

Wildmoor Heath School Pupil Premium Strategy: September 2019

SCHOOL SUMMARY					
School	Wildmoor Heath School				
Academic Year	2019 – 2020	Total PP Budget	£19,800	Date of PPG Strategy	September 2019
Total Number of Pupils	202	Learners Eligible for PPG	10	Learners % of School Roll	5%
Annual Review	July 2020	Interim reviews		December 2019 and March 2020	

Pupil Premium Grant (PPG) Allocation for the 2019 - 2020 Financial Year: £ 19,800

There are 10 children in the school in receipt of the PPG and 5 children who are also on the SEN register ('Double Disadvantaged'). This group typically has lower average attendance, lower attainment and make slower progress than those who are either 'Disadvantaged' or SEND. Strong progress for all learners continues to be a school priority, regardless of pupils' starting points. This priority is reflected in the way school leaders allocate resources for 2019 - 2020, including how the PPG is used. The breakdown of the £19,800 funding for 2019-2020 is detailed below:

BARRIERS TO LEARNING (see below)	Pupil Premium Grant (PPG) Allocation 2019 – 2020	£19, 800
A, F and G	ELSA (Emotional Literacy Support Adviser) training programme for a Senior Learning Support Assistant	£ 850
A, F and G	ELSA time spent with PP learners/families to develop social confidence; boost attendance; build academic resilience, etc. (0.2 FTE)	£ 3,400
B, C and D	Learning Support Assistant Interventions for PP Learners (0.8 FTE)	£13,600
C	Phonics training for LSAs and teachers programmes for PP Learners	£475
C	Bespoke Phonics Top-Up Learning for PP Learners	£975
A, F and G	Wider support of PP learners – outdoor learning; residential trips; school extra-curricular trips; uniform, etc.	£500
	Pupil Premium Learners: School Budgeted Spend 2019 - 2020	£19,800

Attainment in Key Stage 2 (3 pupils)		
% Attaining National Expectation	<i>Pupils Eligible for PPG (1 pupil did not sit SATs)</i>	<i>National Average Pupils Not Eligible for PPG</i>
% Combined Reading, Writing and Mathematics	33%	TBC
% Reading	33%	TBC
% Writing	33%	TBC
% Mathematics	33%	TBC

Attainment in Key Stage 1 (2 pupils)		
% Attaining National Expectation	<i>Pupils Eligible for PPG</i>	<i>National Average Pupils Not Eligible for PPG</i>
% Combined Reading, Writing and Mathematics	50%	TBC
% Reading	50%	TBC
% Writing	50%	TBC
% Mathematics	50%	TBC

Attainment in Year 1 Phonics Attainment Check (PAC)			
% Attaining National Expectation	<i>% All School Pupils Passing PAC</i>	<i>Pupils Eligible for PPG (1 pupil did not sit SATs)</i>	<i>National Average Pupils Not Eligible for PPG</i>
% Passing PAC (Year 1)	96%	100%	TBC
% Passing PAC (Year 2)	100%	100%	TBC
Attainment in Early Years (GLD)			
% Achieving National GLD	85%	100%	TBC

Barriers to Future Attainment (for all pupils eligible for PPG)	
In-School Barriers	
A.	Emotional issues, lack of confidence, poor learning behaviours contribute to low aspirations.
B.	Pupils who are disadvantaged often make slower progress and do not attain age-related expectations.
C.	Poor reading skills limit wider access to the curriculum.
D.	Limited vocabulary and poor communication and language skills on entry to the school.
External Barriers	
F.	Poor attendance, lack of punctuality and persistent absence.
G.	Parental engagement and complex family arrangements may impact on emotional wellbeing and resilience.

Desired Outcomes		
	<i>Desired Outcomes and How They Will be Measured</i>	<i>Success Criteria</i>
A. Emotional issues, lack of confidence, poor learning behaviours contribute to low aspirations.	PP learners will have increased well-being, good learning behaviours and the aspiration to succeed by doing their best. This will be measured by staff observations, work sampling, pupil conferencing and teacher feedback.	PPG learners will be able to: - discuss their learning, strengths and areas for development. - demonstrate increased engagement in lessons. - show improved pride in their work.
B. Pupils who are disadvantaged often	Disadvantaged pupils will make accelerated progress from their starting points and attain in line with national expectations.	PPG learners close the gaps and make stronger progress, attaining age-related expectations.

