



## Wyche CE Primary School: Pupil Premium Strategy Statement Review of 2018-19 and Strategy for 2019-20

1. Summary information					
<b>School</b>	Wyche CE Primary School				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£14,480	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	140	<b>Number of pupils eligible for PP</b>	9	<b>Date for next internal review of this strategy</b>	July 2020

2. Current Attainment	
<i>Scores from SATs Attainment/Progress 2019</i>	<i>Pupils eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	<b>100%</b>
<b>Progress in Reading</b>	+4.7
<b>Progress in Writing</b>	+9.1
<b>Progress in Maths</b>	+2.7

3: Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	0% Pupil Premium children are on the SEN register
<b>B.</b>	15% Pupil Premium children have significant emotional needs
<b>C.</b>	0% Pupil Premium have an EHCP
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Attendance issue with particular children

<b>4: Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>Success criteria</i>
<b>A.</b>	Continue to support those children who need specific support either to access Individual Education Plans or access other individual support programmes	Pupil Premium children will make expected progress in core subjects throughout the academic year
<b>B.*</b>	Where appropriate to use funding to allow Pupil Premium children to access a range of wider opportunities than might ordinarily be unavailable to them	Children accessing a breadth of curriculum
<b>C.*</b>	To improve children's social and emotional developmental so that Pupil Premium children will make measurable progress which will impact on outcomes for learning.	As well as the anecdotal and subjective improvement in the emotional needs of children there should be academic progress demonstrated by KS2 outcomes as well as within through school's in-house monitoring system.
<p>* As these outcomes are often driven by needs that arrive throughout the year they cannot always be budgeted for in the Planned Expenditure outlined below but where such issues arise the Pupil Premium money is accessed and used to fulfil needs. For instance in 2016-17 one pupil required emotional support and a teaching assistant was deployed and funded to support a programme with them. These elements are a high priority for the school and so are fully funded using the pupil premium funding</p>		

<b>5. Planned Expenditure</b>						
<b>Academic Year</b>	<b>2019/20</b>					
<b>Desired Outcome</b>	<b>Chosen Action</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well</b>	<b>Staff</b>	<b>Review Timetable</b>	<b>Budget Cost</b>
<b><i>Ensuring all children make expected progress in the core subjects</i></b>						
To provide a continuity of provision throughout both Key Stages such that children make good progress in the core subjects of Numeracy and Literacy	The school will continue the employment of two teaching assistants who currently work alongside the teaching staff in both Key Stages.	The two teaching assistants allow children who are in danger of not making progress to access both support within the classroom as well as delivering targeted individualised programmes of work.	The class teacher and the SENco line manage both the programmes of work and the management of the staff. This ensures that contact time is effectively used and work is heavily targeted to maximise pupil progress	Head/ Teaching Assistant/ Class teacher	The progress of each pupil premium child will be assessed termly in line with the school's assessment cycle. As well as this there is a constant monitoring of individual targets by the TA and the classteacher on a daily basis for formative assessment purposes.	£11,500 and £6,017  <i>(Shortfall supplemented by school budget)</i>
<b><i>To ensure Individual children receive additional funded support for key activities</i></b>						
To ensure every child has equal access to key activities that enhance academic and/or social and emotional well-being	The school funds instrument lessons, trips (especially the Year 6 residential) and academic assessments for individuals	The school is seeking to ensure that no child is disadvantaged through a lack of funding.	The head monitors all expenditure and makes decisions related to validity and value for money	Headteacher Teachers	The funding is allocated at the beginning of the year where possible but is reviewed frequently on a needs basis throughout the year	£1,500 <i>(an estimate based on expenditure last year and projected spend this year)</i>

## 6. Expenditure and Impact

Academic Year      2018-19

### Dedicated Maths Teaching Assistant

#### ***Impact on Maths Scores***

The impact of the employment of a Maths specialist TA has had a huge impact on standards throughout the school and also upon the Pupil premium children. All pupil premium children made expected progress in the subject last year. The SAT scores of 95% reaching expected and 35% working at greater depth are evidence on the impact on the school as a whole but where end of year tests were taken pupil premium scores were also in line with expected progress.

### Standards raised in the core subjects

#### ***Impact on standards in the core subjects***

The school pupil premium children all made good progress against expected progress according to the school's own internal tracking. The SAT scores were good in all three subjects with Reading and Maths at 100% for expected and writing at 100%. Progress scores were exceptional in Writing (+9.1), strong in Reading (+4.7) and good in Maths (+2.5). Pupil premium children were also represented in the greater depth scores in Year 6. The provision is believed to be effective and the governors have taken the step of extending one of the SEN teaching assistant's hours to enhance the provision in this key area.