

Scott Wilkie Primary - Pupil Premium Strategy Statement 2019/20:



1. Summary information					
School	Scott Wilkie Primary School				
Academic Year	2019/20	Total PP budget	232,980	Date of most recent PP Review	15/10/19
Total number of pupils	384	Number of pupils eligible for PP	177 = 51%	Date for next internal review of this strategy/	

2. Current attainment		
	Disadvantaged Pupils at Scott Wilkie	National Non Disadvantaged Pupils
% achieving expected standard or above in reading, writing and maths combined.	73%	70%
Progress Measures	Scott Wilkie : Key Stage 2 Progress Measures for Disadvantaged children Maths : 3.5 Reading: 2.9 Writing: 1.7 Progress for disadvantaged children in maths is well above that of national non - disadvantaged. Progress for disadvantaged children in English is above that of national non - disadvantaged	

3. Barriers to future attainment (for pupils eligible for PP, including higher ability children)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Some PP children are working below national expectations (without intervention they will not reach the expected level at the end of year 2/year 6 and in years 1,3,4,5)
B.	Poor basic skills - Communication / Speaking and listening skills / Reading / Number Fluency
C.	Emotional needs that require support in order to be emotionally ready for learning.
D.	Special educational needs which require individualised programmes in order to meet their needs Eg. Dyslexia
E.	Physiological needs of children (food, water) to ensure they are ready to learn
F.	Weak cultural capital - poor home lives / limited life experiences do not provide them with the prerequisite knowledge/skills required to meet their full potential

External barriers (issues which also require action outside school, such as low attendance rates)		
G.	Poor attendance and lateness	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Good progress for ALL children at Scott Wilkie through Quality First teaching in all lessons	All children including pupil premium children, whatever their prior attainment make at least the expected progress, and that those whose attainment is below age related expectations on entry make accelerated progress.
B.	Specific children achieve their potential	1:1 reading and number fluency intervention for children with children who require extra support enables them to meet their full potential and make good progress.
C.	All children are emotionally ready for learning	Children identified with social and emotional needs are supported effectively in order to engage positively with their learning and make good progress
D.	All children are physiologically ready to learn	Children are well nourished with daily milk in school and fed with healthy snacks during year 6 extended schools to ensure they are not hungry. Children all complete marathon kids programme and engage in daily exercise.
E.	SEN children are supported effectively	SEN needs are identified and personal programmes are drawn up for individual children Speaking and Listening is developed, particularly in EYFS to ensure specific children's needs are met.
F.	Pupils all experience an enhanced an enriched curriculum	Children participate in fully immersive learning experiences in school and on educational visits to broaden their knowledge and understanding of the curriculum. Children experience residential visit in year 6.
G.	Improved attendance and punctuality to improve attainment and progress.	Breakfast club and walking bus target children with poor attendance. Enhanced provision from sports coaches for before and after school clubs target children with poor attendance.

5. Planned expenditure

Academic year	2019/20				
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.					
Tier 1 – Quality First 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	Review
A Good progress for all children	Professional development, training and support for all teachers to ensure Quality First Teaching in all lessons Recruitment, retention and development of effective teachers	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. The Education Endowment Foundation Research states that schools should strengthen the link between the Pupil Premium and teaching by prioritising the recruitment, retention and development of effective teachers.	SLT member in planning Talking through lessons with an SLT member before school Team teaching 2 PPA sessions CPD - staff meetings Action research at SLT training Use consultants to monitor and advise Planning resources: MNP, Just Imagine, T4W Mastery approach to support middle and high attainers, low floor - high ceiling - daily GD challenges	Ex HT HOS DHT	Ongoing - weekly
A Good progress for all children	Maths Mastery/ Maths No problem Resources: Text books, work books, concrete apparatus. Teaching and learning in maths is fully resourced throughout the school to ensure a mastery approach allows all children to access the curriculum through CVA.	The impact of Maths — No Problem! on teachers' pedagogy, children's deeper understanding of mathematical concepts and their improved ability to reason and problem solve continues to ignite a newfound passion for maths across the school. All of which naturally leads to high achievement outcomes in maths. School profile shows the 3 year trend for maths progress is well above average.	SLT in planning In class support MNP CPD courses Lesson Study facilitated by an SLT member Year leaders Learning walks	Ex HT HOS DHT	Annually July 20
F Pupils all experience an enhanced an enriched curriculum	To enhance and enrich the curriculum through in school workshops and Educational visits and year 6 residential.	Pupil Voice interviews and deep dives show that children learn more when they have a real life experience/workshop. Real life experiences stimulate explicit memory by helping children connect episodic memory to semantic memory in order to	Deep dives to assess what children have learnt - retained. Evaluations of trips/workshops. Pupil Voice Teacher reflections following trips/workshops.	DHT Phase leaders	Termly

