

1. Summary information					
Academic Year	2016-17	Total PP budget	£24,000	Date of most recent PP Review	10.7.17
Total number of pupils	204	Number of pupils eligible for PP	25 12%	Date for next internal review of this strategy	19 Sept 2017

2. Attainment and progress			
	Disadvantaged pupils	All other pupils	
% predicted to achieve expected standard or above in RWM	PP whole school average 55% 73% excl SEND PP Year 6 only: 60% 75% excl SEND	Whole school average: 82% 89% excl SEND Year 6 only: 78% 92% excl SEND	National average: 2016 Year 6 SATs 53% All pupils incl disadvantaged
% achieved expected standard or above in RWM	PP whole school average 30% 41% excl SEND PP Year 6 only: 33% 40% excl SEND	Whole school average: 69% 70% excl SEND Year 6 only: 67% 76% excl SEND	
% predicted to achieve expected standard or above in READING	PP whole school average 70% 87% excl SEND PP Year 6 only: 80% 100% excl SEND	Whole school average: 88% 90% excl SEND Year 6 only: 85% 92% excl SEND	72% all other pupils excl disadvantaged
% achieved expected standard or above in READING	PP whole school average 46% 59% excl SEND PP Year 6 only: 67% 80% excl SEND	Whole school average: 77% 83% excl SEND Year 6 only: 82% 90% excl SEND	

% predicted to reach the expected standard or above in WRITING	PP whole school average 60% 67% excl SEND Year 6 only: 80% incl SEND 100% excl SEND	Whole school average: 83% 87% excl SEND Year 6 only: 85% 96% excl SEND	79% all other pupils excl disadvantaged
% achieved expected standard or above in WRITING	PP whole school average 38% 53% excl SEND Year 6 only: 67% incl SEND 80% excl SEND	Whole school average: 73% 75% excl SEND Year 6 only: 85% 97% excl SEND	
% predicted to reach the expected standard or above in MATHS	PP whole school average 75% 87% excl SEND Year 6 only: 80% incl SEND 75% excl SEND	Whole school average: 91% 93% excl SEND Year 6 only: 85% 92% excl SEND	76% all other pupils excl disadvantaged
% achieved expected standard or above in MATHS	PP whole school average 50% 59% excl SEND Year 6 only: 67% incl SEND 60% excl SEND	Whole school average: 77% 83% excl SEND Year 6 only: 82% 86% excl SEND	
Disadvantaged children's progress	% making 'good' progress (defined as 5/6+ points) (Years 1-6)	% making same or more progress than previous year (Years 1-6)	% making more progress than previous year (Years 1-6)
READING	62% (incl SEND) 77% (excl SEND)	100%	64%
WRITING	57% (incl SEND) 91% (excl SEND)	86%	57%
MATHS	57% (incl SEND) 78% (excl SEND)	86%	36%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

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

A.	Developmental and cognitive delay, particularly developmental language disorder affecting speech and language
B.	Behavioural challenges, particularly attention and listening
C.	Poor phonics, particularly blending

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

D.	Low levels of literacy support at home; minimal exposure to books and vocabulary within the home; punctuality and attendance; poor sleep routines; poor diet.
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils make expected progress.	Progress is consistent each term; Progress is accelerated wherever possible.
B.	Disadvantaged pupils attain ARE or better by the end of the year when their starting points are within the expected 'emerging' band for their year group.	Disadvantaged pupils attain as highly as non-disadvantaged pupils.
C.	Keystage 1 pupils keep pace with phonics and reading expectations.	Phonics pass rates increase to 90% (excl any SEND considerations)
D.	Disadvantaged families take advantage of extra-curricular opportunities and school events at similar levels as non-disadvantaged families.	Parent consultation attendance is 100%; Club attendance includes disadvantaged pupils.

Strategy summary:

At Wateringbury CE Primary School, we invest in the highest calibre staff to teach and support all of our pupils. Staff are supported with high-quality CPD, coaching and mentoring. 88% of our Pupil Premium allocation in 2015-16 went towards staffing which ensures that high-quality small group support and 1:1 work with pupils is possible. In 2016-17 we will again spend approximately 80-90% of our allocation on staffing.

Our daily timetable is arranged so that all pupils are taught maths, English, phonics, Guided Reading and spelling during the morning. Interventions take place during the afternoon so children do not miss any of the core morning curriculum. Additional support is targeted at the pupils who require it, whilst ensuring all children participate in a full and balanced wider curriculum. Early recognition of difficulties and immediate targeted support is our model from arrival in Reception. Class teachers conduct 1:1 learning reviews with disadvantaged pupils weekly and the headteacher holds reading conferences on a regular basis.

Our Pupil Premium Strategy for the year is set in July so that interventions can begin immediately in September and the overall strategy is reviewed mid-year in February. Individual pupil progress is reviewed at least 4x a year during Pupil Progress Review meetings and adjusted for individual pupils as required. In addition, we monitor other factors such as attitudes to learning, attendance, punctuality, emotional wellbeing and parental involvement. This information further informs our planning and actions.

