

# Whittlefield Primary School - Pupil premium strategy statement

1. Summary information					
School	Whittlefield Primary School				
Academic Year	2020-2021	Total PP budget	£119,259	Date of most recent PP Review	Ofsted 2017
Total number of pupils	211	Number of pupils eligible for PP	83 (39%)	Date for next internal review of this strategy	July 2021
2. Current attainment					
See pupil premium impact data & whole school data analysis					
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers					
A.	Low baseline in oral communication, language and Literacy. Impact on Reading and Writing ELG and overall GLD.				
B.	Further improve the quality of teaching and learning – impact on those eligible for pupil premium.				
C.	Pupil mental health / Growth Mind-set / Resilience				
External barriers					
D.	Limited experiences beyond immediate environment.				
4. Desired outcomes					
	<i>Success criteria</i>			<i>Desired outcomes and how they will be measured</i>	
A.	Increased communication skills in EYFS impacting on early reading and writing.			Increased number of children achieving ELG scores in Reading and Writing. Increased GLD. Close the gap between Pupil Premium and non-pupil premium children.	
B.	Close the attainment gap in pupil premium and national non-pupil premium children in reading, writing and maths			Progress gap reduced	
C.	Mental wellbeing, resilience, learning behaviour, pro-active behaviour support and pastoral support ensures good learning.			Behavioural, pastoral, mental health concerns addressed. Pupils 'ready to learn'. Data shows no gap.	
D.	Experiences provided improve cultural capital and language and communication skills.			All pupils experience visitors and visits. Children are able to talk about their experiences. Pupil voice and extra-curricular data.	

## 5. Planned expenditure

Academic year

2020-2021

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 choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>A</b> Increased communication skills in EYFS impacting on early reading and writing.</p>	<p>1- Wellcomm assessment used to identify communication / language baselines and to measure progress made  <b>2-</b> Wellcomm intervention used to improve communication / language / vocabulary in EYFS  <b>3-</b> Overstaffing in EYFS to increase communication modelling and dialogue  <b>4-</b> Continuous provision consistently good including language rich teaching (including interventions), learning and quality resources</p>	<p>Detailed research into appropriate assessment and intervention tools. Consistently good provision (environment, assessments &amp; practice) provides communication experiences, language development, reading and writing progress  <b>EEF EY Toolkit Evidence:</b> Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make <b>approximately six months' additional progress over the course of a year.</b></p>	<p>Resources purchased and training given by EYFS/SENCo. EYFS lead to monitor. Additional staffing funded to support communication / language interventions in EYFS.</p> <p>EYFS Lead/SLT monitoring, EYFS cluster discussions and moderations. Continued professional learning for staff.</p>	<p>EYFS lead/SENCo</p> <p>EYFS lead/SLT</p>	<p>Regular post interventions of assessment of children. End of academic year data for ELGs and Wellcomm</p> <p>In line with SIP milestones EYFS T&amp;L observation</p> <p>EYFS data collection</p>
<p><b>B</b> Quality of T&amp;L including - Closing the gap in pupil premium and non pupil premium progress</p>	<p>Half termly data monitoring and progress discussions</p> <p>Quality of T&amp;L observations</p> <p>HLTA/ teacher intervention groups</p> <p>Quality marking &amp; feedback</p>	<p>Identification of good progress, any underperformance and targeting of greater depth / exceeding.</p> <p>EEF evidence of best practice - <b>Reading Comprehension Strategies</b> (Average impact +5 months), <b>Oral Language development</b> (Average impact +5 months), <b>Social and Emotional Development</b> (Average impact +4 months) and <b>Small Group Work</b> (Average impact +4 months).</p>	<p>Phase Leader / SLT data checks / HT pupil progress meetings</p>	<p>HT / DHT</p>	<p>Half Termly</p>

<p><b>C</b> Pupils 'ready to learn'. Mental wellbeing, behaviour, pastoral concerns do not limit learning</p>	<p>Growth mind-set work Resilience work  Mental health/first aid / well being training  Emotional resilience and relationships policy</p>	<p>EEF evidence and research re metacognition and Self regulation strategies (+ 7 months)  % CAMHS referrals not meeting selection criteria</p>	<p>Staff professional development and integral to T &amp; L observations  Supervision systems for safeguarding, pastoral and staff</p>	<p>HT/ DHT Phase Leaders</p>	<p>Half Termly</p>
<p><b>D</b> Experiences provided improve language, imagination and communication.</p>	<p>Visits and Visitors plans for the academic year across school in planning overviews. Funding supported – Transport, local attraction passes, subsidised visits.</p>	<p>Limited experiences beyond immediate environment for many pupils.</p>	<p>Educational Visits Coordinator monitoring, Visit have lesson plans and evaluations and have to be integral to year group curriculum</p>	<p>Phase Leaders / EVC</p>	<p>Each visit reviewed, overview of year</p>
<b>Total budgeted cost</b>					<p>£49,155.00</p>
<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>Increased communication skills in EYFS impacting on early reading and writing.</p>	<p>1, Speech and language therapy 2, Target group work in Nursery and Reception using Wellcomm 3, LLLI intervention 4, NELI intervention</p>	<p>Individual / small group therapy and targets for those identified  Use trained staff for targeted small group intervention</p>	<p>EYFS lead to oversee progress.  EYFS lead/SLT oversee data reviewed in pupil progress meetings.</p>	<p>EYFS lead  EYFS lead/ SLT</p>	<p>Termly SENCO reviews  Half Termly data / pupil progress reviews</p>

Close the attainment gap in pupil premium and national non-pupil premium children in reading, writing and maths	Intervention groups led by HLTAs / teachers  Greater Depth identified in Marking and Feedback & in Pupil Progress Meetings  Specialist teacher/SENCO to target assessment and support for those eligible for PP who are identified as having SEN  Additional Educational Psychology service purchase when required to support strategies	Timetable to enable consistent intervention sessions  Additional HLTA / teacher hours to support progress gaps (EEF evidence plus 3 months / 4 months)	Key Stage Leader monitoring  Impact reviewed at pupil progress meetings	Class teachers  Key stage lead	Half Termly
Pupils 'ready to learn'.  Mental wellbeing, behaviour, pastoral concerns do not limit learning.	Pastoral lead, inclusion teacher, DSL team, mental health first aiders  Emotional resilience and relationship policy  Nurture provision	Targeted support available as and when needed.  Nurture provision.  EEF social and emotional learning plus 4 months	Engagement support and behavior support referral process and in school oversight	HT / DHTs	Half Termly
<b>Total budgeted cost</b>					£70,104.00

## 6. Review of expenditure

**Previous Academic Year**

Covid 19 data impacted – PP ongoing 3 year plan

## 7. Additional detail

Further details of interventions (plans and impact) can be found in Pupil Progress Meeting Minutes / Target Tracker data.