

Pupil premium strategy statement

1. Summary information					
School	Wilmington Primary School				
Academic Year	2017/18	Total PP budget	£13,780	Date of most recent PP Review	9/17
Total number of pupils	210	Number of pupils eligible for PP	9	Date for next internal review of this strategy	9/18

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving GLD in Foundation Stage	N/A	83
% meeting the expected level in the Phonics Check	100	90
% meeting the expected levels in maths at the end of KS 1	100	80
% meeting the expected levels in writing at the end of KS 1	100	87
% meeting the expected levels in reading at the end of KS 1	100	83

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Language acquisition skills for some of those in the Foundation Stage means that they are not able to access the curriculum as easily as other pupils. This slows progress in subsequent years
B.	Fine motor skills for some pupils is slowing the progress made in writing
C.	Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in
D.	Maths skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Low attendance for a small number of children means that they miss learning
F.	Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation

G.	Preschool experience has meant that a number of children enter school at a lower level	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improve oral language skills for pupils eligible for PP in Foundation Stage	Pupils will have improved in 3 areas shown through the language link assessment
B.	Fine motor skills for some pupils is slowing the progress made in writing	All PP children with fine motor issues will be able to write using an eligible script
C.	Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in	80% of PP children to achieve expected levels
D.	Maths skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in	80% of PP children to achieve expected levels
E.	Increase attendance rates to 95% for the PP children who are a concern	The identified children have improved attendance rates of at least 95% in line with other pupils
F.	Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation	PP children in FS to have an improved Leuven score PP children from Year 1 upwards will have a readiness to learn score which is comparable to their peers
G.	Preschool experience has meant that a number of children enter school at a lower level	78% of PP FS children to meet expected levels

5. Planned expenditure					
Academic year		2017-18			
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. Improve oral language skills for pupils eligible for PP in Foundation Stage	Ensure small group support is transferred into class	Children need to be able to transfer skills from intervention groups to class situations	Ensure the TAs delivering the interventions are in the class and that information about the programmes is shared with all staff. Monitor the frequency with regular observations of registered interventions.	NG/ Class teachers	January 2018
	Speech and language link assessments and programme implemented by a Specialist Teaching assistant	Information obtained from LIFT meetings and effectiveness of the programme	Termly feedback and progress meetings with specialised TA. All children who are on the programme from a previous year group are re-assessed at the beginning of the year.	NG/ Class teachers	Termly

<p>Fine motor skills for some pupils is slowing the progress made in writing</p>	<p>Clever Finger resources to be available in Child Initiated time</p> <p>Jimbo Fun -</p>	<p>Clever Fingers is a programme which has been written by Occupational Therapists and is a research based programme</p> <p>Evidence based programme with proven results – fine motor skill development for handwriting</p>	<p>Ensure resources are bought for school</p> <p>Training for staff to be booked</p> <p>Training for staff to be booked</p>	<p>NG/ Class teachers</p> <p>NG/ Class teachers</p>	<p>January 2018</p> <p>Termly</p>
<p>Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in</p>	<p>Ensure small group support is transferred into class</p>	<p>Children need to be able to transfer skills from intervention groups to class situations</p>	<p>Ensure the TAs delivering the interventions are in the class and that information about the programmes is shared with all staff</p>	<p>NG KB/Class teachers</p>	<p>Jan 2018</p>

<p>Maths skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in</p>	<p>Ensure small group support is transferred into class</p>	<p>Children need to be able to transfer skills from intervention groups to class situations</p>	<p>Ensure the TAs delivering the interventions are in the class and that information about the programmes is shared with all staff</p>	<p>NG WS/ Class teachers</p>	<p>Jan 2018</p>
<p>Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation</p>	<p>Results from Pupil Perceptions questionnaire feedback to class based staff – social stories concept.</p>	<p>Essential that class based staff are aware of all information about children</p>	<p>Feedback session to be held and then reviewed</p>	<p>NG</p>	<p>February 2018</p>

