

# Pupil premium strategy statement Whytemead Primary School



Summary information					
<b>School</b>	Whytemead Primary				
<b>Academic Year</b>	2017-2018	<b>Total PP budget</b>	£68200	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	304	<b>Number of pupils eligible for PP</b>	59	<b>Date for next internal review of this strategy</b>	January 2018

2016-2017 attainment		
<b>EYFS (5 children)</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
<b>% achieving GLD</b>	40%	80%
<b>% GLD in literacy</b>	40%	85%
<b>% GLD in maths</b>	40%	90%
<b>% GLD in personal and social</b>	80%	92.5%
<b>% GLD in communication and language</b>	40%	87.5%

2016-2017 progress		
<b>EYFS (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 literacy</b>	60%	88%
<b>% making good progress in maths</b>	60%	93%
<b>% making good progress in personal and social</b>	100%	88%
<b>% making good progress in communication and language</b>	100%	93%

2016-2017 attainment		
<b>YEAR 1 (6 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>	16.7%	52.8%
<b>% ARE in reading</b>	33.3%	69.4%
<b>% ARE in writing</b>	16.7%	63.9%
<b>% ARE in maths</b>	33.3%	66.7%

2016-2017 progress		
YEAR 1 (6 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% making good progress in reading	66.7%	77.8%
% making good progress in writing	50%	69.4%
% making good progress in maths	66.7%	72.2%

2016-2017 attainment		
YEAR 2 (11 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% ARE in reading, writing and maths	45.5%	61.8%
% ARE in reading	72.7%	79.4%
% ARE in writing	45.5%	64.7%
% ARE in maths	63.6%	70.6%

2016-2017 progress		
YEAR 2 (11 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% making good progress in reading	45.5%	47.1%
% making good progress in writing	18.2%	50%
% making good progress in maths	72.7%	52.9%

2016-2017 attainment		
YEAR 3 (7 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% ARE in reading, writing and maths	42.9%	47.2%
% ARE in reading	42.9%	75%
% ARE in writing	42.9%	58.3%
% ARE in maths	57.1%	52.8%

2016-2017 progress		
YEAR 3 (7 children)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP at Whytemead</i>
% making good progress in reading	42.9%	83.3%
% making good progress in writing	42.9%	52.8%

<b>% making good progress in maths</b>	42.9%	58.3%
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<b>2016-2017 attainment</b>		
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<b>YEAR 4 (11 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>	45.5%	35.5%
<b>% making progress in reading</b>	81.8%	67.7%
<b>% making progress in writing</b>	54.5%	61.3%
<b>% making progress in maths</b>	63.6%	48.4%

<b>2016-2017 progress</b>		
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<b>YEAR 4 (11 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>	63.6%	77.4%
<b>% making good progress in writing</b>	45.5%	71%
<b>% making good progress in maths</b>	72.7%	64.5%

<b>2016-2017 attainment</b>		
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<b>YEAR 5 (12 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>	50%	56.3%
<b>% making progress in reading</b>	58.3%	68.8%
<b>% making progress in writing</b>	66.7%	65.6%
<b>% making progress in maths</b>	50%	59.4%

<b>2016-2017 progress</b>		
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<b>YEAR 5 (12 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>	58.3%	65.6%
<b>% making good progress in writing</b>	91.7%	65.6%
<b>% making good progress in maths</b>	58.3%	59.4%

## Barriers to future attainment (for pupils eligible for PP, including high ability)

### In-school barriers (issues to be addressed in school, such as poor oral language skills)

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|-----------|---|
| <b>A.</b> | PP children writing attainment needs to improve in all year groups from EYFS to Y4 (current Y5)             |
| <b>B.</b> | PP children's writing progress needs to improve to be in line with their peers from EYFS to Y4 (current Y5) |
| <b>C.</b> | PP children's reading attainment in Y1, Y2, Y3, Y5 needs to improve to be in line with their non-PP peers   |

### External barriers (issues which also require action outside school, such as low attendance rates)

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| <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. |
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### Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve % of PP children meeting age related expectations in writing across school.	2016-2017 = 37% Target for 2017-2018 = 50%
<b>B.</b>	Improve the % of PP children making good progress in writing across the school.  46% of PP children across the school made good progress in writing (6 steps on Target Tracker). Although this figure was 91.7% in year 5. Teachers will identify PP children. Their progress will be closely monitored during half termly progress meetings. Work scrutiny of PP children's writing books will be completed by CM and feedback given to teachers.	% of PP children making good progress in writing will increase from 46% to 60%
<b>C.</b>	Improve % of PP children meeting age related expectations in reading across the school.	53% of PP children met age related expectations for 2016-2017. This will increase to 60% in 2017-2018.
<b>D.</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.  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)	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.

