

Pupil Premium Strategy Statement: Whittlefield Primary School

| 1. Summary information | | | | | |
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| School | Whittlefield Primary School | | | | |
| Academic Year | 2017-18 | Total PP budget | £116,100 | Date of most recent PP Review | July 2017 |
| Total number of pupils | 204 +22 nursery=226 | Number of pupils eligible for PP | 87 | Date for next internal review of this strategy | January 2018 |

| 2. Attainment 2017 (based on Year 6 results) | | | |
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| | <i>Pupils eligible for PP (our school)</i> | <i>Pupils not eligible for PP (our school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 50% | 45% | 67% |
| % achieving expectations in reading | 60% | 60% | 77% |
| % achieving expectations in writing | 60% | 75% | 81% |
| % achieving expectations in maths | 60% | 55% | 80% |
| Progress measures in reading | -1.54 | -1.29 | 0.33 |
| Progress measures in writing | -1.74 | -0.13 | 0.18 |
| Progress measures in maths | -0.40 | -1.77 | 0.29 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | |
| A. | Pupils being ready to learning class – pupils are in a secure place mentally and emotionally. |
| B. | The learning behaviour for some PP children is having an effect on their academic progress. |
| C. | Poor learning skills. For example, resilience, stamina, commitment. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Some parents do not have essential skills, academic and parenting, to support their children's progress. |
| E. | A lack of regular routines including; home reading, homework, spellings and having correct equipment in school eg. PE kit, Uniform. |
| F. | Parental engagement with school and perceptions of education; often base on parent's personal experiences. |
| G. | External factors such as housing, debt, low income affect parent's capacity to engage with experiences and enrichment activities provided by school and provide essential |

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| | requirements for school. i.e. uniform. |
| H. | High percentage of families fleeing from domestic violence without support networks or access to support. |
| I. | High percentage of families who require a multi-agency approach to provide early help. |
| J. | Low aspirations about what can be achieved and how to be successful and limited access to positive role models. |

4. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met. | <ul style="list-style-type: none"> • All staff are trained in attachment, behaviour support and SEND and have strategies in place to support individual children. • Targeted interventions for self-esteem, confidence, and lack of engagement are having a positive impact on progress. • Breakfast club provides a positive start to the day which enables PP children to access learning. • The behaviour policy is embedded and used consistently. |
| B. | Gaps in learning are accurately identified and interventions are well matched to needs. | <ul style="list-style-type: none"> • Formative assessment demonstrates gaps which have been addressed. • Gaps for PP children are closing and they are making at least expected progress. |
| C. | Children experience a wide range of social/cultural and sporting experiences. | <ul style="list-style-type: none"> • There is a plan in place which provides opportunities for all PP children across the year. • PP Children have access to additional, after school clubs and experiences. |
| D. | Children's attitude and behaviour for learning improves. | <ul style="list-style-type: none"> • Monitoring and evaluation demonstrates calming learning environment and higher rates of engagement for PP children. |
| E. | Parental engagement improves. | <ul style="list-style-type: none"> • There is an increase in the number of parents attending parents evenings and information sessions. |
| F. | Parents develop their skills and are more able to support their children. | <ul style="list-style-type: none"> • Parents are offered parenting courses. • SLT provided workshops on key learning for parents. i.e. phonics, maths, reading etc. |
| G. | Families are supported by a multi-agency approach. | <ul style="list-style-type: none"> • The pupil support manager identifies pathways for families. • There are clear pathways for parents facing difficulties. • The CAF process is used effectively to support families. |
| H. | Children and parents have positive aspirations for their futures. | <ul style="list-style-type: none"> • The school vision is embedded and children understand the concept of Dream, Believe, Achieve. |

