

Each year Wallbrook receives additional 'Pupil Premium' funding. This funding is allocated based on the number of pupils who are or have been in the last six years eligible for Free School Meals (FSM). It is also provided for pupils who are in Local Authority Care. Adopted from care or whose parents are armed services members.

We have always focused on meeting the needs of all of our children as individuals and it is central to our ethos. Children who are eligible for free school meals (FSM) form a large proportion of our school population with 42% of our children being eligible for the pupil premium in October 2019 and 47% in October 2018.

The schools PAN is 315. The number of pupils currently on roll is 285. There is also a pre-school which provides 52 places for 3 - 4 year olds. The school has a top priority to diminish the difference between the attainment and achievement of these children and that of all pupils nationally.

We used the Pupil Premium in a variety of ways to support this priority in 2018/2019
 For 2018/2019 the school received £170, 995
 For 2019/2020 the school received £176,368

Review Date:- October 2020

Pupil Premium Allocation 2019/2020 **£176,368**

We used the money to fund the following staff **£143,116,800**

- Pastoral & Safeguarding Lead (100%)
- Deputy Head x 1 – Inclusion – behaviour, Teaching & Learning (30%)
- Deputy Head x 1 – SENCO, Teaching & Learning (25%)
- HLTA – behaviour support (75%)
- Level 3 support staff – x 3 (75%)
- Level 2 support staff x 1 (75%)

We also used the money to provide the following **£ 33,581**

- Learning Support from LA – assessments & monitoring of pupils
- Counselling support – provide play therapy / counselling for pupils
- Educational Psychology – provide assessments, reports & advice
- Attendance Officer – support for monitoring attendance & punctuality
- Trips & visits subsidies

Total **£176,697**

Pupil Premium Allocation 2018/2019 **£170,995**

We used the money to fund 47% of the cost of the following staff **£129,800**

- Pastoral & Safeguarding Lead

Assistant Headteachers – Leading teaching & interventions
 Level 3 Learning Support Assistants – delivering interventions across school
 Deputy Head – Inclusion – behaviour, attendance & SEND
 HLTA – behaviour support
 Maths Support for 1 term
 Level 2 support staff

We also used the money to provide the following **£ 42,268**

Learning Support from LA – assessments & monitoring of pupils
 Counselling support – provide play therapy / counselling for pupils
 Educational Psychology – provide assessments, reports & advice
 Attendance Officer – support for monitoring attendance & punctuality
 Trips & visits subsidies

Total £172,068

How We Identify & Overcome Barriers

Each year we monitor our pupil premium spending carefully to ensure that it is being used to good effect. This involves making informed decisions to ensure that;

- Spending is linked to closing the attendance and attainment gap
- Spending is used effectively to increase the rates of pupil progress
- Spending links to the needs of all pupils, not just those who are falling behind
- Spending supports the individual needs of pupils
- There is good quality teaching on a day to day basis
- Attendance is given a high priority and is effectively monitored

Main barriers to educational achievement faced by our eligible pupils includes;

- SEN difficulties
- Limited speech and language
- Communication difficulties
- Behavioural issues
- Poor attendance
- Basic English skills, which impact upon reading and writing, and difficulty in applying concepts to those that are abstract, and the ability to infer and deduce from pictures and texts
- Social Emotional & Mental Health issues

How we Measure Attendance

Desired Outcome	Success Criteria	Cost
Overall attendance for pupil premium pupils improves. Improvement in	Attendance target of 96%	Attendance Officer = £3,300

level of persistent absence through monitoring, first day calls, home visits, and family support.	Persistent absence target drops below 8% Review termly	
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Impact on SEMH of pupils

Pupils behaviour and emotional well-being was improved through the use of
 Counselling
 Teamworx
 ‘Good to be Me’ programmes
 ‘Wise Behaviours’
 1:1 sessions with pastoral lead

Actions for 2019/2020 to improve outcomes for PP pupils.

