



Pupil Premium Strategy Statement Whitley Abbey Primary School

1. Summary information

School	Whitley Abbey Primary School				
Academic Year	2020/2021	Total PP budget	86,825	Date of most recent PP Review	N/A
Total number of pupils	345	Number of pupils eligible for PP	66 (18.55%)	Date for next internal review of this strategy	Jan 2021
Ofsted Comments	'Carefully tailored provision is provided for individuals and groups. This ensures that they achieve well. Pupils enjoy school, attend regularly and feel safe.' Ofsted 2017				

2. Current attainment

(attainment measure shown are from academic Year 2019 due to the cancellation of SATS during the global Covid-19 Pandemic)

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average 2018)</i>
% achieving in Expected Standard in reading, writing and maths EOKS2	56%	67% (71%)
Progress score in reading	0.63	1.03 (0.32)
Progress score in writing	-1.64	-1.65 (0.27)
Progress score in maths	-3.06	-0.13 (0.37)

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

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Pupils in EYFS often begin with low attainment upon entry to school, particularly in communication and language. Often they have poor communication skills and poverty of vocabulary or English as an Additional Language.
B.	Pupils do not regularly read at home or have fewer opportunities to read a suitably challenging texts. As a result they lack fluency and pace in their reading and are vocabulary poor. The school historically has had a lack of consistency in the teaching of phonics which has had an effect on the progress that pupils make in Early Reading.
C.	Pupils have had limited opportunities to develop practical mathematics skills or have developed an anxiety towards the subject as a result they have not mastered 'the basics' which in turn limits their ability to make further progress.
D.	Some pupils attend school with Emotional, Social and Behavioural needs that impact on learning or have experienced ACES.

E.	Some pupils lack the vocabulary and knowledge of different genres to enable them to communicate effectively in writing. Some pupils find the mechanics of writing a barrier to their progress.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	Some pupils do not attend school regularly or on time.
G	Some pupils have experienced external factors that affect their attitudes towards education -including unemployment, a family environment that de-prioritises the importance of education, low self-esteem or confidence, and a lack of relatable role models. Some pupils attend school with low aspirations or limited knowledge of potential career choices and pathways to further education.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the gap in attainment between disadvantaged pupils at the EOEYFS and their non-disadvantaged peers.	The proportions of disadvantage pupils in EYFS who reach GLD is in line or better than with national figures.
B.	To increase the proportions of Disadvantaged Pupils meeting ARE in Reading at the EOKS2. To increase pupil's range of reading including developing reading for pleasure and therefore the number of pupils reading regularly and with more breadth as demonstrated on accelerated reader. The consistent implementation of RWI leads to greater proportions of pupils meeting the expected standard in the Year 1 Phonics Screen.	There is a measurable increase in progress scores. Pupils read regularly and have access to suitably challenging texts. The proportion of pupils meeting ARE at EOKS2 in Reading is in-line with or greater than national. All pupils are heard read at least 3 times a week. (this may be individually or through class reading lessons) 80% of pupils make expected progress or better than expected progress in reading. Where pupils do not make expected progress they demonstrate their progress in SEMH through their THRIVE Targets Increased numbers of parents attend school support workshops. (Virtually) Increased proportions of pupils reaching ARE in Reading. The proportions of disadvantaged children achieving the expected standard in the Year 1 phonics screen compares favourably to national.
C.	To increase pupil progress in mathematics for all disadvantaged pupils.	To increase pupil progress in mathematics so that disadvantaged pupils at EOKS1 and EOKS2 compare favourably to national Non disadvantaged pupils. Pupils develop a love for mathematics. Pupils have opportunities to use concrete, pictorial and abstract methods to develop knowledge of key concepts.
D	Pupils develop the knowledge skills and vocabulary to identify and regulate their emotions leading to them being able to participate effectively in all areas of learning. As a result pupils make greater progress.	Pupils develop resilience and positive learning behaviours and develop strategies to regulate their emotions demonstrated against their baseline assessments. (THRIVE) Decrease in behavioural incidents. Pupils begin to become more independent and less reliant on adult support to engage in learning. (observations) Pupils have an improved attitude and self-esteem as evidence by pupil surveys.