| 5. Planned expenditure | | | | | |
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| Academic year | 2016-17 | | | | |
| The headings below 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? |
| To use CPD to ensure teaching is of an excellent standard. | <p>To facilitate a programme of targeted CPD per year focused for teachers and support staff.</p> <p>All staff and children to be trained by Unlike Minds, who specialise in constructive and divergent thinking. Allowing pupils to think about how they learn and the metacognition approaches to impact on their learning.</p> | <p>July 2016 DfE Standards for Teachers' professional development for teachers states that: Professional development must be prioritised by school leadership.</p> <p>The EEF has evaluated a number of programmes that seek to improve 'learning to learn' skills. The majority have found positive impacts. Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> | <p>The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children.</p> <p>All foci are part of School Improvement Plan.</p> <p>Staff meetings shall be dedicated to learning trio's, where staff shall be given the time to trial new approaches and to share best practices amongst colleagues.</p> <p>Regular termly input by Unlike minds to children and staff.</p> <p>Year 5 to become trained in metacognition approaches and to cascade their learning to all year groups.</p> | Headteacher | <p>Half –termly in line with the quality assurance timetable.</p> <p>£3000.00</p> <p>Termly</p> <p>£3300.00</p> |
| For PP children, including the most able, to make at least expected progress. | Teacher to pupil ratio to be increased to allow for additional teaching groups and intervention. | Sutton Trust found that, The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers. | The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children. All foci are part of School Improvement Plan. | Headteacher / Pupil Support Manager | <p>Half –termly in line with the quality assurance timetable.</p> <p>£3000.00</p> |
| Total budgeted cost | | | | | £9,300.0 |

| ii. Targeted support | | | | | |
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| 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? |
| Children can access learning in class because their physiological, safety, belongingness and self esteem needs are met. | Daily breakfast Club. Pastoral Support Worker and Pupil Support Manager providing daily interventions TAs undertaking meets and greet with individuals. Pupil Support Manager & Pastoral support worker trained in Mental Health First Aid. | The EEF found that breakfast clubs that offer free and nutritious meals before school can boost reading, writing and maths results by the equivalent of 2 months progress per year. Breakfast clubs improve attendance and punctuality. An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress | CPOMS records, monitoring of timetables and interventions, attendance register for breakfast. | Pupil Support Manager | Termly £52,150.00 £500.00 |
| Gaps in learning are accurately identified and interventions are well matched to needs. | Varied interventions, according to need, to be provided before, after and sometimes during school. Active Literacy intervention carried out for those children who need targeted literacy intervention. | Gaps identified in formative assessment allows for precisely targeted teaching to remedy these. Meta- Analysis of research by John Hattie breaks down quality of teaching into: <ul style="list-style-type: none"> • Children having clear goals/ objectives • Teachers providing children with modelling, scaffolding, appropriate steps to achieve them. | Pupil progress meetings The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children. | Phase leaders/ assessment leader | Half termly £4,000.00 £4,000.00 |
| Children and parents have positive aspirations for their futures. | Whole school approach through thematic assemblies around character and essential life skills. Visits by positive role models to school. | The EEF have summarised the benefits of offering whole school based assemblies around aspiration building and other life skills, the research states that "Character and essential life skill programmes appear to be more effective when approaches are embedded into routine educational practices (i.e. assemblies), and supported by professional development and training for staff" | Pupil Voice. The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children. | Pupil Support Manager | Half termly £300.00 |