<p>make slower progress and do not attain age-related expectations.</p>	<p>Measured through school tracking, work sampling, national assessments.</p>	
<p>C. Poor reading skills limit wider access to the curriculum.</p>	<p>All pupils will read well by age 7 and fluently with age appropriate comprehension skills by age 11.</p> <p>From EYFS, all pupils will follow the school's consistent reading scheme. They will have access to high quality Phonics teaching and top -up interventions to close the gaps with their peers. Pupils will read daily to a nominated adult and build up the repertoire of reading skills appropriate to their age.</p> <p>Whole school focus on Phonics progress means that results are monitored monthly, interventions adjusted, and pupils drilled in the specific sounds they need to learn.</p>	<p>PPG pupils will make accelerated progress from their starting points in Phonics.</p> <p>PPG pupils will close the gaps in Phonics and reading, attaining age-related expectations.</p>
<p>D. Limited vocabulary and poor communication and language skills on entry to the school.</p>	<p>Early identification of pupils with low language, speaking and listening skills (in EYFS, KS1 or KS2) will lead to systematic intervention to close the gaps, providing a word-rich environment and increased exposure to high quality language and oracy.</p> <p>Measured through EYFS/KS1 and KS2 tracking, pupil conferencing, PHONICS progress/PAC and lesson visits.</p>	<p>Children attain the ELG for Communication, Language and Literacy.</p> <p>Pupils entering the school later make accelerated progress in speaking and listening.</p>
<p>E. Poor attendance, lack of punctuality and persistent absence.</p>	<p>PP learners' punctuality and attendance will improve consistently to be in line with their peers.</p> <p>Measured by monthly SIMs school attendance statistics.</p>	<p>PP learners' attendance will be at least 96%. Persistent absence will be eliminated amongst PP learners.</p>

<p>F. Parental engagement and complex family arrangements may impact on emotional wellbeing and resilience.</p>	<p>School staff will liaise regularly with families to improve engagement, attendance at parent evenings and school events such as class assemblies. Pupils feel safe and know who to approach to discuss worries, as a result their learning improves. Measured through pupil voice and attainment/progress data.</p>	<p>Pupils report feeling confident and engage well with the school curriculum, taking on some responsibility for their learning progress. Stronger attainment and progress amongst PP learners.</p>
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Desired Outcome	Action	Rationale and Evidence for Making This Choice	Measuring Impact	Staff Lead	Review Timings
<p>A. Improved well-being, learning behaviours and aspirations amongst PP learners.</p> <p>F. Pupils feel safe and know who to approach to discuss worries, as a result their learning improves.</p>	<p>Appointment of a trained ELSA who has dedicated time to spend with PP Learners.</p> <p>Outdoor learning provision for all PP pupils during the year.</p> <p>UNICEF Rights Respecting School</p>	<p><i>Teaching and learning about rights in school can improve engagement in learning, make children feel safe in school (Impact report – Rights respecting Schools, 2017).</i></p> <p>Maslow's Hierarchy of Need demonstrates the need pupils have to feel safe and secure in order to harness their potential. Having a trained adult who can help them, address self-esteem issues will in turn lead to self-actualization.</p>   <p>Maslow's hierarchy of needs</p>	<p>Monitoring attendance, attainment and progress.</p> <p>Pupil voice.</p> <p>% of pupils taking part in extra-curricular activities.]</p> <p>Outdoor Learning assessment.</p>	<p>SLT</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p>

Desired Outcome	Action	Rationale and Evidence for Making This Choice	Measuring Impact	Staff Lead	Review Timings
<p>B. PP learners will make accelerated progress from their starting points towards national expectations.</p>	<p>Daily reading.</p> <p>Daily times tables.</p> <p>Senior LSA to run timetabled interventions.</p> <p>Parental workshops.</p> <p>Child/parent learning course.</p>	<p>Pupils with gaps in their learning or delayed learning need daily rehearsal, retrieval, repetition and over-learning to help them retain the learning and close the gaps.</p> <p>Ebbinghaus Forgetting Curve – developing principles of retrieval practice and overlearning.</p>	<p>Attainment and progress.</p> <p>Parental engagement.</p> <p>Homework completion.</p> <p>Success in Phonics, times tables, tests, etc.</p>	<p>SLT</p> <p>SENDCo will oversee results for PP learners.</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p>
<p>C. All pupils will read well by age 7 and fluently with age appropriate comprehension skills by age 11.</p>	<p>Systematic whole school Phonics and reading approach, led by trained Phonics team.</p> <p>All KS1 teachers and all school LSAs teach phonics daily.</p>	<p>EEF Guide to Pupil Premium states, “ Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</p> <p><i>The EEF recommends a clear stepped programme to teach develop early reading, oracy and writing skills: Develop pupils’ speaking and listening skills and wider understanding of language</i></p> <p><i>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills</i></p>	<p>PP learners’ results in phonics, reading age, spelling age and comprehension assessments over time.</p>	<p>SLT</p>	<p>December 2019</p> <p>March 2020</p> <p>July 2020</p>

