

Pupil premium strategy statement

School overview

Metric	Data
School name	St White's Primary School
Pupils in school	292
Proportion of disadvantaged pupils	26%
Pupil premium allocation this academic year	£101,640
Academic year or years covered by statement	2019-2020
Publish date	November 2019
Review date	February 2020
Statement authorised by	Clare Tilling
Pupil premium lead	Clare Tilling
Governor lead	Kathryn Goddard

Disadvantaged pupil progress scores for last academic year

Measure	Score (2017-18)
Reading	1.9
Writing	-1.8
Maths	3.4

Strategy aims for disadvantaged pupils

Measure	Score (2018-2019)
Meeting expected standard at KS2	50%
Achieving high standard at KS2	7%
Measure	Activity
Priority 1	Ensure that pupils become clearer communicators through a variety of approaches including high quality teaching and sourcing high-quality oracy training.
Priority 2	Implement Restorative Practice.
Priority 3	Ensure that all relevant staff have sufficient training to ensure that the new English expectations are effectively embedded in practice so that all pupils receive high-quality teaching.
Priority 4	Ensure that staff have sufficient training to understand how memory impacts on learning especially through foundation subjects so that all pupils receive high-quality teaching.

Barriers to learning these priorities address	Highest quality Oracy Training not available locally. Time for English Lead to drive forward improvements through CPD and curriculum development
Projected spending	£101,640

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading for GD	September 2020
Progress in Writing	Achieve above national average progress scores in KS2 Writing	September 2020
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics for GD	September 2020
Phonics	Continue to achieve above national average progress scores in KS2 Reading	September 2020
Attainment in reading, writing and mathematics	Achieve national average progress scores in reading, writing and mathematics at GD.	Click or tap here to enter text.

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Measure	Activity
Priority 1	Ensure that pupils become clearer communicators through a variety of approaches including high quality teaching and sourcing high-quality oracy training.
Priority 2	Implement Restorative Practice.
Priority 3	Ensure that all relevant staff have sufficient training to ensure that the new English expectations are effectively embedded in practice so that all pupils receive high-quality teaching.
Priority 4	Ensure that staff have sufficient training to understand how memory impacts on learning especially through foundation subjects so that all pupils receive high-quality teaching.
Barriers to learning these priorities address	Only 72% of disadvantaged pupils are at ARE for vocabulary.

	Pupils find expressing themselves clearly a barrier to writing. Pupils are not confident speakers yet.
Projected spending	£44,853.00

Targeted academic support for current academic year

Measure	Activity
Priority 1	Arrange and deliver teacher-led morning groups to close the gaps of pupils
Priority 2	Arrange and deliver teacher-led Project Groups to facilitate greater depth learning
Priority 3	Facilitate the improvement in spelling by purchasing, implementing and prioritising the teaching of a spelling package.
Priority 4	Facilitate further improvement in mathematical understanding by implementing an improved understanding of number.
Barriers to learning these priorities address	Children lack a deep understanding of the nature of number. Children lack a consistently strong understanding of spelling and/or fail to apply their learning.
Projected spending	£37,718.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Maintaining pupils' good attendance through the use of the minibus
Priority 2	Maintain high quality interventions to support pupils to close the gaps
Priority 3	Continue to embed and refine mastery maths approach
Priority 4	Support pupils and families through their most challenging times both in and out of school through the use of the FSW.
Barriers to learning these priorities address	Improving attendance and readiness to learn. The ability of pupils to close the gaps between them and their peers Insufficient greater depth pupils in mathematics.
Projected spending	£19,369.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to professional development	Use of Inset days, twilights and staff meetings for CPD.
Targeted support	Ensuring that enough time is given to subject leads to drive CPD across the school	Mathematics lead to complete Mastery Maths Specialist training. English Lead to have time to work on English curriculum and discussions with other SLT members
Wider strategies	Engaging the families of the most challenging	Ensuring that the minibus supports attendance Using FSW to support children and families Working closely with other agencies.

Review: last year's aims and outcomes

Aim	Outcome
Improve end of phase outcomes for pupils in Y6 but in particular boys and disadvantaged.	Y6 attainment was broadly in line with national expectations for ARE/+ with a greater proportion achieving ARE/+ than national in reading
Accelerate progress in writing across the school for all groups but in particular boys and disadvantaged to ensure that a higher percentage reach the expected standard or better at the end of each phase.	Y6 writing attainment was broadly in line with expectations.
Deepen pupils' conceptual understanding of key mathematical concepts by placing emphasis on problem solving and mathematical thinking.	Y6 mathematics attainment was in line with national.