## Planned expenditure

Academic year

2017-2018

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?
<p><b>Improve attainment and progress in writing</b></p>	<p>SDP Action research project – formulated by all teachers on INSET 30.10.17 details ways that we will improve writing outcomes for all pupils, including PP children. This includes meta-cognition approaches to learning</p> <p>Maintain small EYFS class sizes.</p> <p>Using supply teachers to cover teachers for Progress Meetings allows us to have an extended discussion with teachers. This demonstrates the high value that the SLT give to these meetings and the children's progress and attainment.</p>	<p>Our data shows that there is a clear gap between PP children's attainment and progress in writing and their not PP peers. We have also seen that this is a gap across the wider school community. We would like to invest in raising standards of attainment and progress for all.</p> <p>EEF toolkit says that using meta-cognition for learning has a high impact for very low cost (based on extensive evidence)</p> <p>Our EYFS data shows that there is a steady improvement in outcomes for all children in EYFS in recent years. We feel that this positive start will support attainment in future years. This has been shown to have a moderate impact for high cost (EEF Toolkit)</p>	<p>Writing Action plan review</p> <p>Drop-in lesson observations.</p> <p>Feedback from coaching session Y3/4 (specifically for Greater Depth Pupils) and how this has impacted teaching to be shared in SIM.</p> <p>Progress meetings to monitor progress and attainment with specific PP data collection.</p> <p>Regular independent writing assessments made by teachers and moderation between teachers completed at least half termly.</p>	<p>GW / CM ODC (English Leader)</p> <p>All class teachers</p>	<p>Summer 2017</p> <p>Half Termly at Progress Meetings</p>
<p><b>Improve reading outcomes</b></p>	<p>SLT receive training on strategies to improve outcomes for reading (Oct 2017) This will be fed back to class teachers.</p> <p>All classes have adjusted guided reading time to include a focus on inference and how this is taught. We have also included strategies to increase children's vocabulary in our writing action project for the year. This will include using poetry to embed rhythm and patter for specific topics. We will also include a rich diet of fiction and non-fiction guided reading that will teach the specific skills required to improve reading skills.</p>	<p>Our data shows that we need to close that gap in attainment for PP children in reading. EEF toolkit states that using reading comprehension strategies has a moderate impact for very low cost.</p>	<p>Drop in observations will include Guided Reading times (Get up and go first thing in the morning).</p> <p>Progress Meetings include a focus on PP children's reading attainment and progress.</p> <p>Work scrutiny</p>	<p>SLT</p> <p>ODC (English leader)</p>	<p>Half Termly at Progress Meetings</p> <p>Feedback from drop-in observations (termly)</p> <p>Work scrutiny – at least termly</p>

<b>Improve rates of progress and attainment</b>	Full time LSA for KS1 AM LSA for each class in KS2	LSAs are an integral part of the KS1 day, delivering small group work to all pupils which is carefully planned for and structured by the class teacher. We pay for LSAs to arrive to school early one day a week in order that planning can be discussed, in detail, for the following week. We have used guidance from making best use of teaching assistants published by EEF to ensure that our LSAs add value to children's learning and what teachers do.	LSAs will receive training on our new 'Teaching Assistant's policy' (1.11.17) LSAs will be a focus during drop in observations and will receive specific feedback from SLT.	SLT	Termly
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**Total budgeted cost** 55,000

**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 outcomes for children (reading and writing)</b>	KS2 intervention groups will be delivered by LSAs who have been skilled in those areas (precision teaching). PP children who need this support will receive 1:1 support.	Individualised instruction for those PP children needing precision teaching has been shown to have a moderate impact for low cost.	Salford reading tests to be completed by SENCO and progress monitored for those identified PP children.	KS2 LSAs KW	KW will monitor KS2 LSA interventions.
<b>Support those children experiencing emotional difficulties to overcome these barriers to their learning</b>	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.	CM	Weekly in SIM

**Total budgeted cost** £8000

**iii. Other approaches**

<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>To improve outcomes in reading and writing</b>	To develop a co-created LSA policy with LSAs. This will ensure a consistent approach across the school.	We need to ensure that, where we use LSA support, it is effective and has a positive outcome for the children.	LSAs will be included in drop-in observations and specific feedback given, with the class teacher present.	SLT	During drop-in observations

**Total budgeted cost** -

**Review of expenditure (to be completed summer 2017)**

Academic Year

**i. Quality of teaching for all**

<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>

**ii. Targeted support**

<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>

**iii. Other approaches**

<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>



