learning through learning walks, book scrutinies, termly assessment data and pupil progress meetings.	Year 3 Phase Leader SR Cost 20,000	Pupil Progress Meetings
To target children who without additional support from a specialist teacher would not achieve expected at the end of their respective year.	Booster classes after school with teachers Homework club for both key stages	Addressing identified needs of pupils from classroom assessments and Pupil progress meetings. Target children encouraged to attend.	Data form termly assessments. Pupil Progress Meetings	KH Cost: 5000	Termly
Provision for children who need additional support to manage their behaviour in order to be emotionally ready for learning	Learning Mentor School Counsellor	Children who need additional support to manage their behaviour are emotionally ready for learning. Children with mental health/emotional needs See the school counsellor weekly	Monitored by SENCO Feedback from class teachers Pupil books Pupils learning behaviours	SENCO Safeguarding Lead JE 35,000	Termly

Provision for children who need additional support to develop physiologically in order to be learning	Steps Programme Marathon Kids	Personalised programme delivered 1:1 By TAs daily Each child in the school has been signed up for programme which involves completing daily laps of the field for fitness breaks. Children are rewarded with bronze, silver, gold marathon medals.	Tracked online by specialist software by SENCO/sports coach	1,000 Part funded by sports fund grant	
To develop Speaking and Listening in the EYFS and throughout school to ensure children's specific needs are met	Speech and Language Therapist	Tailored programmes and interventions accelerate progress of children LEG group interventions run by trained TAs	Pupil Progress Meetings Meetings with SENCO Written reports to Head teacher	SENCO JE COST: 12000 + 620 EYFS Budget	Termly
To support the needs of all pupils especially those with SEN	Dyslexia Support Team	Diagnosis of dyslexia and the implementation of personalised learning plans enables children with dyslexia to make progress	TA delivery of programmes evaluated and monitored by class teachers and SENCO Pupil Progress Meetings Meetings with SENCO Written reports to Head teacher	6000	Termly
To target children with persistent absence	Home Visits Officer	Home visits made to support parents of children with persistent absence. Individualised circumstances based on knowledge of children. Parent workshops offered in conjunction with CFCS and other outreach teams.	Attendance figures. Feedback from parents	2,000	
Total Budgeted Cost:				80,000	

6. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Good progress for all	Targeted support in class for Literacy and Numeracy TA's in every class . 1-1 catch up every afternoon	Targets for FSM attainment were met or exceeded for reading, writing and maths in all year groups.	Ensure all TAs give feedback which impacts positively on progress in all lessons. Ensure TAs all have target children within lessons. Use maths pre –steps for target children in the afternoon. Use ECC teacher to support and continue to boost children moving from year 2 into and year 3.	100,280
Good progress for all	Additional teachers/trainees in year 2 and year 6	Pupil Premium children Year 2 R 81% Secure 15% GD W 77% Secure 15% GD M 85% Secure 19% GD Progress measure 98% Pupil premium children in year 6 R 88% secure 24% GD W 82% S 12% GD M 94% S 41% GD Progress Measure Pupil premium Reading=0.48 Writing=0.1 Maths=5.09:	Continue to have 3 teachers in year 2 and 6.	60,000

<p>Good progress for all</p>	<p>Extended school Provision Sports coaches before and after school</p> <p>Walking Bus</p>	<p>All Year 6 children attended the extended school provision Data shows that end of key stage 2 achievement in year 6 was above national in all areas. <u>Year 6 Attainment for all 2018</u> <u>Above national in all areas – expected standard</u> <u>Above national GD in R&M</u> R 88% (N75%) 27% (25%) W 85% (N76%) 21% (18%) M 96% (N78%) 58% (23%) Combined: 80% (national 64%)</p> <p>Attendance and punctuality of identified target children improved. See individual children's attendance tracking grids.</p>	<p>Continue to provide extended school provision and sports coaches before and after school.</p>	<p>30,000</p>
<p>Good Progress for all</p>	<p>Maths No Problem/Maths Mastery: Resources to support teaching and learning of maths across the school.</p>	<p>All attainment targets for maths met throughout the school.</p> <p>End of Key stage 1 progress in maths since reception at 98%.</p> <p>End of key stage 2 progress measures for maths expected and greater depth is outstanding and well above national.</p>	<p>Continue to buy into MNP and Maths Mastery. Buy new textbooks and workbooks for children.</p> <p>Continue to monitor quality of teaching and learning and support teachers through CPD and planning. INSET day booked.</p>	<p>17,000</p>

