

Pupil premium strategy statement Whytemead Primary School



Summary information					
School	Whytemead Primary				
Academic Year	2016-2017	Total PP budget	£69,363	Date of most recent PP Review	Sept 2016
Total number of pupils	270	Number of pupils eligible for PP	52	Date for next internal review of this strategy	January 2017

2015-2016 attainment		
EYFS (6 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% achieving GLD	33%	78.9%
% making progress in literacy	83%	89%
% making progress in maths	83%	89%
% making progress in personal and social	100%	89%
% making progress in communication and language	100%	89%

2015-2016 attainment		
YEAR 1 (11 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% achieving in reading, writing and maths	54.5%	73.9%
% making progress in reading	100%	91.2%
% making progress in writing	91.7%	97.1%
% making progress in maths	94.4%	94.1%

2015-2016 attainment		
YEAR 2 (5 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% achieving in reading, writing and maths	57.1%	63.2%
% making progress in reading	42.9%	65.8%
% making progress in writing	71.4%	86.8%
% making progress in maths	71.4%	76.3%

2015-2016 attainment		
YEAR 3 (12 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% achieving in reading, writing and maths	66.7%	45.5%
% making progress in reading	91.7%	90.9%
% making progress in writing	83.3%	87.9%
% making progress in maths	91.7%	78.8%

2015-2016 attainment		
YEAR 4 (12 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% achieving in reading, writing and maths	58.3%	61.1%
% making progress in reading	63.6%	52.9%
% making progress in writing	63.6%	64.7%
% making progress in maths	72.7%	64.7%

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.	Low attainment of EYFS PP cohort. These children will enter year 1 lower than their peers and will need support to make accelerated progress.	
B.	PP reading progress for year 2 2015-2016 was lower than their NOT PP peers.	
C.	Learning can be affected by some emotional well-being issues for a minority of children with PP.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	There is a small number of PP children across all year groups with poor attendance. Although PP attendance is 95.3% overall for 2015-2016. NOT PP 96.6%	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve rates of progress and attainment for PP children in Y1.	More than 2 out of 6 eligible children will meet expectations for Y1 or demonstrate that they have made excellent progress.
B.	PP children in Y3 will demonstrate high rates of reading progress.	Rates of progress will be measured at half-termly meetings and monitored by PP lead.
C.	PP children who have emotional well-being issues will feel 'At Ease' in school and know how to seek support if they need it.	Fewer playground incidents reported on CPOMS.
D.	For those targeted children, attendance rates will improve on previous years.	90% of children who have been targeted as having poor attendance will demonstrate improved attendance rates on previous years. PP attendance to maintain being in line with NOT PP children.

Planned expenditure					
Academic year	2016-2017				
The three headings below enable our school to demonstrate how we 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?
Improve attainment, especially in Y1.	Staff training on the schools new 'Non-Negotiables' (to include LSAs on INSET day 4.1.17) and how this works with mixed ability grouping.	We want to invest some PP money in longer term change that will benefit all pupils. We feel that ensuring that all staff are clear about the expectations for all children, this will also benefit those with PP. This is an approach that we can embed across the whole school.	Drop-in lesson observations. Phase leaders to implement LSA performance management through observations and focussed feedback.	CM KL HR	Summer 2017
	Intensive phonics / reading intervention	EEF Toolkit states that Phonics intervention has 'Moderate impact for very cost based on extensive evidence.'	Children will have regular phonics tests to ensure that good rates of progress are maintained.	Y1 staff	Half-termly
	Maintain small EYFS class sizes	Although there is a cost implication, we feel that the great start that all children will benefit from in EYFS will support attainment in future years. EYFS have reported a rise in attainment and results. It has been shown to have a moderate impact for high cost. (EEF Toolkit).	EYFS leader must report to governors about EYFS results.	KL	
Improve rates of progress and attainment	Spelling Action Group	In the light of the emphasis on spelling in the new curriculum and with our school growing to include Y6, we felt that it was necessary to evolve a whole school project that would have a positive impact on spelling. This will also benefit PP children. We have raised the profile of spelling in all year groups to include writing walls, self-initiated spelling homework, bananagrams club, spelling non-negotiables.	All children will be tested on spelling words for their year group at the start and end of year.	Class Teachers	Autumn 2016 & Summer 2017
	Full time classroom LSAs	Our school day is structured so that each teacher works with every child in their class daily. We teach extended literacy and maths lessons over the whole morning or afternoon. LSAs are used to deliver small group learning during this time, that supports what the key objectives are and is carefully structured by the class teacher. Last academic year all LSAs received training about how to ask open-ended questions and to encourage pupils to take risks with their learning. One of our core values is to be 'adventurous learners'. We have referred to the 'Making Best Use of Teaching Assistants Guidance Report' published by EEF to help us to ensure that we use LSAs to add value to what teachers do, not replace them.	SLT learning walks will monitor classroom provision.	CM / GW	At least Half termly
			Work scrutiny will indicate an improvement in spelling.	SLT	At least half termly
			Drop-in class observations	SLT	At least half termly
		Work Scrutiny	SLT		
Total budgeted cost					55,000

