

Pupil Premium Strategy Statement Whitley Abbey Primary School

1. Summary information					
School	Whitley Abbey Primary School				
Academic Year	2019-2020	Total PP budget	£72 900	Date of most recent PP Review	July 2019
Total number of pupils	390 including Nursery 358 without	Number of pupils eligible for PP= 63	N=0 Y2=8 Y5=14 R=5 Y3=11 Y6=7 Y1=4 Y4=14	Date of next internal review of this strategy	December 2019- reviewed by DP/JH and objectives reviewed

2. Current attainment			
	<i>Number of children in cohort Eligible for Pupil Premium</i>	<i>% of PP children</i>	<i>(national average)</i>
GLD attainment	4	25%	
Year 1 Phonics Screening	6	67%	
Year 2 Phonics	4	100%	
% achieving ARE or above in reading KS1	11	55%	
% achieving ARE or above in writing KS1	11	57%	
% achieving ARE or above in maths KS1	11	79%	
% achieving ARE or above in reading KS2	8	66%	
% achieving ARE or above in writing KS2	8	66%	
% achieving ARE or above in maths KS2	8	58%	
% achieving in reading, writing and maths 2018 KS2	8	50%	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	57% at ARE for maths - whole school expectation is 75%
B.	54% at ARE for writing and 60% for SPAG- whole school expectation is 75% Reading=57% at ARE-whole school expectation is 75%
C.	Pupil Premium boys identified as under achieving throughout the school but especially in years 2, 3 and 6

External barriers

D.	Low attendance/lateness/behaviour of PP children
E.	19% of Pupil Premium children are or have been open to support of outside agencies
F.	71% of our Pupil Premium children and their families regularly receive the support of our Learning mentors and Family Support .There is a low socio-economic demographic for these children including use of Food Bank and well-being support

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil premium children across the school make better progress particularly boys	At key assessment points, the progress of pp children is in line with non-pp PP children who are behind make accelerated progress
B.	PP children's attainment at the end of KS1 and KS2 will show that the difference is diminishing	Data will show a decrease in the gap between the attainment of PP children in all subjects at the end of both key stages.
C.	Children can talk about their emotions and devise strategies to deal with conflicts and dilemmas. Their self-esteem is in line with their peers	Children are able to focus on their learning Children are more engaged in their lessons and will take part in discussions
D.	Increase PP pupils participation in school clubs, events and extra-curricular activities Opportunity for children to broaden their experience through curriculum and residential trips.	Participation to be monitored by staff and clubs to be offered to PP pupils including holiday clubs Children have a broader vocabulary to draw on in their writing. Children enjoy experiences beyond their own environment.
E.	To enhance positive relationships between school and home for those with social care involvement through targeted learning mentor support.	CAF support and early help through Learning mentor team and SENCO Regular CAF and above meetings After school clubs to build aspiration DSL and safeguarding team support

5. Planned expenditure

Academic year

2019-2020

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 raise attainment To promote more rapid progress To narrow group gaps	<p>To upskill teaching assistants to support key children in class</p> <p>Cost £36 000</p>	<p>In July 2019 whole school data showed that PP children</p> <p>Whole School expected progress</p> <table><tr><td></td><td>PP</td><td>Non</td></tr><tr><td>R</td><td>57%</td><td>80%</td></tr><tr><td>W</td><td>54%</td><td>75%</td></tr><tr><td>M</td><td>58%</td><td>85%</td></tr><tr><td>S</td><td>70%</td><td>77%</td></tr></table> <p>Whole School better than expected progress</p> <table><tr><td></td><td>PP</td><td>Non</td></tr><tr><td>R</td><td>34%</td><td>28%</td></tr><tr><td>W</td><td>14%</td><td>15%</td></tr><tr><td>M</td><td>29%</td><td>19%</td></tr><tr><td>S</td><td>34%</td><td>28%</td></tr></table> <p>Whole School ARE</p> <table><tr><td></td><td>PP</td><td>Non</td></tr><tr><td>R</td><td>58%</td><td>85%</td></tr><tr><td>W</td><td>54%</td><td>80%</td></tr><tr><td>M</td><td>58%</td><td>75%</td></tr><tr><td>Spag</td><td>60%</td><td>76%</td></tr></table>		PP	Non	R	57%	80%	W	54%	75%	M	58%	85%	S	70%	77%		PP	Non	R	34%	28%	W	14%	15%	M	29%	19%	S	34%	28%		PP	Non	R	58%	85%	W	54%	80%	M	58%	75%	Spag	60%	76%	<p>Monitoring of books and planning TA support identified TA timetables and interventions By July 2020 attainment % of pupils working at or above ARE at the end of KS1 and KS2 is at least in line with national for Reading, Writing, Maths and Phonics Screening tests. In Y1,3,4,5 there is an increasing number of pupils working at ARE and the gaps between vulnerable groups and other is narrowing.</p> <p>SLT to support TA's in class to develop knowledge and skills to ensure rapid progress. SLT to work on key areas taken from most recent data drop with TA's to put a plan in place</p> <p>Accelerated Reading progress monitored Termly assessments</p>	SLT	Termly
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	Focus reading for Pupil Premium boys with Sports Coach																																																	

