

# Pupil premium strategy statement Whytemead Primary School



Summary information					
<b>School</b>	Whytemead Primary				
<b>Academic Year</b>	2018-2019	<b>Total PP budget</b>	£80,480	<b>Date of most recent PP Review</b>	Oct 2018
<b>Total number of pupils</b>	295	<b>Number of pupils eligible for PP</b>	52	<b>Date for next internal review of this strategy</b>	June 2019

## Previous Academic Year Attainment PPG v NOT PPG by year group

2017-2018 attainment		
<b>EYFS (7 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
<b>% achieving GLD</b>	42.9%	71.1%
<b>% GLD in reading</b>	85.7%	84.2%
<b>% GLD in writing</b>	42.9%	73.7%
<b>% GLD in maths</b>	57.1%	86.8%
<b>% GLD in personal and social</b>	71.4%	86.8%
<b>% GLD in communication and language</b>	76.1%	89.4%

## 2017-2018 progress

<b>EYFS (7 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
<b>% making good progress in literacy</b>	57.1%	78.9%
<b>% making good progress in maths</b>	57.1%	78.9%
<b>% making good progress in personal and social</b>	57.1%	78.9%
<b>% making good progress in communication and language</b>	57.1%	81.6%

## 2017-2018 attainment

<b>YEAR 1 (5 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
<b>% achieving in reading, writing and maths</b>	60%	56.8%
<b>% ARE in reading</b>	60%	64.9%
<b>% ARE in writing</b>	60%	59.5%

<b>% ARE in maths</b>	60%	59.5%
-----------------------	-----	-------

<b>2017-2018 progress</b>		
<b>YEAR 1 (6 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
<b>% making good progress in reading</b>	80%	91.9%
<b>% making good progress in writing</b>	80%	91.9%
<b>% making good progress in maths</b>	100%	91.9%

<b>2017-2018 attainment</b>		
<b>YEAR 2 (5 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
<b>% ARE in reading, writing and maths</b>	20%	66.7%
<b>% ARE in reading</b>	60%	72.7%
<b>% ARE in writing</b>	20%	66.7%
<b>% ARE in maths</b>	80%	75.8%

<b>2017-2018 progress</b>		
<b>YEAR 2 (5 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
<b>% making good progress in reading</b>	80%	75.8%
<b>% making good progress in writing</b>	60%	75.8%
<b>% making good progress in maths</b>	80%	75.8%

<b>2017-2018 attainment</b>		
<b>YEAR 3 (10 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
<b>% ARE in reading, writing and maths</b>	30%	69.7%
<b>% ARE in reading</b>	60%	78.8%
<b>% ARE in writing</b>	30%	75.8%
<b>% ARE in maths</b>	70%	75.8%

<b>2017-2018 progress</b>		
---------------------------	--	--

<b>YEAR 3 (10 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% making good progress in reading	60%	72.7%
% making good progress in writing	60%	66.7%
% making good progress in maths	70%	69.7%

<b>2017-2018 attainment</b>		
<b>YEAR 4 (7 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% achieving in reading, writing and maths	42.9%	58.8%
% making progress in reading	57.1%	76.5
% making progress in writing	42.9%	61.8%
% making progress in maths	57.1%	64.7%

<b>2017-2018 progress</b>		
<b>YEAR 4 (7 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% making good progress in reading	71.4%	85.3%
% making good progress in writing	71.4%	88.2%
% making good progress in maths	85.7%	85.3%

<b>2017-2018 attainment</b>		
<b>YEAR 5 (11 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% achieving in reading, writing and maths	63.6%	53.3%
% making progress in reading	63.6%	83.3%
% making progress in writing	63.6%	63.3%
% making progress in maths	72.7%	63.3%

<b>2017-2018 progress</b>		
<b>YEAR 5 (11 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% making good progress in reading	63.6%	60%
% making good progress in writing	81.8%	66.7%
% making good progress in maths	72.7%	63.3%

2017-2018 Y6 SATs results				
YEAR 6 (12 children)	<i>Pupils eligible for PP (your school)</i>	<i>Average Points Score</i>	<i>Pupils not eligible for PP at Whytemead</i>	<i>Average Points Score</i>
% reading	67%	101.7	66%	104.2
% writing	67%	-	63%	-
% maths	67%	99.9	59%	101.0

Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Improve comprehension skills for all children (including PP children) in KS2 and increase Average Points Score (SATs)	
<b>B.</b>	Improve writing outcomes for KS1 PP children	
<b>C.</b>	Improve maths outcomes and Average Points Score for PPG children in maths KS2	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	There is a small, but significant number of children who have emotional issues that affect their ability to focus on their work.	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve comprehension skills for all children (including PP children) in KS2 and increase Average Points Score (SATs)	Reading SATs results will be in line or above National. PPG Average Points Score will be more in line with NOT PPG children at Whytemead.
<b>B.</b>	Improve writing outcomes for KS1 PP children – specifically related to spelling.	Phonics score for PPG 2018 = 40% Phonics score for NOT PPG 2018 = 83.8%  The gap between PPG and NOT PPG will be less significant in 2019 and the 3 year decline in scores should show an upward trend.
<b>C.</b>	Improve maths outcomes and Average Points Score for PPG children in maths KS2	PPG children will obtain an Average Points Score above 100. (expected)

