 **Wath Central**

**Primary School**

****

**Pupil Premium Funding**

**2018 - 2019**

**Rational**

All the governors and members of staff at Wath Central Primary School are committed to meeting the pastoral, social and academic needs of all our pupils regardless of their background. We recognise that every pupil within our school should have equal access to a stimulating and engaging curriculum which will enable them to reach their maximum potential. The Pupil Premium Grant, which is a Government initiative, is additional money that is targeted at pupils who are entitled to free school meals and/or Looked After Children and children who are cared for under Special Guardianship. Furthermore, all pupils who were eligible for free school Meals in the last 6 years (Ever 6 FSM) are also allocated the funding. The amount of funding allocated to each pupil is £1320 for Ever 6 FSM and £2300 for LAC and Post-LAC pupils. Although the Government does not specify how this money should be spent, they do make clear that the aim of this funding is to support this group of pupils to increase their attainment in order to ‘narrow the gap’ between them and non-pupil premium pupils. Provision for these pupils will be made through:

• Facilitating pupils’ access to education

• Facilitating pupils’ access to the curriculum

• Alternative support and intervention within the school

**Monitoring Impact of Pupil Premium Funding**

The needs of every pupil entitled to Pupil Premium funding is looked at individually in order for us to identify the appropriate support and/or intervention they require. Plans are create for each child with the identified provision clearly stated and these are reviewed at set intervals throughout the academic year in order to identify impact and suitability. Plans and targets will be changed accordingly in order to ensure each child reaches their potential. In order to assess the impact of the Pupil Premium spending we will:

* Collect, monitor and analyse assessment data to identify attainment and progress
* Collect, monitor and analyse assessment data at set intervals for each intervention being delivered
* Teachers and Teaching Assistants to attend Pupil Premium Pupil Progress Meetings
* Look at the triangulation of evidence (Learning Walks/Lesson Observations/Work Scrutiny/Pupil Voice/Parent Voice)
* Analyse PIVATS for pupils accessing pastoral interventions

