



Waltham St Lawrence Primary School

Pupil Premium Grant (PPG) Strategy 2016-17

At Waltham St Lawrence Primary School, we believe that all our children have an equal entitlement to an education, and should have an equal opportunity to achieve their full potential. Our school receives funding from the Government to support it in trying to meet this aspiration. This is known as the Pupil Premium grant (PPG). Pupil Premium is additional funding, from the government, provided to schools for supporting pupils from families that are deemed to be disadvantaged to ensure they benefit from the same opportunities as all other children.

It is for schools to decide how the Pupil Premium Grant is spent. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving Free School Meals will be in receipt of Pupil Premium interventions at any one time.

Progress towards set targets is monitored to determine the impact of the interventions and to ensure value for money. Data supports the school's determination to maintain the current level of interventions despite the financial challenges that commitment creates. Through the allocation of the Pupil Premium to the school's intervention programme budget, not only will the pupils meeting the eligibility criteria benefit directly, or indeed indirectly, from the school's provision, but so will other identified pupils. The targeted and strategic use of Pupil Premium will support us in achieving our vision.

Summary Information

Number of pupils on roll (EYFS)	9
Number of pupils on roll (Year 1-6)	93
Total number of pupils on roll at October Census 2016	102
Number of pupils eligible for Pupil Premium Grant on Jan 2016 Census	19
Total amount of Pupil Premium Grant Received for Academic Year 2016/17	£27,830

Average Progress in KS2 2016

Reading	+ 3.3	Above NA
Writing	-2.8	Average
Mathematics	+0.4	Average

NB - Although progress in Writing is lower, PP children have made good progress from their starting points who are also registered under other categories e.g. SEND

Barriers to Future Attainment

In School and External Barriers	
A.	Poor attendance
B.	Low ability at entry of some members of community
C.	Infrequency and lack of preschool education
D.	Delayed speech and language development
E.	Poor fine motor control and poor handwriting
F.	Lack of extra-curricular opportunities and enrichment experiences

Strategies

- Speech and Language Intervention for EYFS /KS1
- Precision Teaching and Learning on 1-1- and in small group in Maths, Reading and Spelling
- Specialist Teaching
- Skilled ELSA support to help improve social and emotional development and build confidence on a one to one tuition programme or in small group work.
- OT Intervention and counselling programmes
- Catch-up Intervention for children away from school
- Pupil Voice - children understand their next steps of learning
- Financial and practical support to enable PP pupils to participate enrichment activities
- ABC to Read – 1-1 reading and Phonics Intervention

Desired Outcomes and Impact

	Desired outcomes and how they will be measured	Success Criteria / Performance indicators
A	The gap in attainment between PPG pupils and their peers is diminished	PP pupils attain at their optimum level, with provision considered individually to enable them to, at least as well as their peers, where possible. The difference in progress between Reading and writing is reduced. This is due to them making accelerated progress in all subjects.
B	A higher percentage of more able PPG eligible pupils achieve ARE Secure/Secure + (mastery)	At least the same % of PPG eligible pupils achieve 'Mastery' as pupils not eligible for PPG in Reading, Writing and Maths where this is possible.
C	Precise, measurable targets and provision are in place and agreed (with pupils / teachers / parents) to enable accurate monitoring and evaluation. This will ensure rapid and sustained progress for PPG eligible pupils.	Targets in place are measurable to enable accurate monitoring and evaluation of impact. Governors to be fully aware of progress and attainment of PP pupils
D	Facilitate high quality extra-curricular activities/enrichment experiences for children which develop a wide variety of skills and improve self-esteem and self- confidence. This will increase the % of PPG eligible pupils participating in extra-curricular activities and increase the variety of activities completed.	All PPG eligible pupils actively involved in extra-curricular activities. Increase in number of activities engaged in by PPG eligible pupils

Planned Expenditure

Ensure high quality of teaching for all	Estimated Cost
A. Improved attainment in writing and Maths. B. Improved progress for all PP and disadvantaged pupils, including high attaining pupils eligible for PPG C. Ensure S.M.A.R.T objectives are developed and provision in place to meet them Staff training e.g. ELSA, EKLAN, Writing and other curriculum, etc. High quality resources e.g. Library Service, Educational Psychology Services, Outdoor and PE Services	£8,000
One to one tuition	
Improved attainment in Reading, Writing and Maths through High quality, individualised, targeted support through ABC to Read and other bespoke provision e.g. Precision Teaching, OT, Counselling,	

Teacher support to Booster Group, Specialist Teacher for Specific Learning Teaching e.g. dyslexia teaching Interventions which give PPG eligible pupils individualised support which will enable rapid progress, development of confidence.	£10,000
Small group tuition	
A. Improved attainment in Reading, Writing, Spelling and Maths B. Improved progress for all PP / disadvantaged pupils, including high attaining pupils eligible for PPG Reading and Phonics Intervention programmes etc.	£5,000
Other approaches	
ELSA / Pastoral Support - Emotional and social skills, Wellbeing, personal safety, confidence, resilience Provide funding to support families and pupils with purchasing of essential items to enable equal education and fundamental resources for learning. Provide nurture support for individuals through timetabled programmes. Have trained member of staff available to work and support with pupils when required. Provide funding for extra-curricular activities and enrichment experiences (theatre visits, school trips etc.) for families to enable access to wider curriculum learning and bring the curriculum to life	£3,500

Report on Impact of Intervention programmes for PP Pupils 2015-2016

Throughout the school, Pupil Premium children have been identified as a 'focus group' and as a result receive more support from the class teacher during lessons, as well as interventions in ELSA, English and Maths. Interventions are led by highly trained Learning Support Assistants as well as in some cases, Class Teachers and the focus is on basic skills in Reading, Writing and Maths.

Our EYFS GLD outcomes, Year 1/2 Phonics Screening and end of KS1 and KS2 SATs results have also shown all the children have made expected or better progress from their starting points. Both 2016 SATs Data and Autumn Mid Data 2016 show that most of PP pupils are doing as well as or better than Non-PP group.

Children who received ELSA Intervention programmes have increased their confidence and self-esteem, have acquired and applied coping strategies for their anger management or anxiety. They are able to share their worries and thoughts with their Class Teachers or TAs and are now able to concentrate and are able to engage with their learning in class. A couple of younger children are keen to take part in Show and Tell and class discussions. This has positive impact on their progress in all areas.

Other Year groups are similar except those who are also under other categories SEND, Traveller, PP, ELSA group etc.

At WSL School we carefully track the progress of all our pupils and we use indicators such as eligibility for Pupil Premium, along with SEND, Traveller and EAL and others, to identify the performance of these groups of pupils against their peers in order to ensure we are making every possible effort to diminish the differences in attainment and progress.

Evidence:

- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in Reading.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all EYFS development groups was above national figures for other pupils.
- For KS1 disadvantaged pupils, attainment of greater depth in all subjects for all EYFS development groups was close to or above national figures for other pupils, within one pupil below national.
- The proportion of pupils that met the expected standard in Phonics was above the national figure in Year 1.
- The proportion of disadvantaged pupils that met the expected standard in phonics was above the national figure for other pupils in Year 1.