Good progress for all	To enhance and enrich the curriculum through in school workshops and educational visits	<p>Pupil voice interviews indicate that all children thoroughly enjoy the History off the Page days.</p> <p>The children also identify that educational visits are one of the most enjoyable parts of their learning.</p> <p>Year 3 children particularly enjoyed their trips to London Zoo and to the beach at Chalkwell as a writing stimulus. Year 3 and 4 also enjoyed their EE projects and challenge day ‘ A day in politics’</p> <p>Year 4 said they felt inspired by their trip to Kidzania for aspirations week and now have a much clearer vision for possible jobs they would like to pursue in the future.</p> <p>Year 5 said they learnt a lot from the Kew Gardens trip for Geography, Planetarium for Science and had their aspirations raised by the Royal Courts of Justice for aspirations week.</p> <p>The year 6 residential trip to Fairplay House provided the children with many experiences that they would not get the opportunity to partake in outside of school. (caving, high wires, kayaking etc)</p>	<p>Continue to ensure that all topic areas have an engaging and exciting educational visit and/or in school workshop.</p> <p>Continue to raise aspirations through trips booked for aspirations week</p> <p>Stagger aspirations projects throughout the year as well as annual ‘aspirations week’ in order to widen future choices for children.</p>	10,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To target children who without additional support from a specialist teacher would not achieve expected at the end of Key Stage 1.	Every child counts teacher	<p>Key stage 1 data</p> <p>98% progress in maths since reception.</p> <p>85% of PP children reached expected at the end of key stage 1 of whom only 76% were a 2 at the end of EYFS.</p> <p>All PP children targeted to be secure by the end of Key Stage 1 met their targets.</p>	Continue to use ECC teacher to run small target group focussing on number fluency and number sense. (Remain with same cohort)	20,000

To support the needs of pupils with SEN	Dyslexia teacher	<p>Dyslexia teacher trained SENCO on how to assess a child on their reading and spelling and give them an age related score.</p> <p>Delivered TA training and Teacher inset on Dyslexia.</p> <p>Assessed and diagnosed 2 pupil premium children. Individualised programmes written for both of these children were accessed by other PP children with similar needs.</p> <p>Demonstrated personalised programmes were given to TAs to enable them to deliver sessions daily.</p> <p>Resources purchased to support the programmes.</p>	<p>Book staff meeting for earlier in the year.</p> <p>Use spelling approach for 1:1 next steps with targeted children experiencing difficulties with spelling.</p> <p>Continue to employ dyslexia teacher for ongoing assessment and screening.</p>	6,000
Provision for children with emotional needs	School counsellor	Counsellor saw four children across year 5 and 6 and all four children met their agreed end of year targets.	Continue to buy into school counsellor to support children with emotional needs.	14,000
Provision for children with emotional needs	1:1 support	<p>1:1 TA's were provided for specific next step support to enable identified children to achieve their potential.</p> <p>All identified children met their targets.</p>	<p>Target children using specific programmes that have highest impact:</p> <p>Most effective form of intervention:</p> <p>RWI 1-1</p> <p>Better Reading Partners</p> <p>Maths Next Steps</p>	25,000
To develop speaking and listening in the EYFS to ensure specific children's need are met	Speech and Language therapist	See detailed S+L Report EYFS target for 65% at GLD met.	See detailed S+L report and evaluation of outcomes	12,000

Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Well-nourished children, ready to learn	Milk/ Y6 Snacks for extended schools	Children provided with snacks during extended school day and Key stage 1 children given milk daily.	Continue to provide milk and snacks to ensure children are well nourished and ready to learn.	15,000

Total: 269, 280