# James Montgomery Academy Trust Pupil premium strategy statement

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Wath Central Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £150,700 | **Date of most recent PP Review** | 23rd-24th January 17 |
| **Total number of pupils** | **444** (inc. nursery)  **403** (no nursery) | **Number of pupils eligible for PP**  **Number of pupils eligible for EYPP.** | 95  7 | **Date for next internal review of this strategy** | tbc |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Current attainment** | | | | | | | | | |
|  | | | *Pupils eligible for PP* | | | | *Pupils not eligible for PP* | | |
|  | | | Reading | Writing | | Maths | Reading | Writing | Maths |
| **% achieving end of KS1 expectation in reading, writing and maths** | | | 67% | 58% | | 83% | 70% | 65% | 80% |
| **% achieving end of KS2 expectation in reading, writing and maths** | | | 60% | 60% | | 80% | 83% | 85% | 87% |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | | |
|  | | Poor language and acquisition skills and limited vocabulary on entry to FS | | | | | | | |
|  | | Increased percentage of pupils with SEMH needs (attachment) and mental health issues | | | | | | | |
| **C.** | | Poor rates of attendance and poor punctuality | | | | | | | |
| **D.** | | Tight home budgets and limited life experiences, which potentially impacts upon pupils’ wider knowledge and understanding. | | | | | | | |
| **E.** | | Some families have difficult social circumstances (increased level of Early Help and outside agency interventions) | | | | | | | |
| **F.** | | Limited opportunities for supported learning at home | | | | | | | |
| **G.** | | Poor rates of attainment and progress. Gaps in learning. | | | | | | | |
| 1. **Desired outcomes** *(Desired outcomes and how they will be measured)* | | | | | **Success criteria** | | | | |
| **A** | **Provide opportunities for children to access/experience language enrichment activities**   * Employment of a Speech and Language Therapist (1 day fortnightly) to target early language development in FS (and for other children where required). To up skill staff to ensure good quality SAL provision is being delivered. To track SALT development for individual pupils and report data. * To continue to purchase online resources to further develop literacy and phonics skills linked to Letters and Sounds. | | | | Increase the number of pupil premium pupils achieving GLD in FS2 in order to further reduce the assessment gap (SAL Assessment Data)  Barriers to learning (SALT) addressed and overcome in order for pupils to make expected progress in reading, writing and phonics. (Assessment Data & Analysis Data from SALT Intervention)  Increase the number of pupils reaching at least the expected phonics phase by the end of year and increased number of pupils passing the Y1 Phonics Screen. (ongoing data tracking and gap analysis linked to L&S phases)  To ensure that pupil premium children have an increased knowledge and understanding of a wider range of vocabulary which will contribute towards progress in reading, writing and mathematical reasoning. | | | | |
| **B** | **Provide support for children with SEMH needs**   * Learning Mentor to carry out Deputy Designated Safeguarding Officer role. * To employ 2 Learning Mentors to provided quality planned support for identified pupils (including PPG pupils) to overcome SEMH barriers. To offer additional breakfast and lunch provision. * Access to a Behaviour Support Worker to train, support and work alongside Learning Mentors to plan, deliver and monitor activities for identified pupils. * Employment of MIND worker (1 day per week) to support identified pupils. | | | | To ensure that any child, including PP children, who have mental health needs feel supported and happy in school and are ready to learn. They will be provided with a range of strategies and techniques to help the deal with different challenges they may face. (Assessment Data, PIVATS analysis & monitoring of intervention records)  Ensuring children are ready to learn at the end of lunch resulting in increased engagement in lessons. (Assessment data, PIVATS analysis) | | | | |
| **C** | **To ensure high rates of attendance and good punctuality.**   * Employ 1 Family Liaison Officer to carry out targeted family support work to enable families to overcome barriers to attendance and children’s learning. * Employment of 2 adults to run Breakfast Club (8am-9am everyday) | | | | Increased parental engagement for hard to reach families. To offer bespoke intervention for identified PPG pupils to ensure the pupils attend school on time eveyday.  Children have a good start to the day with a healthy breakfast. (Observations) Ensuring children are ready to learn resulting in increased engagement in lessons. (Assessment Data, PIVATS Analysis & Monitoring)  Pupil Premium children’s attendance will meet the schools attendance target. | | | | |
| **D&E** | **To provide holistic and financial support to vulnerable families**   * 20% subsidy of visits/visitors to create a ‘hook for learning’ and engage learners. * Subsidy of music lessons for PPG pupils * All KS1 Pupil Premium Children to receive free school milk. * Support with purchase of uniform where required | | | | Pupils Premium families feel supported with regards to financing trips, uniform etc. to ensure maximum participation in school life.  To develop a positive working relationship between school and home where families feel supported regarding attendance, home learning, and creating a stable home environment which allows them to best support their children.  Children enthused with learning (Teacher/Pupil/Parent Evaluations) | | | | |
| **F** | **To provide support for the completion of homework during the school day.** | | | | All pupils including those with PP have the opportunity to access a quiet, supported environment over lunch to complete their homework. | | | | |
| **G** | **To provide ‘catch up’, early intervention and accelerated path ways in order to increase rates of attainment and progress and bridge any learning gaps.**   * Appoint a full time TA to offer intensive learning support in both 1:1 and small group situations. * To offer first day intervention to all pupils where required   To offer a range of interventions to bridge learning gaps | | | | Pupil Premium children will make good progress across all curriculum areas. High attaining PP children will achieve greater depth and those who have low entry levels and/or SEND will close the gap as a result of accelerated progress. | | | | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2018-19** | | | | |
| 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 | | | | | | |
| 1. **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** | **Budgeted costs** |
| Increased percentage of pupils reaching age appropriate phonics phase and passing Y1/2 phonics screen. | To purchase online resources to develop literacy and phonics skills linked to Letters and Sounds e.g. Phonics Play. | | This programme has previously been used to engage and enthuse KS1 pupils with success. It was used during phonics sessions last academic year with great success (increased percentage of pupils passed their phonics screen at Y1). This program is great for supporting both in school phonics teaching and home learning. | * Key stage meetings to discuss impact * Monitoring and evaluation (drop ins, lesson observations) * Data collection and analysis * End of Y1/Y2 Phonics results | LC | £120 |
