

Whiteshill Primary School Pupil Premium Strategy Statement 2018-19



1. Summary Information					
School	Whiteshill Primary School				
Academic Year	2018/19	Total PP budget	£17,000	Date of most recent PP review	April 2018
Total number of pupils	99	Number of Pupils eligible for PP	13	Date for next internal review of this strategy	April 2019

2. Current Attainment – KS2				
	All pupils (School)	Pupils eligible for PP	All Pupils (national average)	Sufficient progress is at least:
% achieving GLD (EYFS)	85%	100%	72%	
% achieving pass mark in Yr 1 phonics	78% (18 pupils)	50%	82%	
% achieving pass mark in yr 2 phonics (cumulative)	100%	100%	92%	
KS1				
% achieving at least ARE (RWM)	75%	50%		
KS2	11 pupils	2 pupils		
% achieving at least ARE (RWM)	33%	0%	64%	
Average Progress Scores in reading	-5.96	-9.37	+0.33	-1.1
Average Progress Scores in writing	-2.24	-4.03	+0.17	-0.1
Average Progress Scores in maths	-6.82	-12.21	+0.28	-3.1

3. Barriers to future attainment (for eligible for PP including high ability)	
In School barriers (issues to be addressed in school , such as poor oral language skills)	
A	Current attainment for pupil premium children is below that of their peers.
B	Growth Mindset, resilience, willingness to 'have a go' and persevere
C	Limited exposure to wider world knowledge and experience for a number of our PP pupils' impacts on them socially & emotionally.
Out of School barriers	
D	Attendance rates are low for most PP children with 69% falling below 95% attendance and 31% falling below 90% attendance. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A	Ensure the difference between PP pupils and non-PP pupils is narrowed for reading, writing and maths.	PP progress and attainment is broadly in line with non-PP achievement.
B	PP children demonstrate greater levels of resilience, perseverance and willingness to 'have a go'.	An increased percentage of PP children show a greater understanding of growth mindset demonstrated through self-audit repeated at the end of the school year.
C	To ensure all children have the opportunity to experience and enjoy wider world learning, outside the classroom and normal curriculum teaching.	Participation of all pupils in school trips (including residential) and in sessions led by specialist visitors to the school, music lessons and sports events.
D	Increase attendance rates for pupils eligible for PP	Overall PP attendance continues to meet or exceed that of national (96%)

5. Planned Expenditure					
Academic Year		2018-19			
<i>The three headings below allow schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies</i>					
(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? WWW/ EBIs/ Next steps
(A) Ensure the difference between PP pupils and non-PP pupils is narrowed for reading, writing and maths.	Year 5 teacher during the spring term for English and maths. Use of SENCO to better define the support that is needed for specific gaps in learning and to ensure accurate in-school assessment.	46% of all PP children are below ARE in writing and 31% below in maths across the school. In year 5 and 6 over 50% of PP children are below ARE in all areas, most significantly in maths (71%) meaning they require additional targeted intervention to enable them to reach their full potential.	Termly monitoring – data from target tracker, lesson observations, book scrutiny and pupil conference.	HF	April 2019

		EEF research shows reducing class size has a positive effect on progress.			
				Cost	£4,132
(B) Growth Mindset, resilience, willingness to 'have a go' and persevere	Whole school approach during lessons and collective worship including staff training and development of P4C.	Questionnaire results suggest that PP children do not currently demonstrate growth mind-set. EEF research shows that promoting social and emotional learning on a whole school and individual basis has a positive impact on progress.	Pupil progress meetings and pupil conference. Repeat of initial questionnaire.	HF	April 2019
				Cost	£500
Total budgeted cost					£4,632
Targeted Support					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? How well is it being implemented? What evidence so far?	Staff Lead	When will you review implementation? WWW/ EBIs/ Next steps
(A) Ensure the difference between PP pupils and non-PP pupils is narrowed for reading, writing and maths.	1:1 support – targeted intervention.	46% of all PP children are below ARE in writing and 31% below in maths across the school. In year 5 and 6 over 50% of PP children are below ARE in all areas, most significantly in maths (71%) meaning they require additional targeted intervention to enable them to reach their full potential. EEF research shows 1:1 tuition has a positive	Termly monitoring – data from target tracker, lesson observations, book scrutiny and pupil conference.	HF	April 2019

		impact on progress (+5 months).			
				Cost	£9,130
(B) PP children demonstrate greater levels of resilience, perseverance and willingness to 'have a go'.	Specialist support for emotional wellbeing.	Questionnaire results suggest that PP children do not currently demonstrate growth mindset. EEF research shows that promoting social and emotional learning on a whole school and individual basis has a positive impact on progress.	Pupil progress meetings and pupil conference. Repeat of initial questionnaire.	HF	April 2019
				Cost	£660
Total budgeted cost					£7,490
(iii) other approaches					
(C) To ensure all children have the opportunity to experience and enjoy wider world learning, outside the classroom and normal curriculum teaching.	Plan and implement theme days, visitors, wider experiences and curriculum visits to support learning outside the classroom. Offer a range of after school clubs, sporting events and extra-	Pupil's vocabulary and language, ability to empathise and knowledge of the world will have an impact on their results at KS2.	Timetable of events and wider experiences throughout the year. Larger range of after school club provision through Superstars. Advertise and encourage PP children to attend	HF	April 2019

	curricular activities to PP children.		subsidised events using PP funding. Baseline data of PP children attending extra-curricular activities – repeated in the summer term.		
				Cost	Approx. £2000
(D) Increase attendance rates for pupils eligible for PP	School system in place for dealing with attendance at all levels, including letters and parent meetings. This will include educating and informing parents of the impact attendance has on progress.	Attendance rates are low for most PP children with 69% falling below 95% attendance and 31% falling below 90% attendance. This reduces their school hours and causes them to fall behind on average.	Ensure school system is clear and known by all parents. Baseline attendance data and repeated data analysis in the summer term. Specific monitoring of pupil premium children attendance on a weekly basis.	HF	April 2019
				Cost	Approx £500
				Total Cost	Approx £2500
				Total Cost	£16,922

