



## Pupil Premium Strategy Statement

1. Summary information					
School <b>Washingwell Community Primary School</b>					
Academic Year	2017/18	Total PP budget	£56,440	Date of most recent PP Review	July 2017
Total number of pupils	161	Number of pupils eligible for PP	41	Date for next PP Strategy Review	July 2018

2. Current attainment			
<b>2017 KS1 Teacher Assessments</b> ( <i>From Early Years to KS1 EXP</i> )	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP ( <i>National Average</i> )
%/ numbers making at least average progress in reading	100%	75%	<i>tbc</i>
%/ numbers making at least average progress in writing	50%	75%	<i>tbc</i>
%/ numbers making at least average progress in maths	75%	75%	<i>tbc</i>
<b>2017 KS1 Phonic Screening</b>			
% numbers who passed phonic screening Year 1 ( <i>32 pass mark</i> )	83%	83%	<i>tbc</i>
% numbers who passed phonic screening re-sit Year 2 ( <i>32 pass mark</i> )	100%	100%	<i>tbc</i>
<b>2017 KS2 Teacher Assessment</b>			
% making at least age related expectations in reading	43%	89%	<i>tbc</i>
% making at least age related expectations in writing	57%	89%	<i>tbc</i>
% making at least age related expectations in maths	57%	89%	<i>tbc</i>

<b>2017 KS2 SATs</b> <i>(Note: out of a cohort of 16, 2 PP &amp; 1 non PP children did not take SATS)</i>	Pupils eligible for PP	Pupils not eligible for PP	Pupils not eligible for PP (National Average)
<b>% numbers achieving at least Age Related Expected progress in reading, writing, maths</b>	29%	89%	<i>tbc</i>
<b>% numbers achieving at least Age Related Expected progress in reading</b>	43%	89%	<i>tbc</i>
<b>% numbers achieving at least Age Related Expected progress in writing</b>	43%	89%	<i>tbc</i>
<b>% achieving at least Age Related Expected progress in maths</b>	29%	89%	<i>tbc</i>
<b>2017 Whole School</b>			
<b>% achieving at least expected progress in reading</b>	49%	75%	
<b>% achieving at least expected progress in writing</b>	51%	72%	
<b>% achieving at least expected progress in maths</b>	64%	80%	

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

**A.** Pupils who are eligible for PP need to make accelerated progress in reading so as to close the gap between other groups and ensure they reach ARE.

September 2017: Y1 – Y6 = 36 PP

Below	Working Within	Expected	Greater Depth
14%	36%	39%	11%

**B.** Pupils who are eligible for PP need to make accelerated progress in writing so as to close the gap between other groups and ensure they reach ARE.

September 2017: Y1 – Y6 = 36 PP

Below	Working Within	Expected	Greater Depth
19%	28%	50%	3%

**C.** 42% of PP children also have SEND impacting further upon their academic learning and achievement.

September 2017: Y1 – Y6 = 16 PP & SEND

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

**D.** Attendance: 2016- 17 PP=          Non PP =          PP & SEND =

**E.** Vulnerability of some PP families include mental health concerns, support with homework, attendance and engagement with school.

**F.** Some low income families find it financially difficult to afford extra-curricular and enrichment activities.

4. Outcomes (Desired outcomes and how they will be measured)					Success criteria
A.	Reading: Children will maintain level of achievement and where possible, target children will make accelerated progress to move closer towards achieving ARE.				Literacy lead monitor progress half termly through PPR meetings. Intervention matched to specific individual needs – options include 1:1, BRP Guided reading proforma used to effectively support PP children in making progress – monitored as part of school cycle. Investment in new reading books to supplement current reading schemes. Must reads used to inspire independent reading – displayed in classrooms.
	Below	Working Within	Expected	Greater Depth	
	14%	36%	39%	11%	
	2017 -2018				
	8%	2 children up B – WW 1 child maintain WW 28%	5 children up WW – E 3 children maintain E 53%	2 children maintain GDS 11%	
B.	Writing: Children will maintain level of achievement and where possible, target children will make accelerated progress to move closer towards achieving ARE.				Barriers to writing investigated by Literacy lead & HT – intervention matched to specific areas of need. Literacy lead monitor progress half termly through PPR meetings. All staff to attend relevant training and moderation with LA to ensure standards are accurate. Use of wordsmith and differentiation monitored through planning scrutiny by SLT & Literacy lead. Setting introduced to provide precision teaching will support in closing the gap.
	Below	Working Within	Expected	Greater Depth	
	19%	28%	50%	3%	
	2017 -2018				
	11%	3 children up B – WW 1 child maintain WW 22%	5 children up WW – E 64%	2 children maintain GDS 3%	

<p><b>C.</b></p>	<p>PP children on SEND register will make expected progress in relation to individualised targets.</p>	<p>Trained TA will provide relevant support as identified through provision mapping.          FSW will provide relevant and timely interventions to ensure social and emotional vulnerabilities are reduced.          SENDCo will monitor progress half termly through PPR meetings.          Appropriate outside support ie counselling, speech &amp; language when necessary.          Academic progress will be supported through appropriately differentiated curriculum within the class, supported by setting.</p>
<p><b>D.</b></p>	<p>Attendance for PP group of learners will improve from 2016 -17 figures.</p>	<p>FSW work with identified families.          Governor Attendance panel continue to monitor and support with attendance issues.          Incentive awards continue to encourage better attendance.</p>
<p><b>E.</b></p>	<p>Support for vulnerable families will be measured by:          FSW register of support provided to families          Referrals to outside agencies ie Counselling, CYPS and impact analysis of this          Parent evaluations of support provided by FSW and other agencies          Attendance figures increased.          Engagement throughout school at relevant events through parent feedback comments.</p>	<p>FSW work with identified families.          FSW attend SLT meetings half termly to provide feedback report.          Termly report to Governors.</p>

F.	<p>Families will be supported financially where possible, to allow children to participate in extra-curricular activities and enrichment activities.</p> <p>Feedback from children and parents will be used to measure impact upon learning and emotional well-being of children.</p>	<p>Children will be exposed to a wider range of experiences including overnight stays when appropriate.</p>
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5. Planned expenditure	
Academic year	Please see pupil Premium Provision Map 2017-2018



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

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

<b>6. Additional detail</b>
In this section you can annex or refer to <b>additional</b> information which you have used to support the sections above.