E	Pupils develop a fluent cursive handwriting style and improve their stamina for writing. Classrooms are vocabulary rich and provide exemplary modelling of the writing process to support pupils in the acquisition of writing skills.	Greater proportions of pupils meet the ELG for writing at EOEYFS. Greater proportions of pupils reach ARE and GDS in writing at EOKS1 and EOKS and data compares favourably to national non disadvantaged pupils.
F	Pupils attend school regularly and on time. In the instance of enforced year group closure pupils have access to high quality online learning experiences that enable them to access learning from home.	pupil attendance meets the school expected standard of 96% All pupils have access to online learning in the event of a school or Year Group closure.
G	Raise pupil aspirations and motivation through the development of a growth mind set and explicit opportunities to explore careers and apprenticeship pathways and therefore improve pupils motivation and engagement in learning.	Pupils have increased awareness of life choices and therefore increased participation and motivation in school life. Growth mind-set attitudes and attributes increase pupils levels of independence and resilience. Virtual Careers fair and inspirational speakers motivate pupils, raise their expectations, aspirations and as a result, all pupils have a passion for learning and can articulate their aims.

5. Planned expenditure	
Academic year	2019/2020
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 / approaches	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) To increase the proportions of disadvantaged pupils meeting ARE in Reading at the EOKS2. To increase the proportions of pupils reaching ARE in phonics.</p>	<p>Embedding RWI consistently throughout EYFS and KS1. Implementation of phonics catch up targeted support for pupils in KS2 Whole class reading develops fluency and promotes discussion using VIPERS enabling children to develop their vocabulary and their ability to tackle comprehension questions. All pupils read regularly with targeted pupils reading at least 3x weekly to an adult. Appropriately challenging texts are selected which supports the development of cultural capital. Planning is supported by The Power of Reading. Parent workshops to support home learning.</p>	<p>‘On average, reading comprehension approaches deliver an additional six months’ progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Education Endowment Fund. ’Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).’</p>	<p>Data analysis at pupil progress meetings to hold teachers to account. Pupil voice. Assessment cycle data analysis. RWI lead to observe staff delivering RWI sessions and support with training as and where needed. RWI lead to provide model teaching sessions for other staff. RWI lead to regularly assess and group pupils. English lead to support in moderation of pupils reading judgments. Senior Leaders and English Leads analyse data produced by the school assessment system and Accelerated Reader. Teaching Assistants monitor children’s home reading and listen to target readers at least 3x weekly.</p>	<p>FM BN JH AS SC JH</p>	<p>Termly through pupil progress meetings. During all learning walks and half termly subject leader monitoring. Regular phonics group checks.</p>

<p>G Pupils recognise the wealth of opportunities for them and as such have developed an aspirational attitude.</p>	<p>Aspiration fair and aspirations day. Growth Mindset and Whitley Character Value awards Financial support to access trips and visits. Possibilities afternoons – taught activities linked to industries. My next step website.</p> <p>Growth Mindset approaches in teaching to ensure pupils can make connections between school lessons and their later life.</p>	<p>National College for leadership ‘Crucially the school has to open up aspirations, to show that achievement can lead to new opportunities which might not be part of the community or peer group tradition of expectation.’ Mongon and Chapman, 2008b, p11 ‘The recurring evidence is that young people without the material resources or the adult and peer role models to sustain success at school manage that situation by lowering their requirements and needs. Their experience seeps into their attitudes and emotions’ (Jackson, 2006; Goldthorpe & McKnight, 2004; Raffo et al, 2007; Sutton, Smith, Dearden & Middleton, 2007; House of Commons, 2008, para 58).</p>	<p>Senior Leadership team promote values of the school and growth mindset through regular assemblies and awards. Pupils are engaged in the character values in writing and co create the character stories. School display boards demonstrate the school character values and growth mindset approaches Explicit teaching of growth mindset approaches. Yearly aspirations fair led by pupil premium lead.</p>	<p>JH,BN,SC MR,SB all staff</p>	<p>Pupil surveys Records of awards Behaviour and attendance data Book trawls Parent surveys School attainment and progress data</p>
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<p>E The proportion of pupils achieving ARE and GDS in writing compare favourably to national data</p>	<p>To refine and embed the Power of Reading resources as a planning tool for the teaching of writing. To establish a school approach to the teaching of handwriting/ spelling. To provide WAGOLL and opportunities for pupils to be explicitly taught grammar. To exploit writing opportunities in the foundation subjects. Refine and review the school feedback and AFL policies and secure consistent implementation by all staff. Refine the use of knowledge organisers to explicitly teach vocabulary. Explicit teaching of vocabulary in all lessons.</p>	<p>Research evidence has found that the following approaches are effective in teaching writing in primary and secondary schools (What Works Clearinghouse, 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Graham et al, 2011; Santangelo and Olinghouse, 2009): x Teach pupils the writing process; x Teach pupils to write for a variety of purposes; x Set specific goals to pupils and foster inquiry skills; x Teach pupils to become fluent with handwriting, spelling, sentence construction Provide daily time to write; x Create an engaged community of writers.</p>	<p>Staff training led by the literacy lead. Observations of staff teaching handwriting. Development of intent, implementation and impact documents. Staff training on Power of reading. The use of working walls to support pupils development of skills and knowledge. Staff training on AFL and feedback</p>	<p>AS,FM, JH, SC, BN</p>	<p>Regular book trawls and feedback to staff. Staff compliance trawls for feedback policy Whole school data and moderation of writing.</p>
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					Total budgeted cost	£30,500
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 review implementation?	
A. To close the gap in attainment between disadvantaged pupils at the EOEYFS and their non-disadvantaged peers.	<p>Early speech and language intervention to narrow vocabulary gap on entry to school.</p> <p>Implementation of EAL Bell foundation assessment and individual target setting tool to ensure all pupils at the early stages of language acquisition have tailored support.</p> <p>The EAL Booster Group Blast intervention</p> <p>Implementation of knowledge organisers and pictorial cues in core subjects to support pupils language acquisition</p>	<p>Early years or early childhood interventions aim to ensure that young children have educational pre-school or nursery experiences which prepare them for school and academic success overall. The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.(EEF)</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.EEF</p>	<p>Regular reviews of pupil progress led by BN.</p> <p>Creation of class plans with set targets for pupils who require intervention.</p> <p>Tapestry evidence to track individual pupils.</p> <p>Additional staff training on the delivery of intervention programmes</p>	<p>BN</p> <p>CG</p> <p>MR</p> <p>DB</p> <p>SC</p>	Termly	