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?
Improve reading attainment for current Y3.	1:1 reading intervention for 4/6 PP children in year 3.	Previously, our school has used a trained LSA to deliver 1:1 reading interventions. This allows reluctant readers to share a story or read their book in a positive, nurturing environment. Pupils who have previously received 1:1 reading time have demonstrated good levels of progress.	These children's reading progress will be monitored half termly.	CM to monitor KE to deliver 1:1	Half termly
1:2 LSA for identified PP child	We have identified a greater need for a child currently in KS2; in order to support this child's emotional well-being and academic progress, we feel that they will benefit from 1:1 and 1:2 support in class.	Our INCO has set out reasons for this child to be supported more intensively.	Our INCO closely monitors the progress of this child.	KW	Weekly
Help targeted PP children feel 'At Ease' at school.	CM to work with some of the most vulnerable PP children to help them feel like they have a voice in school	There is extensive evidence to suggest that improving children's emotional well-being will have a positive impact on their learning. Our class teachers also report that when things are tricky at home; this can 'spill' over into school. We have found that identifying these vulnerable children and giving them the opportunity to have a voice has had a very positive impact on their classroom behaviour and attitude to learning.	Fewer CPOMS incidents in school will be added for these children. Teachers will report fewer incidents during our 'vulnerable pupils' slot during staff meeting time.	CM	Termly
Total budgeted cost					8,000
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?
Increased attendance rates for targeted children	CM will monitor attendance for all PP children. Parents will be informed of this via letter. We will offer a prize incentive for all children to encourage regular attendance at school. For 100% attendance and from spring term onwards; most improved attendee.	For some PP children who have not attended school more than 95% of the time, there has been an impact on their learning. We can't improve attainment if the child is not in school.	Attendance will improve for those identified PP children. This is monitored half termly and letters sent home to parents termly.	CM	At the end of each term.

Increase emotional well-being for all children in school	Engage in locality training for all staff members and parents who wish to access Restructure the lunch time play provision to include quiet areas away from the main playground. Offer Play Therapy as and when required. We also run Lego Therapy groups within KS2. Children may also use the EmWave – an online computer programme that focusses on mindfulness and deep breathing to reduce stress levels.	'Sensitive and targeted intervention may benefit at risk or more vulnerable pupils' EEF Teaching and Learning Toolkit. Emotional well-being interventions have an identifiable and significant impact on attitude to learning, social relationships and attainment. We work closely with vulnerable pupils to ensure that they feel safe and valued within our school community.	Fewer playground incidents recorded on CPOMS. Worry Eaters have been purchased for classes to use. We will monitor what sort of worries are written and put in these. School Council has set up a 'Bug' Box that allows children to have a voice if they are worried or upset about something. This is then discussed at school council meetings.	CM KW (INCO) MA (LSA) KL	CPOMS review termly (GW)
Total budgeted cost					2,000

Review of expenditure (to be completed summer 2017)				
Academic Year				
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.	Impact (and whether you will continue with this approach)	Cost
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.	Impact (and whether you will continue with this approach)	Cost
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.	Impact (and whether you will continue with this approach)	Cost

