

1. Summary information					
School	Whitemoor Academy				
Academic Year	2019/20	Total PP budget	£22,020	Date of most recent PP Review	Oct '19
Total number of pupils	113	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Ongoing/ July 2020

2. Current attainment		
2019 SATs	<i>Pupils eligible for PP (1 pupil)</i>	<i>Pupils not eligible for PP (13 pupils)</i>
% meeting standard or above in reading, writing and maths	0%	38.5%
% meeting standard or above in reading	0%	69.2%
% meeting standard or above in writing	100%	92.3%
% meeting standard or above in maths	100%	53.8%
% attaining greater depth in reading, writing and maths	0%	15%
% attaining greater depth in reading	0%	15%
% attaining greater depth in writing	0%	50%
% attaining greater depth in maths	0%	15%

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 and vocabulary
B.	High level of emotional needs which need to be met before the pupils can fully engage in learning / Emotional resilience

C.	Disengagement for learning and over reliance on adult support in lessons	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Parental engagement and wider opportunities	
E.	Maintain increasing attendance rates for all eligible PP children. Attendance for PP children in 2018-19 was 93% compared to non-PP: 98%	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
A.	<p>Improve oral language skills for pupils eligible for PP in the Reception Class. Develop early language through participation in projects such as Rhyme time, NELI intervention and resources.</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>This will be measured via termly data drops which will be professionally challenged by the senior leadership team. Assessments are assessed against the early learning goals and input into Tapestry.</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 and intervention. This will relate to all subject areas including maths.</p>
B.	<p>Use the whole school TIS approach to improve children's emotional resilience. PP pupils will be assessed using Motional and intervention and classroom activities will be delivered to address their ability to adapt to stressful and emotional situations. Support from TIS practitioners and play therapist 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. Booster sessions put in place for these pupils to ensure accelerated progress.</p> <p>All staff will implement metacognition training into their standard daily practice. Termly staff meetings reviewing and sharing best metacognitive practice will take place. These outcomes will be monitored through pupil voice and through termly pupil progress meetings between class teachers and leaders.</p>	<p>A higher % of PP children achieve the expected standard/and expected progress in reading, writing and maths by the end of KS2.</p> <p>Children will feel responsible for their own learning and will be proactive in challenging themselves to aim high. Children will have the necessary tools and strategies to complete work independently, even when stuck. This will be evidenced through pupil conferencing.</p>

<b>D.</b>	<p>Specific work with parents through PSA to ensure higher engagement.</p> <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). PP children are offered places at clubs first. Some PP children are offered transport to support this.</p> <p>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/Equity of access for all children (when comparing PP to non PP children).</p> <p>Feedback from the end of year parental questionnaires will indicate that they feel that staff are approachable and that parents feel that they are well supported by school.</p> <p>Attendance at parents evening to increase. Attendance at clubs to increase.</p>
<b>E.</b>	<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>

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019-2020</b>				
<p>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</p>					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Teachers have clear data and responsibility for tracking and improving the progress of PP children. (Continued from last year)</p>	<p>Use both summative and formative assessments, alongside focused moderation to track progress of children, with all teachers being aware of data of PP children.</p>	<p>End of year data gave us past information on progress for one child but new 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.</p>	<p>Termly pupil progress meetings. Termly monitoring days. Hub Council reporting.</p>	<p>GH and all teachers</p>	<p>Termly</p>

<p>Improved oral language skills and extend vocabulary.</p>	<p>JV (TA) trained to carry out selected language programme – NELI. New EYFS TA to be trained in RWI. Participation in The Rhyme Challenge in EYFS.</p> <p>In school training for all staff on increasing pupil vocabulary.</p>	<p>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.</p> <p>Whole staff training will ensure that the annual vocabulary growth is consistent and not just restricted to the Reception class.</p>	<p>Observations and tracking of progress. Pupil conferencing</p>	<p>GH, ST, JV  All class teachers and TAs</p>	<p>Termly</p>
<p>Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions.</p>	<p>Whole school TIS approach to be implemented. Three fully trained TIS practitioners and play therapist to work with individual children.  ‘Super-user’ training with Motional to ensure whole class assessments are completed correctly.  PSA to work with families of PP children to support their emotional well being.</p>	<p>Several PP children across the school are concerns for behavioural and safeguarding reasons. 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 including Forest school and outdoor learning.  Children need to build resilience in order to access their learning.</p>	<p>PSA and TIS practitioners to assess and work specifically with children and staff.  Observations and tracking of progress through Motional.</p>	<p>SO, SJH, GH, SC and KB</p>	<p>Termly</p>
<p>Improved end of KS2 attainment for PP children.</p>	<p>Clear and focused planning for all PP children. Staff training on effective planning and feedback.  Effective use of formative and summative assessments to track PP children in KS2.  Intervention and booster sessions through additional TA support.</p>	<p>Very low numbers in 2019 – 1 disadvantaged pupil. Whole school tracking suggests that PP children are not in line with non-PP.</p>	<p>Termly pupil progress meetings. Termly monitoring days. Observations and tracking of progress.</p>	<p>DG, LS, GH</p>	<p>Termly</p>

