

# Pupil premium strategy statement - Welwyn St. Mary's Primary School.

1. Summary information					
School	Welwyn St. Mary's Primary School				
Academic Year	2016-2017	Total PP budget	£67,320	Date of most recent PP Review	July 2016
Total number of pupils	429	Number of pupils eligible for PP	46	Date for next internal review of this strategy	Jan 2017

2. Current attainment							
% of PP ARE and ARE+	No of chn	Reading		Writing		Maths	
		ARE	ARE+	ARE	ARE+	ARE	ARE+
EYFS	2	100%	0%	100%	0%	100%	0%
Year 1	4	0%	0%	0%	0%	25%	0%
Year 2	6	33%	17%	33%	17%	33%	0%
Year 3	9	56%	0%	44%	0%	44%	0%
Year 4	5	80%	20%	60%	40%	80%	20%
Year 5	9	88%	66%	77%	0%	88%	22%
Year 6 (predicted end of KS2)	12	75%	50%	67%	33%	67%	25%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Approximately half of the children eligible for Pupil Premium also receive SEN support for Speech, Language and Communication Needs and Specific Learning Difficulties.
B.	High ability pupils who are eligible for PP are making less progress than other high ability pupils across KS1. This prevents sustained high achievement in Key Stage 2.
C.	Social, Emotional and Mental Health needs have been identified for a large majority of children receiving Pupil Premium.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Challenges in home life which require additional support from outside agencies.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved expressive and receptive language skills and strategies to support specific learning needs evident for children eligible for PP.	Effective support and provision will be in place to meet varying needs. Children will make age appropriate progress.
<b>B.</b>	Higher rates of progress and achievement across KS2 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured by Y3,4,5 and 6 by teacher assessments and successful moderation practices established across the year groups.
<b>C.</b>	To provide well-being support for vulnerable children and families across the school. Children eligible for PP will have increased self-esteem and confidence and reduced levels of anxiety.	Families will have access to additional support and training to support their own emotional wellbeing and their children's. In school children will have access to both nurture and mentoring support as small groups or on a 1:1 basis. They will report that they are happier and will be making better progress in their learning with increased confidence and self-esteem.
<b>D.</b>	Challenges in home life receive additional support from outside agencies.	Families will have access to the support they need.

5. Planned expenditure					
Academic year	2016-2017				
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?
<p>Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p> <p>Improved expressive and receptive language skills and strategies to support specific learning needs evident for children eligible for PP.</p>	<ul style="list-style-type: none"> <li>Splitting the current Year 6 classes into 3 classes (instead of 2 classes) for daily maths and literacy lessons</li> <li>Providing early intervention support in Key Stage 1 to accelerate the progress that the children make with the communication and language development</li> <li>Class Teachers will have children eligible for PP as a target group to accelerate their learning in all areas.</li> <li>Ensuring that the needs of the more able children are met across the school with various enrichment and mastery lessons and activities provided</li> </ul>	<p>Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:</p> <ul style="list-style-type: none"> <li>Reducing class sizes - children make +3 months progress</li> <li>Early intervention - children make +5 months progress.</li> <li>Phonics - children make +4 months progress</li> <li>Mastery learning - children make +5 months</li> </ul>	<p>Pupil voice prior to and post additional support.</p> <p>Regular monitoring of planning and teaching.</p> <p>Half termly surgeries meetings to evaluate impact and change if necessary.</p> <p>Termly pupil progress meetings to track progress and attainment.</p> <p>Book Scrutiny</p> <p>Lesson Observations</p>	<p>Headteacher</p> <p>SENCo</p> <p>Class Teachers</p>	<p>March 2017</p>
<b>Total budgeted cost</b>					£35,743

*ii. Targeted support*

<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
<p><b>Higher rates of progress across KS2 for high attaining pupils eligible for PP.</b></p> <p><b>Improved expressive and receptive language skills and strategies to support specific learning needs evident for children eligible for PP.</b></p>	<ul style="list-style-type: none"> <li>• <i>Continuing to employ a Pupil Premium mentor who will work with children on a 1:1 basis across the school to support with feedback and marking and developing metacognitive skills</i></li> <li>• <i>Providing 1:1 , 1:2 and small group tuition for children needing additional support as well as for other underperforming children</i></li> <li>• <i>Providing additional daily phonic support to the Year 1 cohort</i></li> <li>• <i>Homework club in school</i></li> <li>• <i>Laptop loan??</i></li> </ul>	<p><b>Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:</b></p> <ul style="list-style-type: none"> <li>• <i>Feedback and marking - children make +8 months progress.</i></li> <li>• <i>Metacognition and self-regulation - children make +8 months progress</i></li> <li>• <i>1:1 tuition - children make +5 months progress</i></li> <li>• <i>Extending school time - children make +2 months progress</i></li> </ul>	<p><b>Staff training and INSET to deliver training.</b></p> <p><b>Pupil voice prior to and post additional support.</b></p> <p><b>Monthly meeting with pupil premium mentor and class teacher to track progress and identify next steps.</b></p> <p><b>Regular monitoring of planning and teaching.</b></p> <p><b>Half termly surgeries meetings to evaluate impact and change if necessary.</b></p> <p><b>Termly pupil progress meetings to track progress and attainment.</b></p>	<p><i>Headteacher</i> <i>SENCo</i> <i>Class</i> <i>Teachers</i></p>	<p><i>March 2017</i></p>
<b>Total budgeted cost</b>					<b>£26,126</b>

<i>iii. Other approaches</i>					
<i>Desired outcome</i>	<i>Chosen action/approach</i>	<i>What is the evidence and rationale for this choice?</i>	<i>How will you ensure it is implemented well?</i>	<i>Staff lead</i>	<i>When will you review implementation?</i>
<p>To provide well-being support for vulnerable children and families across the school. Children eligible for PP will have increased self-esteem and confidence and reduced levels of anxiety.</p>	<p>The school employs Family Worker and a full time Nurture support worker. They both support vulnerable families and the children in school. The Nurture support worker supports children for two and a half afternoons a week to support social and emotional development along with learning styles and strategies for small groups and individuals.</p> <p>Whole school commitment to incorporating strategies to support the development of emotional wellbeing in school. We also recognise that many of our vulnerable and pupil premium children require counselling during their primary years. We buy in this specialist service from Herts For Learning.</p> <p>Enrichment opportunities offered to all children eligible for PP - 1 club a term/instrument lessons and all school trips paid for. This builds confidence and interest.</p>	<p><i>Research evidence shows that education and mental health are closely linked. So promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes.</i></p> <p><b><i>Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:</i></b></p> <p><i>Parental Involvement - children make +3 months progress</i></p> <p><i>Social and emotional learning - children make +4 months progress</i></p> <p><i>Behaviour Interventions - children make +4 months progress</i></p> <p><i>There is "reasonably consistent but weak evidence that participation in artistic and creative activities is beneficial".</i></p>	<p>Staff training and INSET to deliver training.</p> <p>Pupil voice prior to and post additional support.</p> <p><i>Boxall Profiles, Strength and Difficulties Questionnaires.</i></p> <p><i>Regular feedback from Nurture support worker to class teachers.</i></p> <p><i>Teachers feedback to parents.</i></p> <p><i>Monitor children's 'have a go' attitude and track 'emotional' progress in school.</i></p> <p><i>Possibly invest in Pupil's Attitudes to School Survey to track children's wellbeing and attitude to school.</i></p>	<p><i>SENCo</i></p> <p><i>Class</i></p> <p><i>Teachers</i></p>	<p><i>March 2017</i></p>
<b><i>Total budgeted cost</i></b>					<b>£5,452</b>

