

Pupil premium strategy statement (primary)

1. Summary information					
School	Weston St Mary Church of England Primary Academy				
Academic Year	2017-2018	Total PP budget	£26,400	Date of most recent PP Review	Sep 2017
Total number of pupils	36	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Mar 2018

2. End of key stage 2 attainment 2016		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Y6 Achieving national standard in reading, writing and maths	0%	61%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Historically weak teaching which had not been adequately addressed for 4 years prior to June 2017 and the introduction of a new leadership team.
B.	Some pupils, who are eligible for the pupil premium, are not making expected progress in reading, writing and maths.
C.	Some pupils, who are eligible for the pupil premium, are not always able to access extra-curricular opportunities.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	For some pupils who are eligible for the pupil premium, attendance is below 90%.
E.	High mobility of pupil premium funded pupils.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure all vulnerable pupils are on track to meet their challenging targets in RWM.	Pupils who are eligible for pupil premium funding have met their targets in both February and July.
B.	To track pupils' attainment and progress to ensure all children make good or better progress.	All staff are competent and confident in using the school's tracking system to identify the needs of learners.
C.	Ensuring all children are challenged and that expectations are high for all pupils.	Pupils who are eligible for pupil premium are on track to meet their ambitious targets in February and July. Learning activities set by teachers excite and challenge all pupils, and especially pupils who are eligible for pupil premium funding.
D.	Monitoring of PPF spend shows interventions are ensuring at least typical progress against national for PPF children.	Teachers can identify and articulate who their pupil premium funded pupils are to ensure that they are making at least typical progress against national. ILB monitoring shows this to be the case.

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?
To improve the use of PPF in interventions and tracking to close gaps for pupil premium pupils.	Staff training	Staff knowledge and skills will continue to improve so that outcomes for pupils eligible for the pupil premium will improve.	Implement an effective continuous professional development (CPD) programme involving high quality training for staff. Review and evaluate regularly with staff.	AF/RW	March 2018
	A proportion of the salary of staff.	Sutton Trust and EEF Teaching and Learning Toolkit support value for money through quality first teaching. Outcomes for pupils eligible for the pupil premium will continue to improve due to high quality teaching.	Evaluate the effectiveness of the pupil premium strategy through rigorous staff appraisal.	SLT/AF/ILB	December 2017 March 2018
Total budgeted cost					£6,600
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?
To accelerate the progress of pupils eligible for the pupil premium and to close the achievement gap between the pupils eligible for pupil premium and other pupils nationally.	HoS to lead focused small group intervention and to coach staff in the delivery of high quality intervention. Focused intervention to close gaps for Y6. Improvement in teaching profile to ensure accurate identification of needs of pupils. Clearly planned interventions impact on all pupils making good personal progress and the	Sutton Trust and EEF Teaching and Learning Toolkit support value for money through quality first teaching. Outcomes for pupils eligible for the pupil premium will continue to improve due to high quality teaching.	Monitoring of teaching and learning, assessment and pupil progress meetings.	AF/ILB	December 2017 March 2018

	<p>closing of gaps. School to take part in LEAP EEF literacy project to identify what gaps in learning are. HoS takes part in LAAT Maths initiative to improve outcomes in maths. Training whole staff by consultant in calculation progression. Consultant CPD in progress in literacy. School leaders and PPF governor to monitor ambitious personal targets in RWM for PPF pupils via individual target tracker.</p>				
Total budgeted cost					£16,000
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?
To improve the use of PPF in interventions and tracking to close gaps for pupil premium pupils.	<p>Educational resources to support disadvantaged pupils. Purchase RWI resources KS2 Grammar and punctuation resources Reading scheme updated to support improvement in reading. EAL resources to develop language development Art therapy to support individual PPF emotional needs.</p>	Educational provision for pupils eligible for the pupil premium will have been enhanced.	Track pupil progress to evaluate the impact of the new educational resources.	SLT/ILB	March 2018
Total budgeted cost					£3,800

6. Review of expenditure				
Previous Academic Year		2016-2017		
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
Pupils will be ready to learn.	School leadership supported welfare concerns and TA support.	Insufficient evidence of impact	This year funds will be tightly focused on quality first teaching.	
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)	Cost
Small cohorts means we cannot detail without identifying individuals.		Insufficient evidence of impact	This year funds will be tightly focused on quality first teaching.	
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)	Cost
Removing social/stroke deprivation barriers to learning.	Supporting trips	Insufficient evidence of impact	This year funds will be tightly focused on quality first teaching.	

7. Additional detail See end statement below
<p>Weston St Mary C of E Primary Academy has experienced an extremely turbulent past. Over the past four years, there have been five head teachers. The current leadership was brought in by Lincoln Anglican Academy Trust (LAAT) and took over the school on June 5th 2017 on an interim basis during the absence of the substantive head. From September 1st 2017 the executive head and the head of school have become the permanent leadership.</p> <p>Before the resolution of the leadership, the school was inspected by Ofsted and its report was published in September 2017. Each aspect was judged inadequate, including the expenditure of pupil premium. Current leaders are unable to track the targeted spending of pupil premium funding before they came to the school and consequently, much of their focus, including that of the financial administrators, is ensuring that current funding is sharply focused on those pupils for whom it is given.</p>