

As a result of the evaluation of 2017-18, inconsistency in approach has been identified as a key barrier to the success of the implementation of the PPG strategy. Consistent application of the strategy has been identified as crucial to securing good outcomes for vulnerable pupils in 2018-19. These fall into 4 key themes. They are:

- Clear link between pedagogy and practice all staff and stakeholders are clear on the expectations of the strategy and have high expectations of its delivery.
- Quality first teaching all staff working with pupils provide high quality learning experiences showing strengths in questioning, subject knowledge, rigorous monitoring of outcomes and subsequent actions and pace
- Measuring and monitoring the SLT set challenging targets for improvement that are measurable. Staff are supported to apply this at a classroom level to ensure good progress for pupils. SLT undertake monitoring that informs and underpins the effectiveness of the strategy.
- Accountability staff will know and understand who is responsible for each aspect of the strategy. It is communicated clearly who is responsible for each aspect of pupils' provision. SLT will undertake monitoring and challenge accountable staff.





1. Summary information	1. Summary information							
School	Wood End Primary School							
Academic Year	2018-19	Total PP budget	£89 600	Date of most recent PP Review	n/a			
Total number of pupils	210	Number of pupils eligible for PP	68	Date for next internal review of this strategy	Dec 2018			

2.Cohort Informat	2.Cohort Information – Sept 2018						
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Number of	30	30	30	30	31	30	31
children							
Number of PP	9	11	8	10	9	14	6

3.Attainment for: 2017-18 EYFS	School		National 2017
33% eligible for PPG ( 30% of those with identified SEND)	PP	All pupils	All pupils
% achieving GLD	30%	67%	71%
% achieving expected standard or above in reading	30%	67%	30%
% achieving expected standard or above in writing	30%	67%	73%
% achieving expected standard or above in maths	60%	83%	79%



3.Attainment for: 2017-18 KS1	School		National 2018	
37% eligible for PPG (42% of those with identified SEND)	PP	All pupils	All pupils	
	54%	73%	75%	
% achieving expected standard or above in reading				
	9%	40%	70%	
% achieving expected standard or above in writing				
	36%	60%	76%	
% achieving expected standard or above in maths				
% of pupils achieving the phonics standard in Year 1	57%	76%	92%	
% of pupils achieving the phonics standard in Year 2 Phonics	0%	25%	92%	

3.Attainment for: 2017-18 KS2	School		National 2018
27% eligible for PPG (25% of those with identified SEND)	PP	All pupils	All pupils
% achieving expected standard or above in reading, writing and maths	25%	32%	64%
% achieving expected standard or above in reading	38%	42%	75%
% achieving expected standard or above in writing	38%	55%	78%
% achieving expected standard or above in maths	50%	48%	76%



4.	. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-	n-school barriers					
Α	Underdeveloped reading skills					
В	Poor spoken language and underdeveloped expressive and communicative language skills					
С	Poor mental calculation and rapid recall skills					
D	Gaps in learning not addressed rapidly					
E	Poor spelling and presentation					
F	Increasing cultural capital					
Ext	ternal barriers (issues which also require action outside school, such as low attendance rates)					
G	Attendance / punctuality					



5. Desire	5. Desired outcomes						
	All outcomes underpinned by a clear	r link between pedagogy and practice					
	Desired outcomes and how they will be measured	Success criteria					
A Quality First Teaching	Pupils read confidently, age appropriate texts. Pupils articulate and apply VIPERS skills to make sense of texts and explain their experiences. Measured by: pupil interview, data analysis, learning walk, book scrutiny	PP pupils at end of Key Stage achieve at least in line with national. PP pupils make accelerated progress in year showing a narrowing of the gap with all children. PP pupils in non key stage year groups achieve at least in line with peers PP pupils read at least in line with chronological age / age standardised score of 100					
B Quality First Teaching	Pupils in EYFS can articulate their wants and needs clearly. Pupils can reason and explain their thinking using language accurately. Pupils access and make links within the learning environment Pupils access all aspects of the learning environment and seek out learning opportunities Nursery pupils entering Reception from WEPS do so within chronological age band. Pupils achieve in line with all pupils at EOKS. Measured by: learning walk, data analysis.	EYFS outcomes in line with National 2019. Pupils in receipt of PPG make accelerated progress from their starting point showing a narrowing of the gap with all children. Improved ECERS scores at the end of EYFS project.					
C Quality First Teaching	Pupils make progress through 'number clubs.' Pupils are able to apply rapid recall skills in day to day maths lessons. PP pupils accessing ARE (ie 'all' and 'most') in Maths lessons. More pupils working within ARE at the end of year, than start. Measured by: learning walks, book scrutiny, data analysis.	PP pupils make accelerated progress across the year to close the gap between them and their peers by end of year.  More pupils in receipt of PPG achieving within ARE than at the start of year.  Pupils making accelerated progress through number clubs  Pupils achieve at least 58% in White Rose assessments.					
D Measuring and monitoring D Accountability	Fluid intervention is in place to meet pupil need quickly to prevent them falling behind their peers. Fewer pupils are working outside of ARE Targeted intervention makes effective use of time and is tightly structured around pupils' identified needs to make rapid progress through gaps in learning. Measured by: evaluation of provision map, data analysis, book scrutiny, learning walk.	Provision maps show pupil competence in target skills to narrow the gap with peers.  Provision links directly to curriculum outcomes and work in books demonstrates more pupils working within ARE.  Fewer pupils working significantly outside of ARE at the end of the year than the start.					
E Quality First Teaching	Pupils' independent spelling is accurate and in line with age related expectations.  Spelling assessment shows pupils able to spell at least 70% of Year Group spelling lists accurately.  Presentation is of a good standard and pupils take pride in their work. Handwriting is not a limiting factor in EOKS assessment.  Measured by: book scrutiny, spelling assessment outcomes, data analysis	Assessment of spelling shows improvement over time in spelling, with more pupils working within ARE by the end of year group than at the start.  No pupils are prevented from achieving ARE because of presentation					
F Measuring and monitoring	Increase in % of parents attending consultation evenings and planned staff workshops to improve skills / knowledge. Pupils have a wider understanding of aspiration and opportunities for achieving more. Pupils identify the value of learning and engaging Measured by: parent feedback questionnaires, attendance at events analysis	Increase in the number and frequency of parent workshops.  More vulnerable parents and families attending workshops – targeted by PFSO.  Pupils can articulate aspirations and future hopes.					
G	Pupils attending school regularly – above 96%, and on time to access core lessons.  Persistent absence in line with national.	PP attendance is in line with national					



