



Wigton Moor Pupil Premium Strategy



Pupil Premium is allocated to schools based on the number of pupils eligible for Free School Meals during the last six years (Ever 6), those whose parents are in the armed forces or children who are adopted.

1. Summary information					
School	WIGTON MOOR PRIMARY SCHOOL				
Academic Year	2016-2017	Total PP budget	£86820	Date of most recent PP Review	20.02.17
Total number of pupils	450	Number of pupils eligible for PP	66	Date for next internal review of this strategy	October 17

Total funding received by Wigton Moor Primary School for:

2014/15		2015/16		2016/17	
£79,300 Deprivation Pupil Premium		£84,480 Deprivation Pupil Premium		Deprivation Pupil Premium £80,520	
£1,900 Looked After Children		£3,800 Looked After Children		Service Children £600	
				Adopted Children £5700	
Total	£81,200	Total	£88,280	Total	£86,820

Ways in which Pupil Premium is used to support and improve the learning of pupils eligible for funding:

- All pupil premium children access at least one intervention, either learning or nurture based.
- School have two learning mentors who specifically support the needs of our pupil premium children and their families.
- School have appointed an additional Higher Level Teaching Assistant to provide classroom support for pupils throughout school via intervention groups.
- Financial support is given to families of pupil premium children for them to attend residential, trips and visits.
- Time is given in school for children to access technology that they may not have at home.
- Training for staff to support with IEPs in Speech and Language skills.

Current interventions:

Additional Teacher Assistant time allocated	1:1 tuition	Lexia - basic skills programme(accessible from home also)	Early English development programme
Small Group Phonics Teaching	Behaviour and Attitude Development Programmes	Fizzbooks (mini laptops) to allow easy access to programmes	Bespoke teacher support individual/group
Reading Rungs	Toe by Toe (1:1)	Spelling Group	Stride Ahead
Tutors – Year 6	Stareway to Spelling	Talking Maths	Speech and language development programmes
Learning Mentors	Mathletics (accessible from home also)	EAL pre-teaching group	Reading Comprehension Group
Attendance Improvement	Nurture groups with a learning mentor	Lunchtime Supervisor Training	Cluster Meetings

Funding required to provide interventions:

Learning Mentors	£25,875	HLTA interventions	£30,400
TA Interventions	£15,640	Mathletics	£4,536
TA BSW support	£4,319	Resources	£1000
Visits	£1500	Training	£2,500
Visit to donkeys	£1050	Total	£86,820

Achievement and Attainment

2016 Year 6 SAT results for children eligible for Pupil Premium (12 children)

% reaching expected standard in reading:	69.2%
% reaching expected standard in writing:	76.9%
% reaching expected standard in GPS:	69.2%
% reaching expected standard in maths:	61.5%
% reaching high score in reading:	15.4%
% reaching greater depth in writing:	0%
% reaching high score in maths:	23.1%
% reaching high score in GPS:	30.8%

The progress made by Pupil Premium children is:

2016 Results	
Reading	2.51
Writing	-0.27
Maths	0.31

Progress from the end of KS1 to the end of KS2 for the Year 6 cohort.

End 2016	Non-pupil premium	Pupil Premium	Difference for PP
Reading	0.85	2.51	+1.66
Writing	-0.75	-0.27	+0.48
Maths	0.47	0.31	-0.16

Impact on pupils receiving Pupil Premium funding:

Attendance

	14/15	15/16
Pupil Premium Children	94.1%	94.9%
Whole School	96.7%	96.5%

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Not completing homework, including daily reading, Lexia and Mathletics. This includes not being able to access the internet/device at home.	
B.	Poor oracy skills	
C.	Poor behaviour and attitudes to learning	
External barriers (issues which also require action outside school)		
D.	Poor attendance and punctuality	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Access to online learning and additional reading time 1:1	Children achieve same points on Mathletics as their peers; PP pupils make same or better progress than cohort
B.	Given opportunities to share answers in class; work in mixed ability groups and have good language role modelled	Improvements in spoken language which in turn lead to improved writing skills. Results in end of KS writing for PP pupils is the same as their peers.
C.	Improved engagement in lessons and actively learning. A reduction in playtime/classroom incidents involving PP pupils.	Progress is better than peers. Less 'incidents' being identified and recorded by staff.
D.	Attendance is the same as the rest of school and lateness marks on the register improve.	96.5% attendance at the end of 2017

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?
A – see above	All staff (teachers and TAs) have the support of PP children on their performance management criteria – this includes progress, attainment and attendance. All monitoring and evaluation tasks carried out by SLT are utilised as an opportunity to check on the attainment and achievement of these pupils.	Under achievement of PP pupils when compared to other pupils – RAISE and schools own data. Lower attendance of PP pupils – school attendance data. Poorer behaviour and attitudes to learning – behaviour log; classroom observation and feedback from staff.	Through assessment data – ensuring that PP pupils make better progress than peers.	Mrs Bown Mrs Dudley	Every term through pupil progress meetings. Twice a year through performance management reviews. Weekly analysis of attendance data.
B – see above					
C – see above					
D – see above					
Total budgeted cost – includes SLT/Teacher/HLTA time for two performance management meetings per teacher per year, SLT/TLR management time for monitoring and evaluation, HLTA time to cover SLT/TLR.					£19,860
ii. Targeted support					
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?
A – see above	HLTAs to support PP pupils with interventions and time to support with online learning.	PP pupils do not access online learning as frequently as peers – online records for Lexia and Mathletics	Teachers to check weekly access and monitor progress in class and assessment data.	As above	Every term through pupil progress meetings.

B – see above	Teaching assistants to support PP in class to access learning, ensure talk opportunities are maximised and deliver any interventions as required	For PP pupils to narrow the gap and ‘catch up’ with their peers – assessment data.	Through assessment data – ensuring that PP pupils make better progress than peers.		Every term through pupil progress meetings.
C – see above	Learning mentor support during a crisis and proactive support through emotional literacy activities	Behaviour incidents were more often PP pupils than other children. Through lesson observation it was identified that PP pupils were more passive in their learning than the other pupils.	Through classroom observations; playtime/lunchtime audits; feedback from staff and reporting of behaviour incidents.	As above	
D – see above	Learning mentors to meet with parents of children whose attendance falls below 90%. Follow up meetings to be held and involvement of cluster attendance leader if no improvements are made.	Attendance of punctuality of PP pupils is much lower than other children.	Weekly monitoring of school attendance.	As above	Weekly
Total budgeted cost – includes 4 x HLTA daily interventions, TA’s daily interventions, Learning Mentor support					£79,075

Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: <http://www.wigtonmoor.leeds.sch.uk/>

* External agencies please note – more detailed information and action plans are available from school.
Please contact the Headteacher if you would like to discuss these.

Review of expenditure – TO BE CARRIED OUT AUTUMN 2017

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost