



Wildridings Primary School Pupil Premium Strategy

Summary Information					
School	Wildridings Primary School				
Total number of pupils	433 (inc Nursery)	Total PP budget	£ 142,140	Date of most recent PP Review	July 2018
		Number of pupils eligible for PP	99 (Autumn Term)	Date for next internal review of this strategy	January 2019

Summer 2018 attainment		
EYFS	Pupils eligible for PP	Pupils not eligible for PP
% GLD	78%	73%
Summer 2018 attainment		
KS1 (SAT results)	Pupils eligible for PP	Whole year group (pupils not eligible for PP national average)
% at ARE or above:		
Reading	56%	71%
Writing	44%	69%
Maths	56%	69%
Summer 2018 attainment		
KS2 (SAT results)	Pupils eligible for PP	Whole year group (pupils not eligible for PP national average)
% at ARE or above:		
Reading	70%	83%
Writing	60%	78%
Maths	65%	74%



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Barriers to future attainment	
In-school barriers	
A	Not enough PP pupils across the school are making accelerated progress to close the attainment gap rapidly.
B	Low aspiration and poor engagement with extracurricular activities.
External barriers	
C	Poor attendance of PP pupils.

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	PP pupils' progress is accelerated, to close attainment gaps.	Attainment accelerated to close the attainment gap with non PP pupils.
B	Increase in the number of PP pupils attending clubs and extra-curricular activities both in and out of school.	Positive impact on the emotional well-being for pupils. Raised aspirations leading to increased engagement with learning.
C	Improvement in attendance figures for PP pupils. Fewer persistent absentees.	Reduce the number of persistent absentees. PP attendance to be in line with the rest of the school.



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5. Planned expenditure					
Academic year		2018/19			
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?
PP pupils' progress is accelerated, to close attainment gaps.	Training for all staff, including Teaching assistants in Maths, spelling and phonics. £500	To further strengthen staff subject knowledge and continue to improve classroom practise. This academic year, the focus will be on providing new spelling resources and training, continuing Maths and phonics training to help support Reading.	Progress and attainment data to be monitored by senior leaders. Teaching assistants to keep records of progress which will be monitored by class teachers and senior leaders.	Headteacher Deputy Headteacher	Jan 2019
	Deputy Headteacher to monitor the impact of PP strategy, including the quality of provision £6,000	Weekly time will be dedicated to monitor progress and attainment of PP pupils as well as supporting staff in improving practise. Provision will be evaluated and reviewed.	Data analysed by leaders. Book scrutiny Lesson observations Pupil voice interviews	Deputy Headteacher	
	Deputy Headteacher/SENCo to monitor the impact of SEN/PP pupils, including specific interventions and classroom support. £8,000	Interventions need to be closely monitored and any changes needed to be implemented swiftly with the support of senior leaders and specialist teachers.	Data analysed. Intervention record sheets Provision maps Book Scrutiny.	Deputy Headteacher	
Total budgeted cost					£ 14,500



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ii. Targeted support					
Small group tuition					
PP pupils' progress is accelerated, to close attainment gaps.	Small group support for PP pupils across the Years 3, 4 and 5 delivered by a HLTA. £13, 370.	Last year's data showed that pupils in Years 2 and 4 did not make the same progress as PP pupils in other year groups. The use of an experienced HLTA in these year groups will help reduce class size and provide pre-teaching and targeted support.	Intervention times to be monitored to ensure time is used well and planned for thoroughly.	Deputy Headteachers	Jan 2019
PP pupils' progress is accelerated, to close attainment gaps.	Experienced KS1 and Reading Recovery teacher to be used to support reading and writing skills in KS1. £3000	This will help to reduce the class sizes in KS1 as well as using the expertise of an experienced teacher to support reading and provide development opportunities for teaching staff. Reading results in KS1 showed an improvement last year with the support of a reading specialist. PP pupil's attainment in writing is still low.	Progress and attainment data to be monitored by senior leaders.	Senior Leadership Team.	Jan 2019
PP pupils' progress is accelerated, to close attainment gaps.	Additional adult in Year 5 to support PP/SEN pupils. £3,300	Adult to support identified pupils in Year 5 who did not make accelerated progress last year. The use of an additional adult last year helped to support PP/SEN pupils make progress.	Progress and attainment data to be monitored by senior leaders.	Senior Leadership Team.	Jan 2019
PP pupils' progress is accelerated, to close attainment gaps.	Specialist teacher to support identified PP pupils. £6,800	Specialist teacher to provide support for individual pupils. Pupils will be identified using progress data from last academic year. Pupils to be given strategies for spelling, Reading and Writing which can be applied during whole class teaching.	Progress and attainment data to be monitored by senior leaders.	Senior Leadership Team.	Jan 2019



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	Specialist teacher to support with Maths in Years 5 and 6 £4,000	Specialist Maths teacher to provide support for 2 groups of more able PP pupils as well as 1:1 support for identified PP pupils.	Progress and attainment data to be monitored by senior leaders.	5/6 Team Leader Deputy Headteacher	Jan 2019
Early Years Intervention					
PP pupils' progress is accelerated, to close attainment gaps.	Small group support for pupils in EYFS. £3,300	Early Intervention identified as a successful strategy. Pupils in Early Years are given more support using detailed provision maps. The use of an additional adult allows PP pupils to be supported with additional reading and communication. An additional adult was used in EYFS last year; 78% of PP reached GLD last academic year compared to 55% in the previous year.	Progress and attainment data to be monitored by senior leaders.	Early Years Leader Deputy Headteacher	Jan 2019
One to One Tuition					
PP pupils' progress is accelerated, to close attainment gaps.	One to one medical and education support for a named pupil. £4,500	Allow named pupil to start school and engage in Early Years provision.	Progress and attainment monitored by EYFS staff Attendance monitored by EWO.		Jan 2019
PP pupils' progress is accelerated, to close attainment gaps.	One to one tuition for Year 6 pupils £3,000	Last year 7 teachers provided one to one support for Year 6 pupils in Reading, SPAG and Maths. Attainment for PP pupils in Year 6 improved. DfE research report into supporting the attainment of disadvantaged pupils supports the use of small group and one to one tuition as an effective strategy to improve attainment. EEF: evidence suggests that one to one tuition can be effective.	Progress and attainment data to be monitored by senior leaders		Jan 2019
Total budgeted cost					£41,270
Behaviour Intervention					



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<p>Improvement in attendance figures for PP pupils. Fewer persistent absentees.</p> <p>Increase in the number of PP pupils attending clubs and extra-curricular activities both in and out of school.</p>	<p>Behaviour team used to support individuals as well as a group of Year 1 and EYFS pupils within a Nurture Group.</p> <p>£24,000</p> <p>Nurture Group Resources £1000</p>	<p>Nurture helps to provide a structured routine within a home like environment, pupils work on key skills such as giving purposeful attention and connecting up experiences. This helps pupils to engage with their peers and learning more successfully. By choosing Year 1 and EYFS pupils, we are hoping to use early intervention to improve learning behaviours for the future. The EEF toolkit strongly supports the positive impact of behaviour interventions as well as the importance of self-regulation.</p>	<p>Monitor behaviour changes through the use of observations and Boxall Profile assessments. Boxall Profiles carried out termly indicate progress. Nurture referral system ensures that pupils are identified fairly.</p>	<p>Deputy Head ELSA Class teachers</p>	<p>Jan 2019</p>
	<p>Small group work PP boys using a mentor from Reading Football Club</p> <p>£1,000</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective.</p> <p>By using a mentor from a football club, we hope the boys will benefit from a positive role model to talk to as well as the group working on making positive choices and developing a confident attitude towards learning and school life. Groups of pupils from Year 5 and 6 were supported last year.</p>	<p>Monitor behaviour changes through the use of observations and behaviour reports.</p>	<p>Class teachers</p>	<p>Jan 2019</p>
	<p>Learning mentors to support Year 3 pupils with Reading.</p> <p>£1,400</p>	<p>PP pupils have a peer mentor within school to support them with their reading and learning behaviours. Training will be given to the mentors in paired reading and this strategy has been well researched by Queen's University in Belfast. By supporting more of our lower KS2 pupils we are hoping to build peer relationships and improve outcomes through promoting good role models. EEF states that peer tutoring has a positive impact on learning.</p>	<p>Deputy Head to train peer mentors and meet with them regularly. Positive impact on engagement with lessons and home learning.</p>	<p>Deputy Head KS1 Team Leader</p>	<p>Jan 2019</p>
Total budgeted cost					£ 27,400



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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?
<p>Improvement in attendance figures for PP pupils. Fewer persistent absentees.</p>	<p>Attendance tracked and closely monitored by school admin staff and the newly appointed Education Welfare Officer. £6,000</p>	<p>Pupils need to attend school and be well supported with their attendance and learning. A more personalised approach and regular contact with parents had an impact on individual pupils last year. Regular action plan meetings also gave short measurable targets for attendance and quick improvements were evident for a small number of PP pupils; this now needs to have a greater impact across the whole school.</p>	<p>Support FSA team by maintaining a collaborative approach between FSA and Senior Leadership to ensure that any issues are tackled quickly and proactively.</p>	<p>Deputy Head FSA</p>	<p>Jan 2019</p>