| To provide support for identified children to catch up their reading, writing and maths skills in order to narrow/close the gap (PPG and non-PPG pupils) | To employ a TA to deliver good quality LSP and intervention support for pupils identified throughout school. | | The LSP programme has a good track record for helping pupils with SEND and specific difficulties to close the gap and develop their basic literacy and maths skills. | * Half termly meetings with SENDCO, LSS, teacher and TA. * LSS mid-term reviews * Review meetings * End of KS outcomes | CH | £14,626 |
| To maintain high quality teaching for all to ensure consistency.  To offer a wide range of extra-curricular sports activities to all pupils including those with PPG. | To employ 2 HLTAs to cover PPA so that teachers can plan with their year group partners. To cover specific PPG pupil progress meetings throughout school.  To offer lunchtime support for identified vulnerable children.  HLTAs to organise and support afterschool sporting events. (to lead on the Sports Mark Award scheme) | | Joint planning has enable year group colleagues to successfully plan together, share good practice, moderate work and targets gaps in learning through quality intervention planning.  Half termly PPG pupil’s progress meetings have ensure that all PPG are tracked, monitored and supported as quickly as possible to close gaps and ensure progress is made.  Lunchtime support for vulnerable pupils has previously been successfully as it effectively lowered anxiety levels and provided a clear focus for pupils who found unstructured times quite difficult. | * Drop-ins, lesson observations, work scrutiny * Discussions with pupils * Pupils Progress discussions * Monitoring/analysis of data * End of KS outcomes | JG  CH | £39,000 |
| **Total budgeted cost** | | | | | | £53,746 |
| 1. **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** | **Budgeted costs** |
| To target early language development in FS (and for other children where required).  To upskill support staff to ensure good quality SAL provision is being delivered.  To track SALT development for individual pupils and report data. | Employment of a Speech and Language Therapist (1 day fortnightly) to support FS staff in delivering high quality SAL support. | | This strategy has proved successful in previous years and the gap for pupils with SAL difficulties has closed resulting in fewer children entering KS1 with SAL difficulties. | * Half termly pupil progress meetings * Tight monitoring and evaluation (drop ins, work scrutiny, lesson/intervention observations) * Data collection and analysis (data provided by SALT) * Half termly meetings between SENDCO and SALT * End of SALT Programme outcomes/data | PS  EB  JP/HT | £3,365 |
| To reduce pupils anxieties so that they feel happy, safe and ready to learn. | Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning. Provided quality planned support for identified pupils including PPG pupils to overcome SEMH barriers. To offer additional breakfast and lunch provision. | | Many pupils, including PPG pupils have accessed Learning Mentor support throughout various parts of the school day. This has proved to be effective in reducing pupils’ anxieties and enabling readiness to learn. | * Regular update meetings with Learning Mentors * Pupil voice * Half termly pupils progress meetings * Monitoring of PIVATS and SEMH Graduated Response documents * Data collection and analysis | LB  DS | £39,505 |
| Identified pupils to access good quality SEMH support in order to have significant impact upon their mental health and wellbeing. | Employment of Behaviour Support Worker (6.5 days over the year) to train, support and work alongside Learning Mentors to plan, deliver and monitor activities for identified pupils.  Employment of MIND worker (1 day per week) to support identified pupils. | | Both services have been instrumental in supporting pupils with SEMH needs. The SEMH team have offered invaluable support for pupils and school with regards to dealing with SEMH needs. The MIND worker has offered targeted support to individuals which has resulted in a reduction in their worries and anxieties. | * Regular updates from both MIND and SEMH worker. * Half termly pupil progress meetings * Pupil voice * Monitoring of PIVATS and SEMH Graduated Response documents | JC  CH | £3830 |
| All PPG pupils to achieve 100% punctuality and meet the schools attendance target (above national comparisons for PPG pupils) | Employment of a Family Liaison Officer/s (1 full time and 1 full time until mid October 18) to carry out targeted family support work to enable families to overcome barriers to attendance. To offer additional breakfast and lunch provision.  Employment of 2 adults to run Breakfast Club (8am-9am daily) | | In order to raise attainment and progress levels it is crucial that pupils are punctual and have good attendance. The monitoring of PPG pupils punctuality and attendance is crucial to improving school attendance and punctuality. This academic year we aim to increase the level of intervention for families with poor attendance figures. | * Monthly attendance meetings * Half termly pupil progress meetings * Attendance data analysis * Reports to governors | JC  JN  SA  CY | £31,938  £5,477.70 |
|  |  | |  |  |  |  |
| **Total budgeted cost** | | | | | | £84,115.70 |
| 1. **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** | **Budgeted costs** |
| Pupils to feel happy, safe and ready to learn after lunch time. | Employment of 9 TAs to support identified PP and other groups of pupils during lunchtime. | | Many of our pupils benefit from accessing a structured lunchtime approach with access to focussed adult support and clubs e.g. Sewing Club, Robot Club etc. These have been effective in lowering anxieties and reducing the number of behaviour incidents during lunch. | * Regular TA and SMSA meetings * Pupil voice * Monitoring of PIVATS and SEMH Graduated Response documents for specific pupils * Half termly pupils progress meetings | JC  JG  CH | £12,058.26 |
| Pupil premium children to experience a range of opportunities and have the key equipment they require that would be difficult for families to fund. | 20% subsidy of visits/visitors to create a ‘hook for learning’ and engage learners.  20% music lesson subsidy offered. | | All PPG pupils accessed visits and engage days last academic year. | * Monitor online visit payments * Monitor attendance * Pupil/parent voice | JC  JN | £1,500 |
| KS1 Pupil Premium children to have free school milk.  To ensure pupils are hydrated and ready to learn after break. | All KS1 Pupil Premium children to have free school milk during the school day. | | Children who have access to a snack and milk at break time are more ready to learn and concentrate better when back in lessons. | * Ensure the children are having their milk if they want it. | Teachers  TAs | £40 |
| **Total budgeted cost** | | | | | | £13,598.26 |