6. Review of Expenditure			
Previous Academic Year		2017 - 18	
(ii) Quality of teaching for all			
Desired Outcome	Chosen action/ approach	Impact and Next Steps	Cost
(C) Difference between PP pupils and Non PP	School approach to teaching focuses on filling the gaps, greater depth of understanding and quality first	<i>Points Progress Teacher assessment for progress over the last year showed that year 6 PP pupils achieved broadly in line with other pupils in Reading and Writing and 1 point lower for maths. Their</i>	£8518

<p>pupils is narrowed for RWM</p>	<p>teaching for all pupils until they are secure with a concept.</p> <p>Growth mind-set strategies are employed to encourage a positive approach to learning.</p> <p>Glow Maths strategies used to improve reasoning and understanding in Maths.</p> <p>Improvement in pace and concentration when working on tasks.</p> <p>Quality first teaching, immediate feedback and early help interventions eg/ teacher led mop up sessions.</p> <p>Specific intervention using Rapid mathematics from Y3+ IGCC used Y1/2</p> <p>Rapid phonics catch up from Spring term Reception and termly in Y1/2</p> <p>1:1 Tuition</p>	<p><i>combined RWM score was slightly lower than all pupils (5.5 to 5.9). However, in the end of key stage SATs pupil premium children, despite starting at national average in Key Stage 1 did not achieve national average at the end of Key Stage 2.</i></p> <p><i>In year 5, pupil premium children achieved slightly more points progress than all pupils.</i></p> <p><i>In year 4, pupil premium children achieved slightly more points progress than all pupils.</i></p> <p><i>In year 3, the pupil premium child achieved slightly less points progress in reading and was broadly in line with other children in writing and maths.</i></p> <p><i>In year 2, the pupil premium children achieved points progress broadly in line with other children.</i></p> <p><i>In year 1, the pupil premium children achieved points progress broadly in line with other children.</i></p> <p><i>In EYFS, pupil premium achieving GLD was 100% compared to non-pp 80%.</i></p> <p>Ensure continued and increased focus on preparing for test situations.</p> <p>Pace of lessons and expectation is high for all pupils. Through regular monitoring of teaching and learning.</p> <p>Focus on data of pupil premium children at termly pupil progress meetings – holding teachers to account throughout the year.</p> <p>Set clear non-negotiables for end of year expectations for each year group in line with end of key stage outcomes.</p> <p>Ensure teacher assessment is accurate through regular monitoring and moderation both in school and out.</p>	
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		Consistent approach to planning, delivery and assessment of Transform maths.	
<p>(D) Build resilience and increase pace of working in the classroom.</p> <p>Children finish work on time and increase coverage in timed tests.</p>	<p>Breakfast club being used to support pupils plus infant fruit used for snack times.</p> <p>Structured conversations being used to support parents' ability to help with learning and homework at home.</p> <p>Wellbeing supported through Play therapy and group work with CYPs link.</p> <p>Commando Marines being used each week with Y5/6 children to increase resilience, personal accountability, teamwork, collective responsibility, fitness</p> <p>Employment of Family/Pastoral TA to support families and children with a wide range of problems.</p> <p>1/1 tutoring to support pupils and increase fluency in Maths and writing.</p> <p>Regular timed tests used to increase pace pupils are working at. (eg. Beat your tables score)</p>	<p>KS2 results showed that children's resilience still needs to be a focus as 33% of all children achieved ARE in Reading, Writing and Maths and 0% of pupil premium children.</p> <p>A new system for parental engagement of children with a my-plan or my-plan+ will be developed next year with the SENCO to replace the AFA system which has not had the desired effect.</p> <p>Ensure continued and increased focus on preparing for test situations.</p> <p>More regular testing opportunities throughout the year in line with end of year expectations in key stage 1 and 2.</p> <p>Focus on increased pace of learning through more rigorous planning, teaching and assessment structures.</p>	£12,095
<p>C) Continued access to full curriculum and extra curriculum learning. PP children are taking part in extra-curricular learning, after school clubs, swimming and class trips. Pupil conference and monitoring children's access to clubs.</p>	<p>PP money used to support pupils to access extra curriculum learning and school trips.</p> <p>Extra-curricular activities/ residential visits subsidised</p> <p>Children accessing music lessons, sport and outward bound activities.</p> <p>Whole class music lessons means all accessing high quality tuition.</p>	<p>61% of PP children in school benefitted from access to extra-curricular activities that they would otherwise not have. Funding was used to support school trips, swimming, music lessons and a residential trip.</p> <p>Ensure that coming year's data has a baseline to show impact in a more accurate way and that individual children's needs are identified and targeted more accurately.</p> <p>Discuss with teachers barriers to learning and involvement for pupil premium children and ways that this can be supported.</p>	£881
Total budgeted cost			£21,495.32