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Improvement in attendance figures for PP pupils. Fewer persistent absentees.	Families and Schools Together (FAST) project £500	FAST project completed in 2015 and again in 2017. Parental engagement and its effects on academic success is well established (EEF Toolkit). Parents who took part in FAST in 2015, commented that they felt more involved in the school community and enjoyed the support they received from other families as well as being able to see an impact on learning. One parent commented that, 'His confidence is through the roof and his learning has sped up as a result.' (See FAST report Nov 2015) FAST project repeated in June 2017. 50% of families attended were PP. Parents commented that they enjoyed the programme and would recommend it to other parents.	Deputy Head to work with FAST team and class teachers to monitor impact on pupils. Parent questionnaires to monitor impact on parental engagement.	Deputy Headteacher FAST team FSA Class teachers	
	FSA support for whole families. £24,000	FSA team support PP families by meeting parents regularly through coffee mornings and drop ins. They offer advice about parenting as well as giving information about local community support. This includes help with food and clothing vouchers and liaising with the Family Intervention Team in Bracknell Forest	Deputy Headteacher to work alongside FSA team. Monitor reduction in child protection procedures.	Deputy Headteacher	
	Support both pupils and parents by providing free milk for PP pupils and breakfast club £5,000	Evidence that breakfast club can help improve attendance for pupils as well as helping pupils maintain a healthy diet.	Impact on attendance will be monitored by SLT and Admin team.	Admin team Headteacher Deputy Headteacher	
	Support families with	Outdoor learning and adventure activities can	Ensure that all pupils have	Deputy Head	Jan 2019



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	the cost of school trips and excursions. £6,000	provide pupils with a high level of emotional and physical challenge (EEF Toolkit). Introduction of new foundation curriculum will see an increase in school trips to provide memorable experiences for pupils which will support the learning back in the classroom.	equal opportunities for any school trips or learning experiences.	Bursar	
PP pupils' progress is accelerated, to close attainment gaps.	Play Therapy £2,400	Play therapy to support named pupils.	Pupils well-being is supported to allow them to engage with learning.	Deputy Head	End of sessions
Increase in the number of PP pupils attending clubs and extra-curricular activities both in and out of school	Support with school clubs and lunchtime. £1,900	PP attendance at clubs is still low. Attendance at clubs can help raise self-esteem and aspirations; helping pupils feel valued and part of the school community.	Attendance monitored by DHT. Data analysed.	Deputy Headteacher	Jan 2019
	Gardener to run Forest Schools for 2 groups of PP pupils (KS1 and KS2). £3,480	Improve participation in extra-curricular activities. Provide new experiences and develop a range of skills for pupils. Outdoor learning and adventure activities consistently show positive benefits on academic learning. (EEF Toolkit).	Data monitored to see if impact on learning. Observations within class.	Deputy Headteacher Class teachers	Jan 2019
	Teachers Fund for teachers to bid for money that might be needed to provide personalised support for PP pupils in their class. £5,000	Teachers are skilled at identifying any barriers pupils may have. They can identify what pupils in their class may need to support their learning and home learning this could include buying key reading texts being used in class to help PP pupils with any pre-teaching and understanding of language. Last year revision guides were bought to support Year 6 pupils as well as uniform and PE kit which allowed pupils to take part in PE lessons and sports activities outside of school	Impact will be monitored by SLT. Ensure all pupils have equal opportunities.	Deputy Headteacher Class teachers	Jan 2019
	Support for post Looked After pupils. £6,900	See personalised provision maps.	Impact to be monitored by DHT at PEP meetings alongside Local Authority.	Deputy Headteacher Local Authority.	Reviewed during meetings
Total budgeted cost					£ 61,180



