

1. Summary information					
School	Whitemoor Academy				
Academic Year	2018/19	Total PP budget	£17,760	Date of most recent PP Review	Oct '18
Total number of pupils	109	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Ongoing/July 19

2. Current attainment		
2018 SATs	<i>Pupils eligible for PP (3 pupils)</i>	<i>Pupils not eligible for PP (10 pupils)</i>
% meeting standard or above in reading, writing and maths	66.7% (2 pupils)	70% (7 pupils)
% meeting standard or above in reading	100% (3 pupils)	90% (9 pupils)
% meeting standard or above in writing	66.7% (2 pupils)	80% (8 pupils)
% meeting standard or above in maths	66.7% (2 pupils)	80% (8 pupils)
% attaining greater depth in reading, writing and maths	0%	30% (3 pupils)
% attaining greater depth in reading	0%	60% (6 pupils)
% attaining greater depth in writing	33.3% (1 pupil)	40% (4 pupils)
% attaining greater depth in maths	0%	30% (3 pupils)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Oral language skills in Early Years –specifically regarding restricted vocabulary
B.	Emotional resilience and parental engagement

C.	Attainment of PP pupils in KS2, particularly regarding the attainment of GDS.
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External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Maintain increasing attendance rates for all eligible PP children. This impacts on school hours and can cause them to fall behind on average, if late start to school day or days lost.
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>Improve oral language skills for pupils eligible for PP in the Reception Class. Intervention Teaching Assistant (LH) to carry out oral language activities to support specific and general needs, taking advice from the class teachers and Speech and Language Therapists.</p> <p>Evidence shows that vocabulary is one of the significant factors that proved relevant to children's future success. Improved wider vocabulary for all PP children across the school starting in EYFS measured through comprehension activities and rich structured talk.</p>	<p>Pupils eligible for PP in Reception class are able to express their needs better by the end of the year so that all pupils make good progress from their starting point.</p> <p>Pupils in Reception and beyond to have a wider vocabulary through explicit teaching.</p>
B.	<p>Use the TIS approach to improve children's emotional resilience. PP pupils will be assessed and intervention and classroom activities will be delivered to address their ability to adapt to stressful and emotional situations. Support from Wellbeing support TA for all pupils in need.</p>	<p>Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions.</p>
C.	<p>PP pupils to be explicitly planned for in all lessons to ensure that they maintain enthusiasm for learning. Specific work with parents through PSA to ensure good attainment at the end of KS2. Booster sessions put in place for these pupils to ensure accelerated progress.</p>	<p>A higher % of PP children achieve the expected standard and GDS in reading, writing and maths by the end of KS2.</p>
D.	<p>School provides enrichment opportunities for all children through a variety of extra-curricular clubs and activities both on site (with teachers) and off-site (with teachers). Encourage parents to take part in these activities where possible and occasionally provide extra opportunities for their children through children being inspired by school.</p>	<p>Equality of access for all children (when comparing PP to non PP children).</p>
E.	<p>Increase attendance rates for all pupil premium children.</p>	<p>Reduce the number of persistent absences, with a particular focus on 'Lates' amongst PP children: attendance figure to stand at 96% or above.</p>

5. Planned expenditure

Academic year	2018-2019
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The three headings below enable schools to demonstrate how they 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	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teachers have clear data and responsibility for tracking and improving the progress of PP children. (Continued from last year)	Use both summative and formative assessments, alongside focused moderation to track progress of children, with all teachers being aware of data of PP children.	End of year data gave us past information on progress but new curriculum and assessment procedures meant that our in-year tracking of PP children's progress compared to cohort figure overviews as opposed to now using PP and non-PP, within the same cohort and national figures.	Half termly pupil progress meetings. Termly monitoring days. Hub Council reporting.	GH and all teachers	Half Termly
Improved oral language skills and extend vocabulary.	LH (TA) trained to carry out selected language programme. New EYFS teacher trained in RWI. Training for all staff on increasing pupil vocabulary.	The money invested in training in Reception will have a long-term impact on their education. RWI training for staff will ensure correct sounds are being taught and applied in the initial stages of their learning. Whole staff training will ensure that the annual vocabulary growth is consistent and not just restricted to the Reception class.	Observations and tracking of progress.	GH, ST, LH All class teachers	Half Termly
Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions.	Use of trained wellbeing TA to support children and staff through training, observations and 1:1 work.	Several PP children across the school are concerns for behavioural and safeguarding reasons, often due to issues at home. Staff require support in dealing with these pupils and the pupils will benefit from some targeted one to one support outside of the classroom to address their needs.	PSA and wellbeing TA to work specifically with children and staff. Observations and tracking of progress	AL, SC	Half termly