		make alterations in their long term memory. Explicit memory is one of the two main types of long-term human memory. It is the conscious, intentional recollection of factual information, previous experiences, and concepts.			
A Good progress for all children	Extended school day in year 6	2018/19 data shows that Achievement at Scott Wilkie is above national in all areas. Combined R,W, M 73% compared to national 70% Progress measures above national.	Clear planning focus Bought in online programmes SPAG.com Mathletics Year 6 leader to monitor	Yr 6 Lead	July 20
A Good progress for all children	Second adult in every class in Key Stage 2 (Teach first, GTP, TA)	Increase the amount of live feedback that can be given to children in order to identify and address misconceptions efficiently and effectively within lessons.	Daily team briefings and talk throughs of lessons In class support Lesson Study facilitated by an SLT member Pupil progress meetings Learning walks	HOS DHT Phase leaders	July 20

A Good progress for all children	Additional teacher in Reception class	Lower ratio of children to adults increase the amount of adult child interaction to ensure that children make as much progress as possible.	Pupil progress meetings Lesson studies Learning walks	HOS EYFS lead	July 20
Total Budgeted Cost:				180,000	
Tier 2: 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?
B. Specific children achieve their potential	1-1 readers in the afternoon	The EEF states that targeted support for struggling pupils should be a key component of an effective pupil premium strategy. Research by Egmont states: Children who read aloud daily or nearly every day are a year ahead in reading performance versus those who never do2 • If all Key Stage 2 children read for pleasure daily, 75% of them would reach the level at the end of primary school that predicts 5 or more passes at GCSE – an increase of 8% 3 or 112,000 children in 2017.	All staff including TAs to receive training on 'teaching reading skills' 'The reading rope' and 'Reading in the moment.' Year leaders to drop in and monitor provision and feedback to TAs. Guidance from 16 point reading fluency grid. Age appropriate texts	DHT Phase leaders	Termly - Pupil progress meetings

B. Specific children achieve their potential	Number fluency support Pre steps/ Next steps in the afternoon	The EEF states that classroom teachers and teaching assistants should provide targeted academic support. Considering how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	Targeted 1-1 support linked to the Maths no problem / Number fluency session being taught in the morning, delivered by a TA who was present with the teacher in the morning lesson	DHT Phase Leaders	Termly - Pupil progress meetings
B. Specific children achieve their potential	Accelerators club (extended school day booster sessions daily) for invited children. Focus: 1-1 reading and number fluency.	Research by Egmont states that daily reading will accelerate the progress by up to a year. Daily practise of number facts will develop fluency.	Experienced TAs to run club SLT to monitor Pupil progress meetings - assess impact.	HOS DHT	Annually July 20
B. Specific children achieve their potential	Maths specialist teacher to support in Key Stage 2 - close the gap	The EEF states that classroom teachers and teaching assistants should provide targeted academic support. Considering how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	Pupil Progress meetings Learning walks	SENCO	Termly - Pupil progress meetings
E. SEN children are supported effectively	SEN needs are identified and personal programmes are drawn up for individual children and adults are assigned to deliver these programmes. (Dyslexia/ASD/SL Groups) Speaking and Listening is developed, particularly in EYFS	To ensure specific children's needs are met. Case Studies of individual pupils and internal assessment data show that SEN children with personalised programmes make good progress. E.g. LEG groups	SENCo present at all year groups PPM's this year. Internal assessment data Case studies to be completed. LEG group screening Entry exit screening of programmes.	SENCO	Termly - Pupil progress meetings
Total Budgeted Cost:				35 000	

Tier 3: Non Academic					
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?
E.A Improved attendance and punctuality to improve attainment and progress.	Walking bus	Attendance and punctuality has improved since walking bus has been introduced. All local children with attendance below 90% are collected from home in the mornings.	Attendance officer monitors attendance figures. Home visits.	Attendance officer	
C. All children are emotionally ready for learning	Buy in services: School Counsellor Educational Psychologist Learning Mentor	Children's social and emotional mental health needs are met enabling children to stay in class and access their learning. Pupil voice stakeholders surveys shows that children feel safe and ready to learn at SW. Exclusion rate: 0%	SENCO tracks progress of children. SENCO to ensure recommendations of all professional bought in professional services are implemented E.g. Ed Psych.	SENCO	
D. Children are physiologically ready to learn	Milk in key stage 1 Y6 Snacks for extended schools and accelerator	Children will only learn if their basic needs are met so that they are not hungry.	Weekly shop.	Ext Schools TA	
Total budgeted cost: 17, 980					

6. Review of expenditure				
Previous Academic Year		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)	Cost
A. Good progress for all	Teaching Assistants In every Key Stage 2 class Including 1-1 support for PP children with emotional needs RWI 1:1 catch up every afternoon; Pre-steps/Next steps Literacy and Numeracy support pm	End of Key Stage 2 data shows: Attainment: No gap between Disadvantaged and non-disadvantaged children in RWM combined at Scott Wilkie. 73% of our Disadvantaged children achieved the expected standard in RWM combined compared to 70% national non disadvantaged children. Progress: Reading SW DV +2.9 Newham Non DV +2.3 Writing SW DV +1.7 Newham DV +2.5 Maths SW DV +3.5 Newham DV 3.3	Ensure all TAs give feedback which impacts positively on progress in all lessons. Continue to run 1-1 reading fluency sessions with target PP children PM. Use ECC teacher to support children in their own maths classes (targeted floating) for number and place value units instead of removing them in class in small groups to close the gap between their current level and there are TA's to focus on plugging gaps in number fluency using number fluency progression document with target children. TAs to run 1-1 times tables sessions with pupils in year3 upwards to prepare them for times tables test in year 4 – address gaps in children year 5 upwards.	8 x Key Stage 2 TA's 124,000
A. Good progress for all	Readers every afternoon for every child in KS1 and identified children in years 3-6. Key Stage 2 catch up reading groups AM	At Scott Wilkie, DV children have considerably lower starting points than national non DV. In KS1, 65% of DV children met the expected standard in reading. In this cohort, SW are in the top quartile for mobility. The percentage of new admission EAL and SEN is also high. However, the gap between Non DV and DV children closes as the children progress up through the school. The longer the children are with us, the smaller the gap becomes. End of Key Stage 2 reading progress by the end of Key stage	Staff training on Reading in the moment. Reading to be a focus for staff CPD. Ensure reading takes place every day.	See above costings

<p>A. Good progress for all</p>	<p>To enhance and enrich the curriculum through in school workshops and Educational visits and year 6 residential.</p>	<p>Pupil voice interviews indicate that all children still thoroughly enjoy the History off the Page and Science days. The children also identify that educational visits are one of the most enjoyable parts of their learning. Year 1 particularly enjoyed visiting London Aquarium to meet the penguins. Year 2 learnt lots from Howletts Wildlife park and their seaside experience at Southend. Year 3 children particularly enjoyed their trips to London Zoo and to the beach at Chalkwell as a writing stimulus. Year 4 said they felt inspired by their trip to Kidzania for aspirations week and now have a much clearer vision for possible jobs they would like to pursue in the future. Year 5 said they learnt a lot from the Kew Gardens trip for Geography, Planetarium for Science and had their aspirations raised by the Royal Courts of Justice for aspirations week. The year 6 residential trip to Fairplay House provided the children with many experiences that they would not get the opportunity to partake in outside of school. (caving, high wires, kayaking etc) Year 6 also thoroughly enjoyed their camping trip and got to experience cooking on a fire and sleeping in a tent which many had never had the opportunity to do.</p>	<p>Continue to subsidise trips and workshops which enhance the real life educational experiences of our children and develop their cultural capital.</p>	<p>12000 Residentials 5000 workshops 10000 Trips = 27000</p>
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<p>A. Good progress for all</p>	<p>Maths Mastery/ Maths No problem</p>	<p>All attainment targets for maths met throughout the school.</p> <p>Maths attainment and progress across the school for all children is in line with or above national expectations</p> <p>Key stage 1: SW 76% Nat 76% Key Stage 2: SW 86% Nat 79% SW GD 46% Nat GD 27%</p> <p>Progress in maths: All children 3.9 (SW Disadvantaged 3.5 compared to national non disadvantaged 3.3)</p>	<p>Continue to buy into MNP. Book CPD for all staff through MNP trainers – Staff Inset Day Buy new textbooks and workbooks for children. Restock concrete resources – Dienes, PV counters etc Maths Lesson Study in Autumn term to further enhance teaching and learning of maths. Continue to monitor quality of teaching and learning and support teachers through CPD and planning.</p>	<p>13000 5000 = 18000</p>
<p>A. Good progress for all</p>	<p>To raise aspirations and life choices of target children: Year 3 = 'I Can Be' project Year 4- Kidzania Visit Year 5 – Royal Courts of Justice Visit Year 6 – Houses of Parliament, Westminster Day</p>	<p>Pupil voice interviews indicate that the children are much more aware of the breadth of career opportunities available to them. The children have discovered and had a chance to learn about a range of occupations and many children changed their choice of potential job between entry and exit interviews.</p>	<p>Continue to raise aspirations through trips booked for aspirations week</p> <p>Continue I can be project for year 3 girls</p> <p>Sign up for I can be project for year 3 boys.</p>	<p>See costing of TAs above and trips</p>