Measuring and monitoring

Decreased in the % of pupils arriving after session starts. Measured by: attendance analysis.

Reduction in % of PP pupils currently considered persistent absentees (currently 50% of persistent absentees are PP)

Increase in the number of pupils actively engaged in Early Help services / EWO intervention

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6. Planned expenditure								
Academic year	2018-19 Release for the Ass impact.	st. Head and Maths and English subject l	eaders include	d in Pf	PG to ensure st	rategic deploym	nent and evaluatio	n of
i. Quality of teaching f	or all							
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implement ed well?	Sta ff lea d	Who and wh	en will you revie	ew implementatio	n?
Pupils read accurately age appropriate texts. Pupils articulate and apply VIPERS skills to make sense of texts and explain their experiences. Measured by: pupil interview, data analysis, learning walk, book scrutiny	Whole school reading structure implemented using VIPERS. Clear expectations of the teaching of reading made explicit and training on questioning given. Planned for moderation and standardisation of judgements Clear expectations of ARE in place	EEF Reading comprehension strategies Tagh-square for roys from continuous continuous Results of Wolverhampton Reading project 2018 where pupils make significant gains and achieved ARE at EOKS2 as a result of targeted reading and use of VIPERS skills	Regular learning walks and book trawls by SLT Reading reviews and involvement in LA projects. Provide staff training through the LA	SLT /JB	Y2 – 57% PP pur Y4 – 11% PP pur all pupils to mak Y5 - 62% PP pur progress forms s starting point.	onn  bils at ARE+ from 309  bils at ARE+ from 579  bils at ARE+ from 119  bils at ARE+ from 539  bils at ARE+ from 309  bils at ARE+ from 679  bils at ARE+ from 679	% - consolidate skills	celerated



More pupils achieve rapid recall targets in line with ARE. Pupils are able to apply rapid recall skills in day to day maths lessons.  PP pupils accessing ARE (ie 'all' and 'most') in Maths lessons.  More pupils working within ARE at the end of year, than start.	Whole school focus on 4 operations of number and number bonds and timestables work Pupil progression through 'number clubs' demonstrating skills and rapid recall Clear expectations for the teaching of mathematics both at classroom and intervention level Use of XTables Rockstars Accurate assessment of, and progression through key skills	Analysis of previous year's results shows mental arithmetic skills and recall was a barrier to achieving ARE Lesson observation and assessment scrutiny shows weaknesses in pupils quick recall and number bonds and timestables skills	Training provided by SLT Resources produced and provided to stakeholders	SLT /VJ	<ul> <li>Termly analysis of 'clubs' – more PP pupils accessing higher clubs across the year to achieve at least in line with ARE. Targets achieved in books.</li> <li>PP pupils accessing appropriate challenge – i.e. All / most or Most / Some for HA pupils in maths lessons 80% of the time Milestones: By end of Autumn Y1 – 80% PP pupils at ARE+ from 60% Y2 – 57% PP pupils at ARE+ from 57% - consolidate skills Y4 – % PP pupils at ARE+ from 33% - all pupils to make at least 1 step progress from starting point Y5 - 71% PP pupils at ARE+ from 53% - 4 pupils to make accelerated progress forms starting point and all pupils to make progress from starting point.</li> <li>Y6 – 67% PP pupils at ARE+ from 66% - consolidate skills. 2 pupils to make accelerated progress from starting point to achieve GDS at EOY.</li> </ul>
Pupils' independent spelling is accurate and in line with age related expectations.  Spelling assessment shows pupils able to spell at least 70% of Year Group spelling lists accurately.  Presentation is of a good standard and pupils take pride in their work.  Handwriting is not a limiting factor in EOKS assessment.  Measured by: book scrutiny, spelling assessment outcomes, data analysis	Implementation of whole school spelling programme with progression to meet NC expectations Planned spelling assessments and accurate tracking of pupil skill. Implementation of 'Whole Brain Spelling' training from English lead Purchase of handwriting resources and training for staff Assessments weeks include support staff to identify links between intervention and pupil progress / next steps.	Physical development approaches  Moderate impact for very low cost, based so limited endersor.  (E) (E) (E) (E) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B	Training provided by staff Purchase of resources	SLT /JB	Milestones: By end of Autumn  50% of PP pupils able to spell at least 70% of common exception words / vocab lists for their year group.  Pupils in receipt of PP achieve targets linked to spelling in independent writing assessments  Analysis of writing target sheets shows that spelling and handwriting are not limiting factors for achieving ARE at end of year.  Nelson Handwriting purchased £237.97  Autumn Spring Summer



#### ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implement	Sta ff lea d	Who and when will you review implementation?
Fluid intervention is in place to meet pupil need quickly to prevent them falling behind their peers. Fewer pupils are working outside of ARE Targeted intervention makes effective use of time and is tightly structured around pupils' identified needs to make rapid progress through gaps in learning.	Targeted use of TAs in afternoons to unpick and prevent misconceptions preventing moving forward in lesson TAs aware of, and challenging pupils to demonstrate skill acquisition in intervention and in classroom performance. Purchase of 'On Track English and Maths' resources	EEF  Small group tuition  Moderate impact for moderate cont, based on limited evidence.  © © © © © © © © © © © © © © © © © © ©	Training provided for staff Purchase of resources	SLT /FB	Milestones: By end of Autumn: PPG progress is in line with target predictions Half termly analysis of provision maps to identify pupils making progress against ARE / next steps. More pupils in receipt of PP achieving targets to work securely within ARE in line with target projections Book scrutiny shows pupils in receipt of PPG making progress through a sequence of lessons as a result of fluid intervention Pupils in receipt of PPG make accelerated progress to work within AR TA support £55 000 Rising Stars English purchased £600  Autumn Spring Summer
Increase in % of parents attending consultation evenings and planned staff workshops to improve skills / knowledge. Pupils have a wider understanding of aspiration and opportunities for achieving more. Pupils identify the value of learning and engaging	Opportunities provided for pupils to be inquisitive about the world around them and engage in aspirational workshops. Questionnaires and input into school vision and mission statement by parents  Sharing of target statements and number and spelling expectations	Parental engagement  Moderate impact for moderate cost, based on moderate  ©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©©	Questionnaire s used to gain parental voice. Training linked to parental and pupil need. Pupil voice identifies aspirational thinking	SLT	Measured by: parent feedback questionnaires, attendance at events analysis Increase in positive feedback from parents regarding their involvement in their pupils' schooling Pupil voice identifies they can articulate that they aspire to achieve improved outcomes.  PFSO funding - £23 500  Autumn Spring Summer



iii. Other approache	s				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implement	Sta ff lea d	Who and when will you review implementation?
Pupils in EYFS can articulate their wants and needs clearly. Pupils can reason and explain their thinking using language accurately. Pupils access and make links within the learning environment Pupils access all aspects of the learning environment and seek out learning opportunities Nursery pupils entering Reception from WEPS do so	EYFS Project The learning environment provides opportunities for high quality learning experiences. All adults understand and use strategies from best practice models to improve interactions with pupils All adults are accountable for the progress of pupils within EYFS	EEF Communication and language approaches High impact for very low cost, based on cotrastive evidence.  Built environment Very low or no impact for low cost, based on very limited evidence.	Monitoring by LA and school mentor	SLT / MJ	ECERS baseline completed Oct 2018 – improvement in scores by end of project Pupils in receipt of PPG make accelerated progress from starting points as a result of targeted use of the learning environment to meet their needs effectively. Pupil in receipt of PPG achieve GLD in line with national.  Autumn Spring Summer
Pupils attending school regularly – above 95%, and on time to access core lessons. Persistent absence in line with national. Decreased in the % of pupils arriving after session starts.	New, rigorous attendance policy in place. Implementation of Attendance policy by all members of the school community Deployment of EWO to challenge and track attendance Governors hold the SLT to account for attendance	Attendance of PP pupils and punctuality has been significantly below that of all pupils. This has impacted on their access to Quality First provision and standards.	Targeted work of EWO and PFSO in line with policy	SLT	Half termly analysis of attendance: Persistent absence falls to 12% in the Autumn, 11% in the Spring and 10% in the Summer. Fewer pupils considered not in full time education Increase in the number of families challenged by formal communication about their attendance PFSO funding - £23 500 Attendance incentives for pupils - £18.46  Autumn Spring Summer