Improved end of KS2 attainment for PP children.	Clear and focused planning for all PP children. Staff training on effective feedback. Effective use of formative and summative assessments to track PP children in KS2. Intervention and booster sessions through additional TA support.	Some improvements in data of PP compared to non-PP pupils but low numbers make this hard to assess. Low numbers of PP children are achieving expected results in R,W and M combined and few reach GDS by the end of KS2.	Half termly pupil progress meetings. Termly monitoring days. Observations and tracking of progress.	DG, LS, GH	Half termly
Total budgeted cost					£7000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to have additional support.	Classes have additional support in the form of Teaching Assistants.	We understand from research that PP children don't always reach full potential. Teaching Assistants support PP children in lessons and through interventions.	Observations and tracking of progress. GH and RB to track intervention groups.	All class teachers/GH/RB and class TAs	Half Termly
PP children to have wider contextual experiences.	Extra-Curricular Activities and Visits planned through school but away from the classroom setting.	This should ensure that PP children have a wider array of practical life experiences which should support them with their life skills.	Dates set in diary for Extra-Curricular Activities and Visits, such as weekly sports events, and termly class visits to other outdoor opportunities. Tracking of PP children's extra curricular activities monitored regularly.	Class teachers GH	Ongoing
Total budgeted cost					£7000
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 (to 96% or above).	GH to monitor attendance rates using new attendance monitoring system. Teachers to meet with parents regularly and have thorough conversations regarding any attendance concerns.	It is difficult to improve attainment of children if they don't attend school. Several PP children are persistently late to school and are therefore missing valuable learning time.	New attendance tracking and monitoring system implemented in June. Meetings with EWO (Educational Welfare Officer) to focus on attendance rates and how these can be improved further. Half-termly attendance reviews and meetings with parents. Hub Council Meetings.	GH/all teachers	Ongoing/half termly
Strategies to support PP children are shared and developed on a Trust Level.	Role of PP champion taken on by GH – Head of School, who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increase participation in school clubs and extra-curricular activities.	Regular training and CPD through Aspire will lead to increased knowledge and sharing of best practice for PP champion which can then be fed through to the rest of the staff.	Monitoring of academy systems and data tracking. Aspire wide tracking of impact.	GH	Ongoing
Total budgeted cost					£2000
6. Review of expenditure					
Previous Academic Year	2017/18		Budget - £16,440		
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.	Lessons learned (and whether you will continue with this approach)	Cost
				£1000
Teachers have clear data and responsibility for tracking and improving the progress of PP children.	Use of assessment system to track and share data- Classroom monitor.	There was a greater emphasis on the current assessment of PP children by using Classroom Monitor and groups were able to be set up so the leadership team could access data. However, it was difficult to track progress.	The programme was evaluated and it was agreed that assessments can be hand-written in the form of Group/Individual Assessment Sheets which attach to the planning to inform weekly and half-termly assessments. PP children are indicated with a purple dot. Teachers also use whole school tracking system to observe progress over time.	None
To ensure teachers are clear on starting points of children and are tracking them carefully from these points.	Introduce new tracking system to include benchmark data from key points GLD / phonics screening checks / KS 1/2	Due to the introduction of a clear attainment and progress tracking system, all teachers were clear on the starting points of the PP children. Their attainment and progress were able to be carefully tracked throughout the year. A staff meeting dedicated to looking at the latest report has ensured all teachers are focused.	This tracking system will continue to be used.	
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.	Lessons learned (and whether you will continue with this approach)	Cost
				£3000
Improve oral language skills for pupils eligible for PP in the Reception Class.	Oral language activities to support specific and general needs, taking advice from the class teachers and Speech and Language Therapists.	Positive impact – 81% of pupils in July 2018 left Reception class with GLD. This demonstrates a year on year increase.	The approach will be continued with a new TA taking on the lead role for support. LH will require training due to being new to Reception. In addition to this, through assessment we have concluded that pupils to have a low vocabulary across the school and feel that training for staff and more explicit vocabulary teaching will improve this leading to better oral skills and improved reading and writing results at KS2. The 2018 KS2 maths test involved an increased amount of reading which we believe impacted on the maths outcomes. Increased vocabulary knowledge should also support pupils with this.	
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.	Lessons learned (and whether you will continue with this approach)	Cost £12,000
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To improve the pupil's emotional resilience by introducing Thrive.	S Chown (PSA) to work with families on an individual basis.	PP pupils assessed and intervention and classroom activities delivered to address their ability to adapt to stressful and emotional situations. This was successful with some. Additional ongoing support for individual children still needed where pupils have experience trauma.	Yes but in addition to this we will also provide Trauma Informed Schools (TIS) training for staff and the introduction of wellbeing and behaviour learning assistant for 1:1 support for pupils.	
Some low-income families find it hard to find extra enrichment activities	Parents occasionally provide extra opportunities for their children through children being inspired at school. School provides enrichment opportunities for all children through a variety of extra-curricular clubs and activities both on site (with teachers) and off-site (with teachers).	Provided equality of access for all children (when comparing PP to non PP children). Tracking system ensure that no child was missed.	To be continued into the next academic year and tracked accordingly.	
Strategies to support PP through Aspire Academy Trust.	Appoint a PP champion to lead and work with other Aspire champions and develop best practice.	Visits to other academies highlighted the approaches of best practice. Sharing this practice and linking with other schools has improve Whitemoor's own interventions.	The PP Champion responsibility will be transferred over to GH for the new academic year.	
Increase attendance rates for PP children and track attendance carefully.	Half termly monitoring of attendance Sharing attendance rates at parent interviews.	To be continued.	More rigorous monitoring system to be put in place for new academic year so that parents are more aware of exactly how their child's attendance is impacting on their learning.	