5. Planned expenditure					
Academic year		2016/17			
i. Quality of teaching for all - class and interventions					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
Development of speech and language for pupils entering EYFS with low skills Development of vocabulary and language for high attaining pupils	Staff training through collaborative project Staff training on developing oracy for high attaining pupils in EYFS and KS1	Investment in language development for long- term gain which will help all pupils. High-quality language and vocabulary quality is an effective way to improve attainment in all subjects, and it is suitable as an approach that we can embed across the school.	Training with Speech & Language specialist. Box Clever training. Peer observation.	Headteacher Deputy headteacher	Feb, April and June 2017
Improved phonics pass rates for lower attaining pupils	Additional phonics in small groups	Lower and middle ability pupils rely on phonics as a reading strategy. Fluency in phonics enables fluency in reading to develop which leads to more enjoyment and sustainment of reading.	Floppy's Phonics training for all staff. Phonics approach across the whole school. Higher ability spelling groups use phonics as a strategy for unfamiliar words.	English leader	Feb, April and June 2017
Improved writing outcomes for lower attaining pupils	Sentences into paragraph writing with grammar and punctuation focus	Reinforcing punctuation and grammar skills broken down into sentence level work.	Class teacher directed; led by Teaching Assistants. Expectation that sentence improvements will be evidenced in English writing books.	English leader	Feb, April and June 2017
Mathematical misconceptions and gaps addressed.	Numbers Count programme	Building solid understanding of place value and number underpins mathematical confidence and fluency.	High-quality professional training. Peer observation. Evidence in books.	Maths leader	Feb, April and June 2017
Total budgeted cost					£19,800

ii. 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?
Improved phonics pass rate and spelling scores	Lexia computer program	Easy-to-use program reinforces phonics learning at home and in school.	Attendance levels at Lexia breakfast club. Teacher review of progress through the levels.	English leader	Feb, April and June 2017
Enjoyment and fluency of reading	1:1 reading support	1:1 support with struggling readers identifies areas of difficulty and develops trust, confidence and pleasure in reading aloud.	Observation. Training of volunteers. Individual reading progress.	English leader	Feb, April and June 2017
Improved times tables and simple number facts	RM Easimaths	Fun and child-friendly program reinforces basic number facts at home and in school.	Progress measured with times tables and arithmetic tests.	Maths leader	Feb, April and June 2017
Identification and resources to support language	Clicker 7 Language Link Speech Link	Identification of language difficulties early is fundamental to good development and progress.	Early identification and tracking of individual progress.	SENCo	Feb, April and June 2017
Total budgeted cost					£4200

6. Outcomes by year		Current progress : % making 'good' progress as evidenced on key skill tracking grids 6 points = good average progress over a year			
Year	No pupils	Reading	Writing	Maths	Notes
1	7	71%	57%	57%	Accelerated progress expected to reach 83% minimum at ARE
2	4	50%	50%	100%	2 new pupils not included in progress data; both new pupils are significantly behind ARE.
3	3	67%	33%	33%	1 pupil new to disadvantaged list; complex needs. 1 pupil (traveller) with housing issues which have affected attendance significantly in Terms 3-6.
4	3	33%	33%	33%	1 pupil (traveller) with significant attendance issues.
5	1	100%	0%	100%	1 pupil complex needs/school refusal. EHCP approved Aug 2017.
6	6	60%	100%	100%	1 pupil new in Term 6 not included in progress data.
AVG		64%	46%	71%	

Current attainment : % achieving ARE who began the year (Sept) within 'emerging' band for their year group					RWM combined attainment at ARE	Notes
		READING	WRITING	MATHS		
1	7	83% (5/6)	67% (4/6)	67% (4/6)	57%	
2	4	100% (1)	n/a	100% (1)	0%	
3	3	100% (1)	n/a	100% (1)	33%	
4	3	0% (1)	n/a	100% (1)	0%	
5	1	n/a	n/a	n/a	0%	
6	6	100% (2)	100% (2)	100% (2)	33%	Working below and made accelerated progress to reach ARE: R, 1 pupil W, 2 pupils M, 1 pupil

7. Review of expenditure				
Academic Year 2016-2017				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
Development of speech and language for pupils entering EYFS with low skills Development of vocabulary and language for high attaining pupils	Staff training through collaborative project Staff training on developing oracy for high attaining pupils in EYFS and KS1	60% signed off the programme 50% achieved phonics result 20+ on Yr 1 phonics check assessment	Disadvantaged and EAL pupils have benefited. Speech and language groups to widen to include children in Years 1-3 who would benefit from this approach.	
Improved phonics pass rates for lower attaining pupils	Additional phonics in small groups	R pupils more closely tracked 77% achieved 20+ on Yr 1 phonics check assessment Year 1 pass rate 86% (6/7); mean score 37 Year 2 pass rate 100%; mean score 38	Phonics ability groups to continue Year 2 and 3; Additional group for Year 2 pupils who didn't pass Yr 1 screening. Whole Class phonics R and Year 1.	
Improved writing outcomes for lower attaining pupils	Sentences into paragraph writing with grammar and punctuation focus	Lower attaining pupils in Years 2-6, 60% made MORE progress than last year in Writing;	2017/18 focus: Oral grammar/speaking into written grammatical sentences Vocabulary development Spelling tracking	

Mathematical misconceptions and gaps addressed.	Numbers Count programme (Yr 3) Small-group additional maths	2/3 made good progress (6 pts) 2/2 made 4 pts progress		
			TOTAL	£19,800

ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost
Improved phonics pass rate and spelling scores	Lexia computer program	RWI spelling programme needs to embed. Phonics pass rate at 100% by end of Year 2.		
Enjoyment and fluency of reading	1:1 reading support	Reading progress higher than writing and maths. 1:1 for most vulnerable readers is important part of the reading 'mix'.		
Improved times tables and simple number facts	RM Easimaths	Difficult to measure with our school-wide system of times tables.	Improved tracking and measurement of impact required for 2017-2018. New times tables tests and measures to be established.	
Identification and resources to support language	Clicker 7 Language Link Speech Link	EYFS speech and language programme demonstrates good progress and improvements.		
			TOTAL	£4200

8. Additional detail