<p><b>D.</b></p>	<p>Pupils for whom emotional issues have become a barrier to their learning will feel 'At Ease' in school; leading to better outcomes for these pupils.</p> <p>We will target specific PP children whose emotional issues are becoming a barrier to their learning. We will use a range of strategies to help to improve this; Play therapy Counselling Working with parents (CM) Employing a 'well-being' Pastoral LSA</p>	<p>We can use CPOMS to assess how many emotional / behavioural issues have been recorded for target PP children over the year and see whether this decreases over time.</p> <p>LM (Pastoral LSA) has targeted PPG children on her weekly timetable who receive additional emotional support.</p>
------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Planned expenditure**

**Academic year**      **2018-2019**

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**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>Improve comprehension skills for KS2</b></p>	<p>Accelerated Reader We will use this programme as a platform to monitor and improve children's reading comprehension skills.</p> <p>Part of the process of implementation will also include catalogue-ing our current book stock and replenishing where we have gaps.</p>	<p>We have chosen to implement AR across Key Stage 2 in the light of our first set of KS2 SATs results.</p> <p>AR also offers us the chance to monitor individual pupils' reading statistics more robustly and allows us to make faster interventions.</p> <p>EEF toolkit states that using reading comprehension strategies has a moderate impact for very low cost.</p>	<p>AR Action Plan</p> <p>Data Analysis (SATs)</p> <p>Progress monitoring – half termly</p>	<p>CM</p> <p>Along side CF / GP English Leaders</p>	<p>Summer 2019</p> <p>Progress Meetings</p>

<b>Improve writing outcomes for KS1 PP children – specifically related to spelling</b>	Year 1-2 teacher has been previously trained in Read, Write, Inc fast intervention strategies.  Targetted training will be given to all KS1 / EYFS LSAs who deliver phonics sessions.	Phonics test data is showing a 3 year downward trend. PPG children / NOT PPG children do not compare favourably and we need to work to close this gap.	Phonics Test Data  Improvement in writing in KS1 – related to spelling and phonics	SJ – along side KS1 English leader (GP)	Half Termly at Phonics tests
<b>Improve maths outcomes and Average Points Score for PPG children in maths KS2</b>	PPG money will be used for training and supply costs (to release Maths leaders).  Our maths leader is part of a maths project. Some of the money will be used to support training / supply needs for this. He will also be released to observe maths across the school.	School data shows that the average points score for PPG children in Year 6 SATs is lower than that of their peers. It is also below expectations.	SATs data – including 'mock' tests  Half Termly Progress meetings  Work scrutiny completed by Maths leaders, SLT, head teacher	JP / NF	Maths SATs results  Half Termly tests
<b>Total budgeted cost</b>					<b>£36,055</b>

## ii. Targeted support

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Improve maths outcomes and Average Points Score for PPG children in maths KS2</b>	KS2 intervention groups will be delivered by LSAs who have been trained.	Previously, the use of the maths intervention for Y6 children demonstrated a rise in pupil outcomes for those involved. (Success @ Arithmetic)	CM / KW to monitor PPG / SEN children's progress half termly	KS2 LSAs KW	KW will monitor KS2 LSA interventions.
<b>Pupils for whom emotional issues have become a barrier to their learning will feel 'At Ease' in school; leading to better outcomes for these pupils.</b>	Pastoral LSA  EM-Wave mindfulness programme for computer.  CM to work with vulnerable families	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.  Feedback from teachers  Feedback from parents	CM	Termly discussion with LM (Pastoral LSA) about provision
<b>Total budgeted cost</b>					<b>£26,715</b>

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?
Pupils for whom emotional issues have become a barrier to their learning will feel 'At Ease' in school; leading to better outcomes for these pupils.	Smooth Start Breakfast Club For those children that need it, we offer a breakfast club so that the day begins on a positive and nutritious note.	Where children start the day calmly, they are ready to learn and make the most of their opportunities.	We monitor provision daily.  Feedback from teachers.	Y5,6 LSA CM	Weekly
	Pastoral LSA	Increase in the amount of teacher time taken up sorting emotional issues. Teachers will be more focussed on Teaching and Learning.	Termly meeting with LM, CM, KW	CM	Termly
	EM-Wave	Children to use this calm down programme when necessary			
	Play Therapy	Where children have experienced severe emotional trauma, we employ a specialist play therapist to support these children.	Play Therapist reports to SENDCo – without compromising confidentiality. She also meets with parents.	KW	Termly review of service
	School Counselling	Where KS2 children are experiencing anxiety or social barriers, we employ a fully trained therapist to support these children	Counsellor emails notes every week to SENDCo. These are passed to the class teacher and will therefore effect how that child is managed.	KW	Termly review of service
<b>Total budgeted cost</b>					<b>£17,710</b>

Review of expenditure (to be completed summer 2019)				
Academic Year				
<b>i. Quality of teaching for all</b>				
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
<b>ii. Targeted support</b>				
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

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Impact</b> (and whether you will continue with this approach)	<b>Cost</b>

	<b>2018-19 Y6 SATs results</b>			
<b>YEAR 6 ( 11 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Average Points Score</i>	<i>Pupils not eligible for PP at Whytemead</i>	<i>Average Points Score</i>
<b>% reading</b>	63.6%	99.6	54.8%	101.2
<b>% writing</b>	63.6%	-	74.2%	-
<b>% maths</b>	72.7%	101.3	58.1%	100.1
<b>% RWM</b>	64%	-	45.2%	-