Desired Outcome	Action / Approach	Rationale	Implementation	Staff Lead	Review
<p>Key Stage 1</p> <p>Increase the percentage of disadvantaged pupils achieving expected standard by the end of the academic year 2020 to close the gap on national expectation:</p> <ul style="list-style-type: none"> Increase reading results by at least 5%. Increase writing results by at least 15%. Increase maths results by at least 5%. <p>Increase the percentage of disadvantaged pupils achieving GDS in KS1 by the end of the academic year 2020:</p> <ul style="list-style-type: none"> Increase GDS reading results by at least 15%. 	<ul style="list-style-type: none"> Stable teaching staff to ensure that quality first teaching is delivered consistently. SLT, phase leaders and curriculum leaders rigorously monitor the quality of teaching and learning through book trawls, lesson observations and drop in sessions, providing feedback on a regular basis, mentoring / coaching as appropriate to ensure that dips in performance are addressed quickly. 	<p>Staffing has not been consistent over the last academic year because of staff leaving, members of staff returning after maternity leave. This has impacted on the quality and consistency of teaching as new strategies or adapted programmes of work have been implemented.</p> <p>Teaching profile is not consistently good.</p> <p>EEF toolkit shows that most impact on disadvantaged pupils is obtained through quality first teaching and effective feedback.</p>	<p>Phase leaders will liaise with staff within their team on a regular basis to ensure consistently and communication is effective.</p> <p>SLT, phase leaders will coach and mentor as appropriate to staff needs and areas for development.</p> <p>Staff appraisal cycle will be rigorously applied, with challenging targets.</p> <p>Evaluation of PP pupils half termly at pupils progress meeting where data will be analysed, target pupils identified, judgements validated and support offered as needed.</p>	Phase leaders SLT	

<ul style="list-style-type: none"> • Increase GDS writing results by at least 10%. • Increase GDS maths results by at least 5% 	<ul style="list-style-type: none"> • Lessons are planned with appropriate challenge and progression 		<p>Regular staff meetings to up skill and deepen staff understanding of quality first teaching strategies and school expectations.</p>		
<p>Key Stage 2 Increase the percentage of disadvantaged pupils achieving expected standard by the end of the academic year to close the gap on national expectation</p> <ul style="list-style-type: none"> • Increase reading results by at least 20% • Increase writing results by at least 10%. • Increase maths results by at least 20% <p>Increase the percentage of disadvantaged pupils achieving GDS in KS2 by the end of the academic year 2020:</p> <ul style="list-style-type: none"> • Increase GDS reading results by at least 10%. • Increase GDS writing results by at least 5%. • Increase GDS maths results by at least 5% 	<ul style="list-style-type: none"> • Stable teaching staff to ensure that quality first teaching is delivered consistently. • SLT, phase leaders and curriculum leaders rigorously monitor the quality of teaching and learning through book trawls, lesson observations and drop in sessions, providing feedback on a regular basis, mentoring / coaching as appropriate to ensure that dips in performance are addressed quickly. • Lessons are planned with appropriate challenge and progression 	<p>Staffing has not been consistent over the last academic year because of staff leaving, members of staff returning after maternity leave. This has impacted on the quality and consistency of teaching as new strategies or adapted programmes of work have been implemented.</p> <p>Teaching profile is not consistently good.</p> <p>EEF toolkit shows that most impact on disadvantaged pupils is obtained through quality first teaching and effective feedback.</p>	<p>Phase leaders will liaise with staff within their team on a regular basis to ensure consistently and communication is effective.</p> <p>SLT, phase leaders will coach and mentor as appropriate to staff needs and areas for development.</p> <p>Staff appraisal cycle will be rigorously applied, with challenging targets.</p> <p>Evaluation of PP pupils half termly at pupils progress meeting where data will be analysed, target pupils identified, judgements validated and support offered as needed.</p> <p>Regular staff meetings to up skill and deepen staff understanding of quality first teaching strategies and school expectations.</p>		<ul style="list-style-type: none"> •
<p>SEN pupils are particularly well catered for with a</p>	<ul style="list-style-type: none"> • Continue with the use of TA to deliver 	<ul style="list-style-type: none"> • Pupils are currently working below their 	<p>Evaluation of PP pupils half termly at pupils progress meeting where data will be</p>		

<p>curriculum that is appropriate to their needs.</p> <p>Identify gaps in provision and provide appropriate training for staff and evidence based interventions for pupils.</p>	<p>additional support in class alongside the teacher.</p> <ul style="list-style-type: none"> To continue with TA intervention provision during afternoon sessions. To use specialist advice from Ed Psych, LSS To provide SEMH interventions such as counselling 	<p>peers and have identified needs. These will be addressed on a regular basis through research based techniques advised by outside agencies.</p>	<p>analysed, target pupils identified, judgements validated and support offered as needed.</p> <p>TA liaise closely with teachers in class to maintain high standards of teaching and learning.</p> <p>TA and DHT to liaise half termly to assess progress and ensure that quality provision is provided through closing the gap activities</p>		
<p>Pupils will have developed self-esteem and a better awareness of how to manage their emotions in a controlled manner.</p>	<ul style="list-style-type: none"> All staff to attend training sessions regarding emotional wellbeing / nurture Specific staff to have indepth nurture training to implement and lead daily sessions, meeting hard to reach pupils with emotional need. 	<ul style="list-style-type: none"> Pupils enter school with low self-esteem, issues with emotional health and wellbeing and low aspirations. There has been an increase in exclusions over previous years. Behaviour logs have evidenced, key pupils who require high level of behaviour management and attention. 	<p>All staff will attend regular staff meetings to evaluate and review current strategies.</p> <p>SLT to monitor behaviour across the school through continuous logs.</p> <p>Nurture group will monitor pupils progress and behaviour in class to measure impact of the programme.</p>	<p>SLT Nurture group</p>	
<p>Improve attendance of PP pupils</p>	<p>Attendance Officer to work 0.5 days per week. Monitoring attendance alongside school staff,</p>	<p>Attendance is below national and the % of pupils with PA is above national.</p>	<p>Pupils are regularly monitored. Parents invited in to attendance clinics.</p>	<p>Attendance Consultant CL/NC</p>	