	<p>Daily reading for PP learners.</p> <p>Progression of reading skills using school's own. Reading scheme.</p>	<p><i>Effectively implement a systematic phonics programme</i></p> <p><i>Teach pupils to use strategies for developing and monitoring their reading comprehension</i></p> <p><i>Teach pupils to use strategies for planning and monitoring their writing</i></p> <p><i>Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling</i></p> <p><i>Use high-quality information about pupils' current capabilities to select the best next steps for teaching</i></p> <p><i>Use high-quality structured interventions to help pupils who are struggling with their literacy</i></p>			
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Desired Outcome	Action	Rationale and Evidence for Making This Choice	Measuring Impact	Staff Lead	Review Timings
D. Early identification of pupils with low language and communication skills.	Vocabulary rich environment and lessons. Daily opportunities to hear and practise oracy skills. Daily oral and systematics rehearsal, repetition and revision. Referrals to SALT. Parental workshops.	<i>Law, Rush, Schoon and Parsons state in their Journal of Speech and Language Support, that, “ Children with restricted vocabulary at age 5 years old were more likely to be poor readers as adults, experience higher unemployment rates and even have more mental health difficulties.”</i>	SENDCo and ELSA observations. Class teacher and LSA daily records. Parental engagement.		December 2019 March 2020 July 2020
E. PP learners’ punctuality and attendance will improve consistently to be in line with their peers.	Monitor attendance monthly, and weekly for any with low attendance. SLT member to engage with parents to address issues.	<i>The Department for Education (DfE) published research in 2016, stating: “The higher the absence rates across KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.”</i> The school has its own evidence from case studies to prove that improved attendance dramatically improved outcomes, lead to Expected or GDS in all subjects at the end of KS2. This required a high degree of metacognition and self-actualization from the pupil.	Attendance and punctuality statistics. Pupil questionnaire results.	SLT	December 2019 March 2020 July 2020

Wildmoor Heath Pupil Premium Grant Allocation Report for 2018 - 2019: £19,800

Pupil Premium Grant (PPG) Allocation 2018 - 2019	£19,800
Learning Support Assistant Teaching and Learning Support for PP Learners (35.0 FTE hours p/week) <i>(Additional 5 hours per week x 7 classes)</i>	£11,500
Intervention Teacher (2 mornings per week, 12 weeks)	£3,500
CPD for teachers and teaching assistants <i>(Supporting disadvantaged children, teaching of writing, maths, interventions etc)</i>	£1,200
Delivery of Phonics training to all LSAs	£650
Extra-curricular funding for PPG pupils, e.g. residential and other school trips, support with external clubs,	£950

Test data about pupils who are in receipt of the PPG (July 2019):

- **Early Years Foundation Stage:** 100%, representing 1 disadvantaged pupil, achieved the national age-related expectation of GLD (Good Level of Development)
- **Year 1 ~Phonics Awareness Check:** 100% of 2 disadvantaged pupils (PPG) passed the PAC.
- **Key Stage 1:** 100%, or one disadvantaged child, achieved the expected standard in reading and maths but not in writing.
- **Key Stage 2:** 33% (of 3) disadvantaged children achieved the expected standard in reading, 33% did so in writing and 33% in mathematics. 33% achieved the expected standard in reading, writing and mathematics combined. Only two of the three children sat the tests in 2019. The school's overall performance was well ahead of national at 77% combined Reading, Writing and Mathematics. Progress scores are 0.0 nationally. At Wildmoor, progress scores were +1.00 in reading, +0.01 in writing and -0.9 in mathematics.
- The evaluation of spending throughout 2018/2019 shows that the school achieved good value from the extra funding spent on the LSA and Phonics support. All disadvantaged pupils made good progress, closing the gaps, in **reading and the school's strong Phonics results (Year 1 96% learners passed, 100% of disadvantaged pupils) show that this is an area of focus from EYFS – this continues to be a priority in 2019/2020 plan. PP pupils also made good progress in writing skills and in all year groups, disadvantaged pupils generally made good progress in arithmetic in mathematics, some achieved well also in reasoning.**