



Richard Wakefield CE Primary Academy

Pupil Premium Strategy Statement 2018/2019

Summary Information 2018/2019					
Academic year	2018/2019	Total number of pupils	236	Number of pupils eligible for PP	47
Total PP budget	£52,750	Date of recent PP strategy review	July 2018 Annual review	Date of next PP strategy review	December 2018

2018 – 2019	
Funding stream	Amount
FSM	£52,750
LAC	-
Service Premium	- ? new pupils
Total income	£52,750

Current attainment Y6 (as at September 2018)			
	Pupils eligible for PP – 8 pupils (higher levels in brackets)	All pupils School	All pupils National – 2018 scores end of y6
% achieving in reading, writing and maths	62.5% (12.5%)	60% (10%)	64% (10%)
% working at age expected levels in reading	62.5% (37.5%)	75% (21%)	74% (28%)
% working at age expected levels in writing	62.5% (12.5%)	69% (15%)	78% (20%)
% working at age expected levels in mathematics	62.5% (25%)	73% (20%)	76% (24%)
Key issues to note;			
<ul style="list-style-type: none"> All pupils below are on SEN register with individual programmes in place closing the gaps. Target of at least 6/8 PP pupils need to reach age expected levels to be set, 2/8 to be working at higher level in writing, 3/8 in maths and reading 			

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.	Varied levels of prior attainment for pupils in Y6 – 3/9 SEN, 1/3 SEN awareness
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 – 4/5 of pupils below 90% for 2017/2018 are pp children
E.	Emotional resilience of many pupils eligible for PP weak due to home circumstances and issues – all pupils subject to CIn plans pp children

Desired outcomes			
	Desired outcomes and how they will be measured	Success criteria	Nature of support
A.	Children across school, but with a focus on SEN pupils in Year 6, to 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 ensure that pupils are not left behind and that attainment and progress gaps are closed.	Pupils eligible for PP make accelerated progress where required to reach at least expected standards by the end of EYFS. Targeted intervention in KS1 closes any academic gaps.	<ul style="list-style-type: none"> - Baseline and tracking to enable early identification of any intervention required. - More directed use of direct support and intervention programmes 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 above 96% Reduce the number of below 90% absentees amongst PP children to 0 working with de Ferrers Academy Trust educational welfare support team	<ul style="list-style-type: none"> - Monthly thorough monitoring by school and regular meetings with the de Ferrers Academy Trust educational welfare support team monitoring attendance levels in all years. - Late gate monitoring visits supported by de Ferrers Academy Trust educational welfare support team - Targeted attendance clinics to work with individual cases.
E.	Improved emotional resilience amongst PP children	Fully trained staff member in place who shadowed recently retired worker throughout 2018/2019 academic year. 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"> - Newly fully trained member of staff as HOPE worker to provide support to more pupils on a regular basis across school. - Focussed activities around key groups focussing on specific issues relating to the children. - Specific CAMHs supported targeted at key children.