<p>A. Good progress for all</p>	<p>Extended school Provision Sports coaches before and after school</p>	<p>All Year 6 children attended the extended school provision.</p> <p><u>Year 6 Attainment for all 2019</u> <u>Above national in all areas – ARE & GD</u> (writing expected standard in line with national)</p> <p>R 80% (N73%) 34% (27%) W 78% (N78%) 26% (20%) M 86% (N79%) 46% (27%) Combined: 72% (national 65%)</p> <p>End of key stage 2 progress measures for reading and maths are well above average and writing is above average. (School profile 2019)</p>	<p>Continue to provide extended school provision and sports coaches before and after school.</p>	<p>15104</p>
<p>A. Good progress for all</p>	<p>To target children with persistent absence Home visits officer Walking Bus</p>	<p>Attendance and punctuality of identified target children improved. See individual children's attendance tracking grids. See Early help records.</p>	<p>Continue to provide walking bus. Increase number of home visits for persistent absentees. Learning mentor to attend home visits.</p>	<p>1000</p>
<p>A. Good progress for all</p>	<p>Promote and sustain a love of Reading for all children</p>	<p>All classrooms have age appropriate reading corners replenished books to take home with tracked reading journeys.</p> <p>10 books to read in each year restocked for children to take home. Love of Reading books purchased so each child has access to own book.</p> <p>School became a Just imagine reading hub.</p> <p>All classes visited the library.</p> <p>Children visibly enjoy reading more and pupil voice shows that they are excited about choosing</p>	<p>Use Just Imagine pedagogy and take on book reading materials to refine the teaching of reading for next year. Quality first teaching for all.</p> <p>Purchase Just Imagine book sets for next year.</p>	<p>5000</p>

		<p>what to read from their reading corners.</p> <p>Internal reading attainment targets met. Progress in reading throughout the school is well above average compared to national.</p> <p>Amount of readers attaining at greater depth has increased across the school.</p>		
Tier 2 : 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)	Cost
To target children who without additional support from a specialist teacher would not achieve expected at the end of Key Stage 2.	Maths specialist teacher in year 3	<p>Year 3 – 80% at ARE</p> <p>5 children at PKF- KS1 – 2 Secure</p>	Use ECC teacher and TA to support identified children within their classes and for number fluency boosters to reduce gap between current attainment level and ARE moving into year 4.	See above additional maths teacher costing
To support the needs of pupils with SEN	<p>To support the needs of all pupils especially those with SEN</p> <p>Dyslexia teacher</p>	<p>Delivered TA training and Teacher inset on Dyslexia.</p> <p>Assessed and diagnosed 2 more pupil premium children. Individualised programmes written for both of these children were accessed by other PP children with similar needs.</p> <p>Demonstrated personalised programmes were given to TAs to enable them to deliver sessions daily.</p> <p>Resources purchased to support the programmes.</p>	<p>Book staff meeting for earlier in the year.</p> <p>Use spelling approach for 1:1 next steps with targeted children experiencing difficulties with spelling.</p> <p>Continue to employ dyslexia teacher for ongoing assessment and screening.</p>	6000

Provision for children with emotional needs	School counsellor	Counsellor saw four children across year 5 and 6 and all four children met their agreed end of year targets.	Continue to buy into school counsellor to support children with emotional needs. Employ learning mentor to work within year 6 next year to support cohort with high levels of emotional need.	7000
To develop speaking and listening in the EYFS to ensure specific children's need are met	Speech and Language therapist	Tailored programmes and interventions accelerate progress of children LEG group interventions run by trained TAs See detailed S+L Report EYFS target for 70% at GLD met.	See detailed S+L report and evaluation of outcomes	7000 + £620 EYFS grant
Provision for children who need additional support to develop physiologically in order to be learning	Steps Programme Marathon Kids	Limited Impact measured. All children completed a half marathon. Most completed a marathon many completed more than one marathon (see statistics. Scott Wilkie was highest achieving marathon school nationally. Children were fitter, motivated and more ready to learn as a result.	Do not continue programme next year. Continue programme next year.	See TA costing above Sports Premium money was used
To target children who without additional support from a specialist teacher would not achieve expected at the end of their respective year.	Booster classes after school with teachers Homework club for both key stages	Target children encouraged to attend. Not all attended but those that did made progress. See PPM action plans.	Continue homework club Provide specific club (invitation only) for target vulnerable/PP children - daily after school – reading and number focus.	15000

Other				
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)	Cost

Well-nourished children, ready to learn	Milk/ Y6 Snacks for extended schools	Children provided with snacks during extended school day and Key Stage 1 children given milk daily.	Continue to provide milk and snacks to ensure children are well nourished and ready to learn.	120
Total:252,124 + £620 EYFS grant				