|  |  |
| --- | --- |
| **Total planned budgeted cost** | **£151,459.96** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-18** | | |
| 1. **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 provide early intervention to enable potential PPG pupils to meet age related expectations at the end of FS2.  To support individuals with early speech and language development in order for them to reach age appropriate speech and language development. | 2 additional Foundation Stage TAs in to develop prime areas of learning, enhance adult/pupil ratio and support early speech development.  (children are entering significantly below expected levels) | The early support with speech and language development has had a positive impact upon the end of year speech and language outcomes.  End of year data for PP pupils:  **Communication & Language**  Listening & Attention: 86% GLD  Understanding: 86% GLD  Speaking: 100% GLD  End of year data for non-PP pupils:  **Communication & Language**  Listening & Attention: 93% GLD  Understanding: 88% GLD  Speaking: 95% GLD  The data shows that with the additional SALT intervention and adult support around the language development of individuals, the PP and non-PP are broadly in line with each other and the PP pupils exceeded the non-PP in the area of speaking.  Pupils left F1 and F2 with much improved speech and language skills and where there were children who still had SALT difficulties, the SAL Therapist will continue to support and work with them. | This approach has been very successful and the children have left FS making significant progress with their SAL development. We now feel that the provision being offered for children with SAL difficulties is embedded within the FS curriculum and as a result no longer need to have additional adults within FS. However, the SAL Therapist will continue to support school on a fortnightly basis and will support the pupils, teachers and TAs within the unit. | £28,678 |
| Increased percentage of pupils reaching age appropriate phonics phase and passing Y1 phonics screen. | To purchase online resources to develop literacy and phonics skills linked to Letters and Sounds e.g. Phonics Play. | The percentage of pupils passing the Y1 Phonics Screen increased from 73.3% in 2017 to 86% in 2018 which is above national average. | Continue to use this resource to support quality first teaching. | £100 |
| To ensure that pupils reading and inference skills are in line with age related expectations. | Employment of 1 Reading Support Assistants to support identified PPG pupils (4 hours per week). | PPG data was above national average for reading at the end of both Key Stages  KS1  Wath Central : 69.5% AR+ (16.9% GDS)  National: 75.5% AR+ 25.7%GDS  KS2  Wath Central : 77% AR+ (39% GDS)  National: 75% AR+ 27.5% GDS | Although this intervention has had a positive impact upon some of our PPG pupils (particularly in KS2) it has not had the overall impact that we would have liked this academic year. In order to increase the total number of PP pupils achieving AR+ we are going to look at alternative methods of support next time. | £1726 |
| To ensure pupils receive good quality mental health support. | Employment of MIND worker | A number of PP and non PP pupils accessed support from MIND worker. They reported that they found the sessions supportive and helpful and as a result the majority of the children who accessed the support felt more confident to deal with issues and knew where to go for support if they required it. There appeared to be a significant improvement in their health and well-being. Feedback from some of the parents of pupils who accessed the service were pleased with the positive impact it had upon their child/ren. | We are going to continue with this approach next academic year. | £2,626 |
| 1. **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** |
| To offer bespoke intervention for identified PPG pupils to enable them to access the curriculum.  Support for teachers, TAs and SMSAs regarding identified PPG pupils.  Support with the management of behaviour across school. | Employment of Behaviour Support Worker | SEMH pupils who accessed the targeted support from BSS evidenced progress on their SEMH PIVATS. They became more settled within school and there was a reduction in their anxieties.  The feedback provided by the BSS enabled staff to create bespoke plans for individuals in order to meet specific SEMH needs. These proved successful and enabled identified pupils to access learning in a more bespoke way.  In school training has meant that teachers and TAs can now access/complete Boxall assessments to improve target setting for individual pupils.  Learning Mentors accessed training in order to deliver new interventions/nurture support for targeted individuals. | Due to the growing SEMH need within school we are going to continue with this approach. Additional to working with the pupils the SEMH representative is also going to provide ongoing training for staff throughout school. | £3410 |