<b>Total budgeted cost</b>					£10,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Equality/Equity of access for all children (when comparing PP to non-PP children).	Classes have additional support in the form of Teaching Assistants trained in metacognition so that there is not an over-reliance on the adults and all children 'own' their learning.	We understand from research that PP children don't always reach full potential. Staff to support pupils with metacognition and TIS approach.	Observations and tracking of progress.  GH and IS to track intervention groups.	All class teachers/GH/IS and class TAs	Termly
PP children to have wider contextual experiences.	Extra-Curricular Activities and Visits planned through school but away from the classroom setting.  PP children to have funded/subsidised places on these trips where appropriate.  After school clubs are offered to PP children first before non-PP.  Funded transport for pupils who do not have transport available from home.	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
<b>Total budgeted cost</b>					£9000
<b>iii. Other approaches</b>					
<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>

Increased attendance rates (to 96% or above).	<p>GH to monitor attendance rates using new attendance monitoring system (Every 2 weeks)</p> <p>Teachers to meet with parents regularly and have thorough conversations regarding any attendance concerns.</p> <p>PSA involvement. EWO involvement where necessary.</p>	<p>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.</p> <p>PP attendance was much lower than non-PP in 2018-19 at 93% to 98%</p>	<p>New attendance tracking and monitoring system implemented in September 2019. Monitor every two weeks.</p> <p>Meetings with PSA to focus on attendance rates and how these can be improved further. Hub Council Meetings.</p>	GH/all teachers/ PSA/ admin staff	Ongoing/every 2 weeks
Strategies to support PP children are shared and developed on a Trust Level.	<p>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. GH will also work with the sports lead to increase participation in school clubs and extra-curricular activities.</p>	<p>Regular training and CPD through Aspire and the EEF 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.</p>	<p>Monitoring of academy systems and data tracking. Aspire wide tracking of impact.</p>	GH	Ongoing

**Total budgeted cost**    £1000

**6. Review of expenditure**

**Previous Academic Year**

**2018/19**

**Budget - £17,760**

**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
Teachers have clear data and responsibility for tracking and improving the progress of PP children. (Continued from last	Use both summative and formative assessments, alongside focused	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.	Whilst assessments were entered half termly and pupils were tracked more closely, some pupils still did not make good progress. Regular Pupil progress meetings to be put in place in 2019-20 alongside the use of Arbor to track pupils.	£250
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.	100% of PP children in EYFS made GLD in 2018-19.	This needs to be extended out across KS1. Investment in NELI programme for 2019-20. Whole school approach to improving vocabulary to be implemented.	£500
Pupils eligible for PP can 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. Work with wellbeing TA was successful and pupils spent more time in classrooms than previously.	The decision has been made to train 2 full time Tas who are existing members of staff as TIS practitioners so that this work can be done throughout the week and not on just the allocated day.	£4000

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.	Continue with this but make changes to interventions and tracking following EEF training attended by PP champion.	£400
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## 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
PP children to have additional support.	Use of TA in the classroom and for interventions.	Improved outcomes for these pupils. Support available for other vulnerable groups.	Interventions need to be tracked more closely to ensure impact.	£8000
PP children to have wider contextual experiences.	Extra-Curricular Activities and Visits planned through school but away from the classroom setting.	PP children have a wider array of practical life experiences which should support them with their life skills.  This was successful as PP children were able to attend clubs and wider activities that they would not have otherwise had access to.	To continue next year. Further tracking of attendance to clubs and wider events.	£500

## 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

To improve the pupil's emotional resilience and provide support for families.	S Chown (PSA) to work with families on an individual basis.	Support available for families ensured that children were happier attending school and able to access their learning.	This approach will continue. The support and advice available to parents and families has had a positive impact on children's attitudes at school.	£4000
Increase attendance rates for PP children and track attendance carefully.	Half termly monitoring of attendance Sharing attendance rates at parent interviews	Increase in attendance figures and a decrease in % of persistent absence including those who are PP.	Adapt approach to monitor attendance every 2 weeks to ensure that support is available for persistent absentees.	£200