B. SLT involved in planning and teaching enhanced curriculum	Increased pupil engagement through enhanced cross curricular activities	To ensure that at Key assessment points, PP children are working at ARE and above and the gaps are narrowing. PP children make better than expected progress	Cornerstones Curriculum planning- Trips and visitors to school- Artsmark Power of Reading Accelerated Reading POP tasks Pupil Voice Progress across units of work Sheffield Stats data	SLT	Termly
C: To raise attainment To promote more rapid progress To narrow group gaps	Provide CPD and support for new and existing teachers and teaching assistants to deliver Power of Reading Reading, Writing and Maths interventions Cost £2000	By July 2020 the gaps between PP/non-PP narrowed at KS1 and KS2 By July 2020 the gaps between PP/non-PP continue to narrow at KS1 and KS2	SLT to work with teachers/TA's to develop flexible working allowing focus on key groups Teachers to work with key groups to ensure rapid progress in foundation subjects Teaches and TA 's to work with key groups in core subjects	SLT	Termly Progress shown in books
D To provide an exciting and engaging curriculum in which pupils aspire to achieve To acquire new skills and talents To raise self-esteem	Forest Schools Working towards the Artsmark Cost £2000	To provide children with educational artistic and SMSC experiences giving opportunities for pupils to find new talents and explore different mediums.	Monitoring of the curriculum Timetables Pupil voice and engagement	SLT	termly
Total budgeted cost					£40 000
i. 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 review implementation?

<p>A</p> <p>To improve attendance To improve engagement To raise attainment and progress</p>	<p>Learning Mentor 5x mornings per week for attendance and pastoral family work Cost £12 500</p>	<p>Last year a total of 64% of our PP children and their families received the support of our Learning mentors</p>	<p>Termly timetable of support Termly attendance figures Meetings/telephone conversations with parents/ongoing support</p>	<p>SH/SB/AN</p>	<p>Termly</p>
<p>B</p> <p>To identify gaps between different groups in Y6 To raise attainment To promote more rapid progress To narrow group gaps</p>	<p>Provide targeted group sessions with the class teacher/HT/DHT and 2 days with Mr Wardle in maths and English for pupils identified from the tracking as falling behind from October</p>	<p>23% of class are PP children 71% are expected to reach ARE in maths 29% in reading 57% in writing</p>	<p>Termly data and assessments Regular Y6 meetings Progress in books</p>	<p>HT/DHT/CK</p>	<p>Y6 data</p>
<p>C</p> <p>To meet emotional needs To improve attendance To improve engagement and behaviour To promote progress</p> <p>Implement the Thrive Programme as a whole school initiative</p>	<p>Speech therapist to work with key children Cost £5900 per year</p> <p>Training for SLT and school based Thrive Practitioner Cost £2000</p>	<p>A number of our PP children need regular contact with these services and need the emotional wellbeing and nurture which Thrive can provide,</p>	<p>Feedback from parents Analysis of progress of pupils</p> <p>Ongoing analysis of impact of Thrive</p>	<p>SH/JH</p> <p>SB</p> <p>SLT</p>	<p>termly</p>

D To raise attainment To promote more rapid progress To narrow group gaps	Learning Mentors to work with transient pupils in afternoons when appropriate HLTA to support PP children in narrowing the gaps and catch up interventions	27% of our PP children are transient	To assess the impact of HLTA interventions through data and regular meetings with HLTA		Termly
Total budgeted cost			£20 000		
ii. 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?
To narrow the social divide To raise life expectations and aspirations To raise self-esteem and belief	Provide a range of extra-curricular clubs at no cost to PP children Cost £1000	To enrich the life experiences of PP children in our school and raise self-esteem and self-confidence.	Overview of clubs for the year 2018-2018 Targeted lunchtime support Register showing participation of pp children Questionnaire includes feedback from parents on the impact of clubs. Register of club participation is analysed to show participation by disadvantaged children.	DP/KA/SB	Termly

	<p>To supplement the cost of school trips as well as residentials in years 5 and 6 50% Cost £2500</p> <p>Brilliant Club for Y5 Cost £1000</p> <p>To offer free school milk to pupils on FSM Cost £1000</p>		<p>Self-esteem questionnaires Data Feedback on trips from pp children</p>	<p>MT</p> <p>DHT</p> <p>MT</p>	<p>Termly</p> <p>Spring and Summer Term 2020</p> <p>Termly</p>
<p>To enable PP children to attend school due to significant circumstances</p>	<p>Provision of taxis/bus passes when needed Cost £500</p>	<p>Children have found it difficult to attend school due to extraneous circumstances</p>		<p>HT/SH</p>	
<p>Total budgeted cost</p>					<p>£6 000</p>
<p>6. Review of expenditure</p>					
<p>Previous Academic Year</p>		<p>2018-2019- Impact completed and on school website</p>			
<p>i. Quality of teaching for all</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>		<p>Cost</p>

To raise attainment To promote more rapid progress To narrow group gaps	TA support and interventions		Pupil premium boys will need the extra input in the next academic year	

	PP	Non
R	58%	85%
W	54%	80%
M	58%	75%
Spag	60%	76%

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To improve attendance To improve engagement To raise attainment and progress	Part time learning mentor	Last year a total of 64% of our PP children and their families received the support of our pastoral care team	This is vital to the emotional and educational wellbeing of our PP children.	

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
To narrow the social divide To raise life expectations and aspirations To raise self-esteem and belief	Subsiding trips , residentials and after school clubs	Children have had the opportunities to develop their self-esteem and participate	Have also subsidised some holiday club places which we will continue to offer and monitor	

7. Additional detail

