



Richard Wakefield CE (C) Primary School

Pupil Premium Strategy Statement 2017/2018

Summary Information 2017/2018					
Academic year	2017/2018	Total number of pupils	224	Number of pupils eligible for PP	47
Total PP budget	£56,590	Date of recent PP strategy review	March 2017	Date of next PP strategy review	September 2017 Annual review

2017 – 2018	
Funding stream	Amount
FSM	£54,120
LAC	£2,470
Service Premium	-
Total income	£56,590

Current attainment Y6 (as at September 2017)			
	Pupils eligible for PP – 8 pupils (higher levels in brackets)	All pupils School	All pupils National – 2017 scores end of y6
% achieving in reading, writing and maths	37% (13%)	65% (12%)	61% (9%)
% working at age expected levels in reading	63% (13%)	79% (15%)	71% (25%)
% working at age expected levels in writing	37% (13%)	71% (12%)	76% (18%)
% working at age expected levels in mathematics	37% (13%)	71% (15%)	75% (23%)
Key issues to note;			
<ul style="list-style-type: none"> Whilst closed significantly in reading specific targeted intervention needed in all areas to close gaps between PP children and all the group. Target of at least 5/8 PP pupils need to reach age expected levels to be set, 2/8 to be working at higher level. 			

Barriers to future attainment (for pupils eligible for PP across the school, including high ability)
In-school barriers (issues to be addressed in school)

A.	Poor levels of prior attainment for pupils in Y6 – KS1 outcomes across all subjects
B.	Children eligible for pp often entering reception with speech and language issues which present barriers to learning
C.	Parental support with home learning for many pupils eligible for PP lacking
External Barriers (issues which also require action outside of school)	
D.	Attendance levels for some pp pupils
E.	Emotional resilience of many pupils eligible for PP weak due to home circumstances and issues

Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria	Nature of support
A.	Children across school, but with a focus in Year 6, make more than expected progress from end of KS1 to end of KS2.	Schools tracking progress and end of year 6 national tests to show that interventions given to pupils eligible for PP have accelerated progress and closed the gaps to national expectations.	<ul style="list-style-type: none"> - Targeted support from skilled teachers to provide smaller teaching groups and smaller set support for core subjects. - Additional support from teaching assistants in the classroom. - Small group precision tuition by teaching assistants and additional teachers for focussed intervention groups – targeted at phonics, spellings, reading, writing and mathematics skills. Steps and processes in place to measure impact.
B.	Early intervention in reception and KS1 to improve both oral language and levels of intervention.	Pupils eligible for PP make accelerated progress to reach expected standards by the end of EYFS.	<ul style="list-style-type: none"> - More directed use of speech links intervention programme across school with SLT member line managing delivery and measuring impact. - Training teaching assistants in Early years and KS1 to deliver small group intervention programmes at times under the direction.
C.	Parents are more inclined and more able to support their child with their learning at home.	Pupils eligible for PP make above average progress due to engagement with home school learning. Parents feel more equipped to support their children with home learning activities.	<ul style="list-style-type: none"> - Develop further the interactive processes on the website to enable easier and more effective home school links. - Continue the programme of family learning in all year groups. - Continue to develop the precision of homework provision and use a variety of approaches to engage different groups.
D.	Above average attendance levels for pp pupils	Overall PP attendance improves to school average of 96% Reduce the number of below 90% absentees amongst PP children to 0 working with attendance officer	<ul style="list-style-type: none"> - Monthly meetings with the Education Welfare Officer monitoring attendance levels in all years. - Late gate monitoring visits by attendance officer. - Targeted attendance clinics to work with individual cases.
E.	Improved emotional resilience amongst PP children	Increase capacity of Hope support to 2 members of staff. Ensure regular timetabled time set out for the children to meet with staff and address issues. Pupils eligible for PP to have a greater resilience to issues arising in school.	<ul style="list-style-type: none"> - Extra member of staff to be trained up as HOPE worker to provide support to more pupils on a more regular basis across school. - Focussed activities around key groups focussing on specific issues relating to the children. - Specific CAMHs supported targeted at key children.

