



Pupil premium strategy statement: primary schools, completed example based on fictitious school

1. Summary information					
School	Wyndham Primary Academy				
Academic Year	2016/17	Total PP budget	244,180	Date of most recent PP Review	10.6.2015
Total number of pupils	415	Number of pupils eligible for PP	183	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% working at the expected standard or above in reading, writing and maths	69.6%	59.7%
% working at the expected standard or above in reading	78.3%	71.8%
% working at the expected standard or above in writing	78.3%	78.7%
% working at the expected standard or above in maths	82.6%	75.5%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils limited range of vocabulary and poor speech and language skills throughout the school.
B.	Year 4 and 5 PP children are falling behind in writing therefore the gap is widening.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

C.	Parents / carers don't fully understand PP funding and therefore do not realise what their child is entitled to.
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Broaden vocabulary choices (Speech and language skills) in pupils eligible for PP.	Pupils eligible for PP in FS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
B.	Narrow the gap between PP and Non-PP pupils in year 4 and 5 writing.	The gap between PP and Non-PP pupils in writing will narrow so that 85% of PP pupils are working at the expected level. Measured in Y4 and 5 by teacher assessments (weekly) and successful moderation practices established across the academy trust.
C.	Increased opportunities for parents and carers to apply for PP.	All pupils that are entitled to PP funding will receive the funding.

5. Planned expenditure					
Academic year	2016/17				
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. Broaden vocabulary choices.	Staff training on broadening vocabulary choices throughout school. - Use of Descriptosaurus. - 'Talk for Writing' (T4W) and 'Talk Boost' will be used to enhance the speech and language development of all pupils. - - A 4d room will provide enrichment opportunities and experiences unimaginable.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest oral interventions which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary and it is suitable as an approach that we can embed across the school.	Course selected using evidence of effectiveness. Use staff meetings to deliver training. Our S&L SLE will support all teachers. Lessons from training embedded in school feedback policy.	Pupil Premium Ambassador	Jan 2017
B. Narrow the gap in writing (Year 4 and 5)	Children to write 2 pieces of independent writing a week with pupils and staff focussing on editing and re-drafting work.	We want to invest some of the PP in KS2 writing and ensure the gap is narrowing between PP and Non-PP. We want 85% of PP in all year groups to be working at (or exceeding) expected level. By focussing on writing 2 pieces of independent work a week children will have a deeper understanding of how to edit / improve their work. They will be supporting their peers, one to one writing conferences and self-assess their work throughout the week.	Staff training on hot and cold pieces of writing (editing) Peer observation of attendees' classes after the course, to embed learning (no assessment). Drop ins, observations, reflections and feedback.	Literacy ambassador Pupil Premium Ambassador Head teacher	Jan 2017
Total budgeted cost					£20,000

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. Broaden vocabulary choices.	One to one provision for every child with S&L need.	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	S&L SLE	Jun 2017
B. Narrow the gap in writing (Year 4 and 5)	Weekly small group sessions in writing.	We want to provide extra support to narrow the gap. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by Head teacher. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Ambassador	Mar 2017
Total budgeted cost					£80,000
iii. Other approaches					
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?
C. Make more parents / carers aware of the PP funding	Parent / carer mornings to help support parents understand PP.	The Teaching & Learning toolkit suggest that parental involvement is consistently associated with pupils' success at school therefore getting parents involved and helping them to understand PP funding will help them support their child.	Thorough parent / carer mornings. Regular parent / carer feedback. Monitored by PP lead and Head teacher.	Pupil Premium Ambassador	Jan 2017
Total budgeted cost					N/A

6. Review of expenditure				
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
To raise the attainment of pupils in numeracy.	Adopt a mastery approach to numeracy.	High: Pupils and staff have followed the mastery approach. We measured the impact on attainment for all children, not just PP eligible. Success criteria: Children are able to talk about their learning and those secure are able to understand why.	Staff were positive about the training and believe it has affected attitudes of students. We will repeat the training for new staff and develop our mastery approach, but continue implementing the approach and monitoring pupil response.	£3690.72
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
Improved Year 6 literacy results	Tuition from Pet XI to boost year 6.	High: observed increased progress amongst participating children compared to peers, as measured using scores on the Progress in English test. Success criteria: met.	This was very effective as the year 6 pupils engaged well with the tutors and made progress in the core subjects.	£8000
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
Provide PP pupils with extra-curricular activities.	Free breakfast clubs and after school activities.	Pupils that attended the after school activities enjoyed them and developed better social, emotional skills.	Next year we will try to provide more intensive after-school support, with parental engagement to encourage the partnership with school.	£12480
7. Additional detail				
<p>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: www.aschool.sch.uk</p>				