	completing home visits, providing advice to school & leading attendance clinics.		Home visits. Early Help referrals.		
Teaching staff to take part in Transforming Teaching programme.	<ul style="list-style-type: none"> All staff to attend training sessions Teacher Educators identified & undergo further training 	<p>Teaching profile is not consistently good.</p> <p>EEF toolkit shows that most impact on disadvantaged pupils is obtained through quality first teaching and effective feedback.</p> <p>Whole school approach to develop and improve the quality of teaching through research, pedagogy and high quality coaching & mentoring</p>	Monitored by SLT and writing team half termly through data analysis, book trawls and lesson observations.		
All disadvantaged pupils have equal access to educational visits and residential opportunities.	To continue to subsidise trips as required	Disadvantaged pupils have full participation in all learning and residential activities outside of the school grounds. This consolidates learning and provides opportunity to deepen understanding through varied teaching and learning approaches. Pupil confidence, self-esteem and social skills are developed through practical work.	Subsidised opportunities will continue as appropriate the budget allowance.		
Increased parental engagement.	<p>Termly workshops for parents to attend.</p> <p>Planned events throughout the year for parents to</p>	Parents will enjoy learning alongside their child and foster a sense of achievement together. This will hopefully encourage	The sessions are planned into every unit of work and dates are set before commencing work.		

	attend – bedtime story, stay & play sessions.	supportive and cooperative learning at home.			
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i. 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?
All disadvantaged pupils have equal access to educational visits and residential opportunities.	To continue to subsidise trips as required	Disadvantaged pupils have full participation in all learning and residential activities outside of the school grounds. This consolidates learning and provides opportunity to deepen understanding through varied teaching and learning approaches. Pupil confidence, self-esteem and social skills are developed through practical work.	Subsidised opportunities will continue as appropriate the budget allowance.		All disadvantaged pupils have equal access to educational visits and residential opportunities.
All disadvantaged pupils will have equal access to DPA (Dudley Performing Arts) music provision, leaning a music instrument on a weekly basis for a term.	Planned music lessons, with DPA, every week for a term using tuned instruments that pupils can take home.	Pupils have an understanding of music, notation and developed mathematical and listening skills.	Provision will continue next year appropriate to the budget allowance.		All disadvantaged pupils will have equal access to DPA (Dudley Performing Arts) music provision, leaning a music instrument on a weekly basis for a term.

Early Years Foundation Stage

Early Years Foundation Stage Good Level of Development	School disadvantaged Pupils	National non-disadvantaged
2019	53%	73%
2018	45%	73%

Phonics results

Year 1 Phonics Check	School disadvantaged Pupils	National disadvantaged	National non-disadvantaged
2019	63%	71%	85%
2018	89%	71%	85%

Key Stage 1:

2019 Key Stage 1 Results	Expected level		Greater depth	
	School disadvantaged pupils	National non-disadvantaged	School disadvantaged pupils	National non-disadvantaged
Reading	67%	75%	8%	26%
Writing	50%	70%	0	16%
Maths	67%	76%	0%	22%

2018 Key Stage 1 Results	Expected level		Greater depth	
	School disadvantaged pupils	National all pupils	School disadvantaged pupils	National all pupils
Reading	67%	75%	7%	26%
Writing	47%	70%	0	16%
Maths	67%	76%	13%	22%

Key Stage 2:

Key Stage 2 Results 2019	Expected level	
	School Disadvantaged pupils	Non-disadvantaged national (2018)
RWM combined	25%	70%
Reading	35%	80%
Writing	45%	83%
Maths	35%	81%

Key Stage 2 Results 2018	Expected level	
	School Disadvantaged pupils	Non-disadvantaged national
RWM combined	35%	70%
Reading	50%	80%
Writing	55%	83%
Maths	45%	81%

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