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Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
PP/SEN pupils' progress in line with their peers. Attainment gaps are closing.	Training for all staff, including teaching assistants in Reading, Maths, handwriting spelling and phonics.	Training continues to impact on quality first teaching. Improvements in results for KS1 and KS2.	Training continues to impact on the quality of teaching. Training to closely match the school development plan.	£16,994
EYFS pupils to have similar starting points to their peers.	Experienced EYFS and KS1 teacher to be used to support Early Years and KS1.	GLD% increased for PP pupils (78%).	Continue to provide an additional adult in EYFS. KS1 need further support next academic year to improve PP progress.	
PP/SEN pupils' progress in line with their peers. Attainment gaps are closing.	Deputy Headteachers to monitor the impact of PP strategy	Better overview of whole school provision and able to provide targeted support.	Important to continue to review the strategy and monitor impact.	
ii. Targeted support				
PP/SEN pupils' progress in line with their peers. Attainment gaps are closing.	121 support from specialist Dyslexia teacher/SEN Manager.	Support provided to PP/SEN pupils through attending multi agency meetings, EHCP applications.	This support needs to be more personalised and targeted to enable specific pupils who have not made accelerated progress to be supported. This support to be focussed in Year 5 and 6.	£45,243
PP/SEN pupils' progress in line with their peers. Attainment gaps are closing.	Small group support in Maths in Year 6 from specialist maths teacher.	% PP pupils achieving ARE in Maths was 65% this has increased from last year (50%).	Continue with this next year.	
PP/SEN pupils' progress in line with their peers. Attainment gaps are closing.	Reading Recovery teacher to monitor the use of Better Reading Partners and train additional adults.	Reading results in KS1 went from 42% to 56% achieving ARE.	This support needs adapting as only a small % increase seen. Specialist teacher to be supporting pupils 1:1 instead.	
Early Years Intervention				
EYFS pupils to have similar starting points to their peers.	Small group support for pupils in EYFS.	%GLD increased to 78%	Continue to provide an additional adult in EYFS to work with PP pupils and provide small group support.	
Behaviour Intervention				
Behavioural issues of individual PP pupils are addressed. Behaviour for learning is evident amongst pupils.	Behaviour team used to support individuals as well as a group of Year 1 pupils within a Nurture Group.	Supported pupils with transition from EYFS setting. Boxall Profile assessments indicated improvements with	Next year focus on pupils with specific external agency involvement so that Nurture can form part of their plan.	£23,852



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		skills needed for learning.		
Behavioural issues of individual PP pupils are addressed. Behaviour for learning is evident amongst pupils.	Small group work with PP boys using mentor from Reading Football Club	Class teachers observed better learning behaviours in the classroom and increased self-esteem amongst certain pupils.	Plan to continue this starting with Year 6.	
Behavioural issues of individual PP pupils are addressed. Behaviour for learning is evident amongst pupils.	Learning mentors to support Year 3 and 4 pupils.	Class teachers observed increased confidence from some PP pupils	This did not happen regularly enough so will need to be more frequent this year during a regular time slot. There is no cost involved.	
iii. Other approaches				
Increased parental support and improvement in attendance figures for individual PP pupils.	Develop the Family Support Advisor team, including more home visits for EYFS pupils and pupils with low attendance. Coffee mornings for parents every 2 weeks run by FSA.	Coffee mornings were attended by 5 PP families regularly.	FSA team to continue to support families. Meet and Greet will continue to run every morning to help support attendance. Coffee mornings to continue with a specific focus every fortnight, e.g. targeting certain year groups or support groups.	£47,180
Increased parental support and improvement in attendance figures for individual PP pupils.	Attendance tracked closely and monitored by school admin staff.	Attendance meetings did impact on a small number of pupils	The impact of this was not wide enough and PP attendance was too low. New private EWO to be appointed for the school.	
Increased parental support and improvement in attendance figures for individual PP pupils.	Families and Schools Together (FAST) project.	Taster sessions were run last year to help encourage parental engagement. 6 PP families attended the taster session	FAST to continue to run next year. External agency workers to be invited to provide workshops for parents, including cooking and making play resources.	
Increased parental support and improvement in attendance figures for individual PP pupils.	Support both pupils and parents by providing free milk and PP pupils and breakfast club.	On average around 45 sessions a week were funded for PP pupils last year.	Breakfast club can be offered readily to support parents and help with attendance.	
Increased parental support and improvement in attendance figures for individual PP pupils.	Support families with the cost of school trips and excursions.	182 PP pupils were supported with trips and educational visits last year.	Many parents rely on this support to enable pupils to attend trips. New curriculum scheme for this year will see an increase in school trips which are an important part of a broad curriculum.	
Behavioural issues of individual PP pupils are addressed. Behaviour for learning is evident amongst pupils.	Sports Coach to run lunch time games and after school clubs.	Pupils involved in different sports during playtimes but participation was inconsistent.	This will not continue next year.	
To support all desired outcomes	Teachers Fund for teachers to bid for money that might be needed to provide personalised	Teachers and Teaching Assistants know the barriers faced by pupils and can identify	This will continue this year with an increase in money to help support more pupils. Teachers will be asked to discuss barriers regularly and then identify possible resources.	



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	support for PP pupils in their class.	resources or provision to support.		
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