

Pupil Premium Strategy Statement: Whittlefield Primary School

1. Summary information					
School	Whittlefield Primary School				
Academic Year	2019-20	Total PP budget	£107,540	Date of most recent PP Review	September 2019
Total number of pupils	204 +29 nursery= 233	Number of pupils eligible for PP	82	Date for next internal review of this strategy	January 2020

2. Attainment 2019 (based on Year 6 results)			
	<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	31%	67%	67%
% achieving expectations in reading	54%	83%	77%
% achieving expectations in writing	54%	78%	81%
% achieving expectations in maths	39%	94%	80%
Progress measures in reading	-5.3	-2.4	0.33
Progress measures in writing	-3.8	-4.4	0.18
Progress measures in maths	-4.4	1.2	0.29

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
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 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>
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					
Academic year	2019 - 20				
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.	To facilitate a programme of targeted CPD per year focused for teachers and support staff.	July 2016 DfE Standards for Teachers' professional development for teachers states that: Professional development must be prioritised by school leadership.	The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children.	Headteacher	Half –termly in line with the quality assurance timetable. £3000.00 Termly £3300.00
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	Half –termly in line with the quality assurance timetable. £3000.00
ii. Targeted support					
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

<p>Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.</p>	<p>Daily breakfast Club. Pastoral Support Worker and Pupil Support Manager providing daily interventions TAs undertaking meets and greet with individuals.</p> <p>Pupil Support Manager & Pastoral support worker trained in Mental Health First Aid & ASSIST.</p> <p>“Kid Safe” safeguarding programme delivered across school by Pastoral Support Manager.</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. 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> <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>	<p>CPOMS records, monitoring of timetables and interventions, attendance register for breakfast.</p>	<p>Pupil Support Manager</p>	<p>Termly</p> <p>£52,150.00</p> <p>£500.00</p>
<p>Gaps in learning are accurately identified and interventions are well matched to needs.</p>	<p>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. Precision Teaching intervention training provided to Class Teachers and TA's. Delivered by an educational Psychologist</p> <p>PSP delivered by BFCiC, delivering targeted interventions to address gaps in knowledge</p>	<p>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:</p> <ul style="list-style-type: none"> • Children having clear goals/ objectives • Teachers providing children with modelling, scaffolding, appropriate steps to achieve them. 	<p>Pupil progress meetings The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children.</p> <p>PP children identified and tracked, progress and development overseen by Pastoral Support Manager</p>	<p>Phase leaders/ assessment leader</p>	<p>Half termly</p> <p>£4,000.00</p> <p>£4,000.00</p> <p>£4000</p> <p>£5500</p>
<p>Children and parents have positive aspirations for their futures.</p>	<p>Whole school approach through thematic assemblies around character and essential life skills.</p> <p>Visits by positive role models to school.</p>	<p>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”</p>	<p>Pupil Voice. The monitoring and evaluation timetable will evaluate the impact and focuses on disadvantaged children.</p>	<p>Pupil Support Manager</p>	<p>Half termly</p> <p>£300.00</p>

Children's attitude and behaviour for learning improves.	Introduction of Jigsaw PSHE SOW. HLTA & CT 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 & CT 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. Health & Wellbeing Week organised by school to engage all stakeholders within school life, through the theme of wellbeing. Fundraising for the school Library Bus, through "School Sleep Over",	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. The Health & Wellbeing Week is organised in collaboration with a range of local community and main stream services to provide opportunities for our families to take part in health and wellbeing related activities and advice sessions.	Pupil Support Manager	After each event. £1500.00 Training & resource materials £2000
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

<p>Families are supported by a multi-agency approach.</p> <p>SENCO & PSM organise drop in days for parents to discuss barriers / issues, throughout the year.</p>	<p>PSM and SENCo liaise with multi agencies. CAFs are in place for families with additional needs.</p> <p>PSM produces pathways which are shared with parents to support with external barriers, i.e. housing, debt, low income etc.</p>	<p>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.</p> <p>To ensure parents are given a platform in which to discuss issues that they are facing, and are given accurate advice / guidance to help eradicate barriers and provide early help.</p>	<p>Families no longer needs the Early Help and Support. CAFs are used effectively.</p>	<p>Pupil Support Manager</p>	<p>As needed by families</p> <p>£2,500.00</p> <p>£1500</p>
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iii. Enrichment and experiences

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>Children can access learning in class because their physiological, safety, belongingness and self-esteem needs are met.</p>	<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>	<p>CPOMS records, monitoring of timetables and interventions, attendance register for breakfast.</p>	<p>Pupil Support Manager</p>	<p>Termly</p> <p>£9,000.00</p> <p>£1700.00</p> <p>£800.00</p>

	TA3 trained in Forest Schools to provide children with a broad range of learning, using outdoor spaces.		Pastoral Support Worker to lead on Forest Schools. FS will be timetabled in every day.		£1750
Children experience a wide range of social/cultural and sporting experiences.	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 A varied selection of afterschool clubs which expose children to life skills such as, cooking gardening and Change 4 Life clubs.	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".	Identified PP children given priority in joining clubs. PP children's return slips for educational visits to be monitored, staff to address parents when PP children not registered for the visits, Head teacher to decide on level of support.	School Business Manager Headteacher	Half termly £3500.00 Half termly £500.00 £500.00
Children's attitude and behaviour for learning improves.	1:1 specialist teacher support. Local trips and visits.	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 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".	Those children who are identified as needing 1:1 specialist teacher support are placed on a timetable of intervention. School to ensure broad and varied educational visits are planned.	SENCO Headteacher	Half termly £8000.00 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
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