| Targeted early intervention work with potential PPG pupils to develop SAL skills and raise self-esteem.  To upskill support staff to ensure good quality SAL provision is being delivered.  To track SALT development for individual pupils and report data. | Employment of Speech and Language Therapist.  (1 day fortnightly) | This strategy has proved successful last academic year and the gap for pupils with SAL difficulties closed resulting in fewer children entering Year 1 with SAL difficulties and accessing SALT programmes. (Also see FS data above) | We are going to continue with this approach next academic year. | £3,365 |
| To reduce pupils anxieties so that they feel happy, safe and ready to learn. | Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning. Provided quality planned support for identified pupils including PPG pupils to overcome SEMH barriers. To offer additional breakfast and lunch provision. | Many pupils, including PPG pupils have accessed Learning Mentor support throughout various parts of the school day. This has proved to be effective in reducing pupils’ anxieties and enabling readiness to learn. | We will continue to provide Learning Mentor Support next academic year. | £35,344 |
| Identified pupils with SEMH needs to access a bespoke curriculum with 1:1 support in order to reduce their anxieties and improve their mental health and wellbeing. | Employment of 2 TAs to support identified pupils with their learning through the delivery of a bespoke curriculum. | The children found the 1:1 support invaluable as without this they were unable to access the curriculum. They were able to access learning in a quiet environment that suited their learning styles and had the relevant nurture support they required. | The 2 TAs are going to continue to offer bespoke support to identified children. 1 TA will be working on a 1:1 basis, whilst the other will be working with groups and families. | £26,966 |
| To provide additional support for identified PPG pupils with SEMH needs at playtime and lunch. | Employment of 2 SMSAs to support identified PP pupils at lunchtime. | This has been effective in lowering the anxiety levels of identified individuals and providing a clear focus at what can often be a difficult time in our large primary school. | As this approach has been successful we are going to continue with this next academic year. | £6,910 |
| All PPG pupils to achieve 100% punctuality and meet the schools attendance target (above national comparisons for PPG pupils) | Employment of a Learning Mentor to carry out targeted family support work to enable families to overcome barriers to attendance. To offer additional breakfast and lunch provision.  Employment of 2 adults to run Breakfast Club (8am-9am daily) | Although the attendance figure for PPG pupils only increased slightly from 91% to 92% the Learning Mentor has carried out work with targeted families including those with pupils who are persistently absent. This approach needs time to show impact and with a continued focus upon these targeted families the attendance figures should see a significant improvement next academic year. | Continue with approach. | £31,938 |
| To ensure pupils have a nutritious start to the day and are hydrated. | All KS1 Pupil Premium Children to receive free school milk. | All PP pupils who wished to have milk were able to have this during the school day. | All KS1 PPG pupils will continue to be offered free milk next academic year. | £1,872 |
| 1. **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** |
| Pupils to feel happy, safe and ready to learn after lunch time. | Employment 5 TAs to provide additional lunchtime support (including PP pupils). | Many of our pupils benefit from accessing a structured lunchtime approach with access to focussed adult support and clubs e.g. Pokémon Club, Robot Club etc. These have been effective in lowering anxieties and reducing the number of behaviour incidents during lunch. | This has proved very successful and | £11,950 |
| Pupils to have access to a safe, calm environments/areas outside of the classrooms to access SEMH provision, | Resources to be purchased to develop the SEMH provision beyond the classrooms including the Den, the new nurture room (to be named) and the Wilderness and allotment areas. | The Den and garden spaces have proved to be very successful in offering the children with specific and SEMH needs a safe place to access interventions and support. Access to these areas has had significant impact upon reducing children’s anxieties and ensuring that they are ready to learn after key times in the day e.g. lunch. | * Regular meetings with Learning Mentors * Pupil voice * Monitoring of PIVATS and SEMH Graduated Response documents for specific pupils * Half termly pupils progress meetings | £2000 |
| Pupil premium children to experience a range of opportunities and have the key equipment they require that would be difficult for families to fund. | 20% subsidy of visits/visitors to create a ‘hook for learning’ and engage learners.  Spare PE kits to be purchased for every year group throughout school.  Spare water bottles to be provided for all PPG pupils who do not have one. | Last academic year a significant number of our PPG families struggled to pay for school visits and key item their children required for school. We had a number of pupils who frequently used school PE kits as they did not have one of their own. | * Monitor online visit payments * Monitor attendance * Pupil/parent voice | £6000 |

|  |
| --- |
| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |