

WKPS Pupil Premium Review 2018-19

1. Review of pupil premium expenditure			
Previous Academic Year		1. 2018-19	
i. 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)
Increase in percentage of pupils reaching GLD by the end of F2. Increase in percentage of pupils meeting the standard in the Phonic Screen Check	EYFS staff to embed learning from Boys Writing Project. Participate in LA Phonics Project. Training for teachers & TAs. Introduce whole class teaching approach across EYFS with targeted support for those struggling to keep up. Continue with smaller differentiated groups across Year 1 and Year 2.	81% of all pupils achieved GLD by the end of F2 continuing a four year upward trend and 100% of the 3 pupils eligible for pupil premium achieved GLD. For those 4 pupils eligible for pupil premium only 50% met the Phonic Screen Check standard. One of these pupils also has SEN. Overall, 88% of all pupils in Y1 and 95% of all pupils in Y2 met the standard for the Phonic Screen check at the end of 2019. Both figures are above the national average and evidence improvement from the previous year and continuing a three year upward trend.	Results show that sharing good practice and learning from other schools about proven effective strategies in writing and phonics has been effective. Staff in EYFS and KS1 have had time together to review their own practice, reflect on what has been effective and to implement changes based on what has worked well in other schools. Last year, whole class teaching of phonics was introduced in F1 and F2. Years 1 and 2 continued with a differentiated smaller group approach with good effect. This year, we are trialling whole class teaching of phonics in Year 1, building on the approach in EYFS which other local schools report keep a good focus on maintaining the same pace for all pupils. Targeted support will be provided for the children in EYFS and Year 1 who struggle to keep up as well as for those moving into Year 2 who have not yet met the standard (including two pupils eligible for pupil premium)
ii. 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)

<p>Increase in percentage of pupils meeting the expected standard in reading, writing & maths by the end of Year 2.</p>	<p>Place experienced TAs in Y2 classes to focus on meeting expected standard in English & maths lessons. Place DHT in Y2 class to develop teaching across KS1 Increase involvement of librarian with KS1 readers & selection of texts to inspire writing</p>	<p>The percentage of pupils meeting the expected standard in reading, writing & maths increased from 67% in 2018 to 80% in 2019. The increase was especially pronounced in writing & maths All of the 7 pupils eligible for pupil premium (including 1 with SEN) met the expected standard in maths, 6 out of 7 attained the standard in reading and 5 in writing. This meant that this vulnerable group attained above national averages in reading, writing and maths separately as well as for the combined score which shows a huge positive impact of the changes made. One pupils eligible for pupil premium also met the standard for greater depth in mathematics.</p>	<p>The results strongly evidence the positive impact of changes introduced. The deployment of experienced TA support for English & maths lessons will continue. This TA will also work with target individuals each day to pick up on misconceptions identified in the morning lessons &/or pre-teach concepts/ vocabulary in preparation for the following day. DHT on maternity leave so remaining teachers will have the opportunity to embed that good practice for themselves. The librarian will continue to encourage wider reading habits for more able readers and to recommend texts to challenge and engage pupils with a particular focus on our most vulnerable pupils.</p>
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iii. 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)
<p>Improve rate of attendance across school and reduce the number of persistent absentees.</p>	<p>Focussed follow up by Office Staff. Purchasing Thumbs Up individual support for specific vulnerable pupils. Attendance Ted visiting highest attending classes each week. Review of Attendance Policy & review of before & after school club provision- can we offer more which will support parents? Termly Pupil Progress reviews to evaluate the impact of support</p>	<p>Overall attendance was 96.3% which is an improvement from last year (95.6%) 6.51% of our pupils were persistently absent which is lower than last year (7%) although pupils eligible for pupil premium remain over-represented in this group. The school attendance policy has been reviewed & will be shared with parents Autumn 2019.. Club provision has been reviewed in the light of feedback from parent. From September 2019, school is managing and overseeing all of the wraparound care provision and offering a more flexible and lower cost model than that previously available- we will be monitoring the impact of this during 2019-20 and hope this will result in improved rates of attendance and punctuality.</p>	<p>Office staff spent more time following up on absence with more specific questioning to promote an expectation that all pupils maximise their time in school. Office staff also promoted school club provision as a support to parent and an incentive to particular children to develop their interests beyond the school day. The increase in overall attendance evidences the positive impact of the time invested in this. Anecdotal evidence from discussions with pupils suggests that Attendance Ted raised their awareness of the importance of attendance - & for some also acted as an incentive. It is too soon to evaluate the impact of the changes to club provision but early indications are positive with increased demand for places at all clubs.</p>

2. Additional detail

2019 Results for pupils eligible for pupil premium compared to all pupils at this school and nationally

Please refer to our end of Key Stage Results summary on our website

EYFS Good Level of development (GLD)	2019 GLD results	Year 1 Phonic screen check	2019 Phonic screen results	End of KS1 results 2019	2019 Reading		2019 Writing		2019 Maths		2019 R,W &M combined	
					At/above expected	Greater depth	At/above expected	Greater depth	At/above expected	Greater depth	At/above expected	Greater depth
National	72%	National	82%	National	75%	25%	69%	15%	76%	22%	65%	11%
WKPS x 36 (2x SEN)	81%	WKPS x33 (3x SEN)	88%	WKPS x43 (1x SEN)	84%	24%	87%	13%	91%	18%	80%	7%
WKPS Pupil Premium x3 (0xSEN)	100%	WKPS Pupil Premium x 4/1x SEN	50%	WKPS Pupil Premium x7/1x SEN	86%	0%	71%	0%	100%	14%	71%	0%

End of KS2 results 2019	Reading		Writing		Maths		R, W &M combined		Average scaled scores		
	At/above expected	Greater depth	At/above expected	Greater depth	At/above expected	Greater depth	At/above expected	Greater depth	Reading	GPAS*	Maths
National 2019	73%	27%	79%	21%	79%	27%	65%	11%	104.4	106.3	105.0
WKPS 2019	93%	44%	90%	22%	88%	22%	80%	7%	108	109.3	105.2
WKPS Pupil Premium x9 (2x SEN)	82%	11%	89%	0%	82%	11%	64%	0%	103.3	104.4	101.8