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| Children's attitude and behaviour for learning improves. | Introduction of Jigsaw PSHE SOW. HLTA teaching PSHE in every class. Review and embed behaviour policy. | EEF research states "Overall, the evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. However, school leaders should be aware that some interventions can be effective in reducing problematic behaviour without improving attainment". | HLTA teaching PHSE to follow Jigsaw curriculum, with oversight from subject leader. Behaviour policy to be reviewed and agreed by all staff. | PHSE Subject Leader Head teacher / Pupil Support Manager | Half termly £11,600 |
| Parental engagement improves. | Positive discrimination for PP parents for engagement. Home visits by PSM. Accompanied visits to signposted pathways. | To build relationships with children and their families. To provide local and locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupil's attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. | Register demonstrate attendance at parent's evenings/ workshop/ celebration improves. | Pupil Support Manager | After each event. £1500.00 Training & resource materials |
| Parents develop their skills and are more able to support their children. | Information sessions by subject leaders for reading, phonics, maths for parents. Triple P parenting. Drop in support sessions and coffee mornings. | To build relationships with children and their families. To provide local and locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupil's attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. | Register demonstrate attendance at parent's evenings/ workshop/ celebration improves. | Pupil Support Manager | After each event. £1000.00 |
| Families are supported by a multi-agency approach. | PSM and SENCo liaise with multi agencies. CAFs are in place for families with additional needs. PSM produces pathways which are shared with parents to support with external barriers, i.e. housing, debt, low income etc. | To ensure that families are support in a holistic capacity. By meeting their physiological, safety, belonging and self-esteem needs we can reduce the barriers. | Families no longer needs the Early Help and Support. CAFs are used effectively. | Pupil Support Manager | As needed by families £2,500.00 |
| Total budget cost | | | | | £77,500.00 |

| iii. Enrichment and experiences | | | | | |
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| 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? |
| Children can access learning in class because their physiological, safety, belongingness and self esteem needs are met. | <p>Nurture groups with TA3 Self esteem groups Rainbow Room – breakout and safe space. Providing essential school equipment and uniform</p> <p>Additional two gender specific groups focused on self-esteem and confidence delivered by an experienced TA3 twice a week.</p> <p>An afterschool Diamond Club which provides support for our more vulnerable PP children.</p> | <p>The EEF found that breakfast clubs that offer free and nutritious meals before school can boost reading, writing and maths results by the equivalent of 2 months progress per year. Breakfast clubs improve attendance and punctuality.</p> <p>An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress</p> | CPOMS records, monitoring of timetables and interventions, attendance register for breakfast. | Pupil Support Manager | <p>Termly</p> <p>£9,000.00</p> <p>£1700.00</p> <p>£800.00</p> |
| Children experience a wide range of social/cultural and sporting experiences. | <p>Subsidised trips for those PP children who are unable to access the experiences due to financial barriers. SWAT cluster exchange days for all PP KS2 children. School trips</p> <p>A varied selection of afterschool clubs which expose children to life skills such as, cooking gardening and Change 4 Life clubs.</p> | The rationale was based on the EEF's stance on enriching education, the EEF state "We think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education". | <p>Identified PP children given priority in joining clubs.</p> <p>PP children's return slips for educational visits to be monitored, staff to address parents when PP children not registered for the visits, Headteacher to decide on level of support.</p> | <p>School Business Manager</p> <p>Headteacher</p> | <p>Half termly</p> <p>£3500.00</p> <p>Half termly</p> <p>£500.00</p> <p>£500.00</p> |
| Children's attitude and behaviour for learning improves. | 1:1 specialist teacher support. | <p>Sutton Trust found that, The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>The rationale was based on the EEF's stance on</p> | <p>Those children who are identified as needing 1:1 specialist teacher support are placed on a timetable of intervention.</p> <p>School to ensure broad and varied</p> | SENCO | <p>Half termly</p> <p>£8000.00</p> |

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| | Local trips and visits. | enriching education, the EEF state "We think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education". | educational visits are planned. | Headteacher | Termly £3000.00 E&E |
| Parental engagement improves. | Family events, enterprise, celebration events. Parents invited to assemblies and open events in school. | To build relationships with children and their families. To provide local and locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupil's attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. | Register demonstrate attendance at parent's evenings/ workshop/ celebration improves. | Pupil Support Manager | After each event. £200.00 |
| Total budget cost | | | | | £27,200.00 |
| iv. 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? |
| Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met. | Work towards Nurturing School Award | This approach is based on research by the EEF which shows that targeting social and emotional barriers can have a moderate impact on attainment. | Achieving the Nurturing Schools Award. | Pupil Support Manager | Termly £2100.00 Membership training & resources |
| Total budgeted cost | | | | | £2100.00 |