Preschool experience has meant that a number of children enter school at a lower level	Resource FS with pre-school equipment	Research shows children in FS need to be enabled to develop at their own stage	Ensure equipment ordered, staff trained in how to use the equipment effectively and ensure it is being used	NG/RFB	March 2018
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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?
Improve oral language skills for pupils eligible for PP in Foundation Stage	1:1 and small group provision following the Language Link programme Implemented by a Specialist Teaching assistant	This programme involves pre-assessment and a specific target for each child with programme. It has been successful over a number of years Information received from regular LIFT meetings	Organise timetable to allow TAs time to do the intervention Ensure TA has training and log on for system Ensure it is carried out regularly Observe the intervention Peer observations for those who need it	NG/ Class teachers	January 2018

<p>Fine motor skills for some pupils is slowing the progress made in writing</p>	<p>Use of Clever Fingers approach</p>	<p>Clever Fingers is a programme which has been written by Occupational Therapists and is a research based programme</p>	<p>Ensure resources are bought for school Training for staff to be booked Ensure children have a dedicated time on the timetable to carry out the intervention Observe the intervention Peer observations for those who need it</p>	<p>NG/Class teachers</p>	<p>Reviewed on a termly basis</p>
<p>Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in</p>	<p>Use of Nessy programme Small group and 1:1 support with the PP. TA on specific next step targets</p>	<p>Nessy spelling programme which has been recommend by the KCC Literacy Lead Small group work is planned by teachers and therefore specific to the individuals next steps</p>	<p>Ensure resources are bought for school Training for staff to be booked Ensure children have a dedicated time on the timetable to carry out the intervention Observe the intervention Peer observations for those who need it</p>	<p>KB NG</p>	<p>Reviewed on a termly basis</p>

Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation	Play Therapy Sessions with a trained specialist	Play specialists are trained in how to provide an environment that will support the child in becoming aware of their feelings/emotions and how to cope with them.	Termly feedback session and SDQ questionnaires.	NG	Termly
Cognitive support for children who find it challenging to begin the working day, sequencing and overall cognitive ability	Cogmed Working Memory Training is a computer-based programme for attention problems caused by poor working memory.	Research/evidence based programme with positive previous results for all children	Termly analysis of data relating to listening, sequencing and adding.	NG/Class teachers	Termly
Programme for children with hypermobility, core strength and coordination issues.	BEAM – a programme to identify and assist children with physical, hypermobility and coordination development carried by a Specialist TA	NHS - Kent Community Trust – research based programme	Termly analysis of progression skills	NG/class teachers	Termly

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?
Fine motor skills for some pupils is slowing the progress made in writing	Clever Fingers	Resources to go home to give children opportunity to consolidate school learning. EYFS leader to hold a training session for parents to support the implementation at home	Ensure resources are bought for school	NG/Class teachers	January 2018
Literacy skills are lower for some pupils which makes it more difficult for them to access the curriculum of the year group they are in	Resources to be sent home	Important to develop home-school links	Ensure resources are bought for home Training for parents to be booked	NG/ Class teachers	Jan 2018

<p>Increase attendance rates to 95% for the PP children who are a concern</p>	<p>Office staff to monitor pupils weekly and follow up quickly on absences. First day response provision and interventions for concerning families are put into place quickly</p>	<p>Good attendance is vital to ensure children are in school to receive the education they need</p>	<p>HT to work alongside Office staff to begin to ensure rigour when checking attendance rates HT then to ensure policy is applied consistently and follow through policy to involve other agencies where needed</p>	<p>WS</p>	<p>Dec 2017</p>
<p>Emotional wellbeing for some children due to home issues can cause difficulties with his/her readiness to learn, sometimes related to parental separation</p>	<p>General class observations by class teachers on children. Any concerns reported through the pupil progress procedures. Add to the PP provision map any further support needed and implement</p>	<p>Pupil Perceptions and Leuven screening has been recommended by KCC lead practitioners</p>	<p>Ensure TA carrying out the questionnaire is familiar with it and skilled to carry it out Analyse the results of the questionnaire and put into place actions following this</p>	<p>NG</p>	<p>February 2018</p>