<p>C) To increase pupil progress in mathematics for targeted disadvantaged pupils.</p>	<p>Implementation of maths interventions: Power of 2 Plus 1 and Focus maths which enable pupils to master mathematical concepts. Booster lessons and small group tuition for targeted pupils. Further opportunities for children to develop mathematic skills through outdoor learning and the use of concrete, pictorial and abstract teaching approaches.</p>	<p>Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level. EEF</p> <p>Interventions Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p>	<p>Training for staff responsible for the delivery of interventions led by and monitored by the Deputy Headteacher and Mathematics Lead.</p> <p>Investment in resources to ensure classes have access to high quality equipment to support with the delivery of engaging mathematics lessons.</p> <p>Monitoring of individuals progress on 6 weekly cycles to establish impact on both academic achievement and pupil engagement, Pupil Mathematics surveys,</p> <p>Learning walks and book trawls by senior leaders with succinct feedback for staff.</p> <p>Staff training on CPA methodologies/ pedagogy.</p>	<p>SC JH CB All teaching and support staff</p>	<p>Termly through pupil progress meetings. Subject leaders through book trawls and lesson observations.</p>
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<p>D. Interventions address the SEMH needs of pupils to ensure they are able to be ready to learn.</p>	<p>Increased opportunities for outdoor learning. Counselling for identified individuals (referred). Early Help implemented to target families. Staff member identified as Mental health First aid trained. Implementation of whole school THRIVE approach.</p>	<p>The EFF states that On average, SEL (Social, Emotional Learning) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). 'The recurring evidence is that young people without the material resources or the adult and peer role models to sustain success at school manage that situation by lowering their requirements and needs. Their experience seeps into their attitudes and emotions' (Jackson, 2006; Goldthorpe & McKnight, 2004; Raffo et al, 2007; Sutton, Smith, Dearden & Middleton, 2007; House of Commons, 2008, para 58).</p>	<p>SDQ data to monitor the impact of counselling sessions.</p> <p>The outdoor curriculum programme has been closely matched to the objectives from the National Curriculum ensuring that the children have a broad and balanced opportunities to develop skills and knowledge alongside their peers.</p> <p>As a result of THRIVE approaches and THRIVE 1:1 sessions there is increased participation in taught session and reduced behavioural incidents for PP pupils. THRIVE class plans ensure that all classes have specific</p> <p>Children and Families Mentor to work closely with identified families to support using Early Help methodology. Where relevant referrals to specialist services are made. Mental Health First Aid trained staff to disseminate information to all staff.</p>	<p>SC LS MR</p>	<p>Implementation Sept - Monitoring half termly.</p>
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<p>F. To increase pupil progress and attainment in writing for targeted disadvantaged pupils.</p>	<p>Pupils are explicitly taught sentence types to enable them to master punctuation and grammar. Alan Peat Phonics catch up programme – Fresh Start.</p>	<p>Interventions Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p>	<p>Training for staff responsible for the delivery of interventions led by and monitored by the Deputy Headteacher and English Lead.</p> <p>Monitoring of individuals progress on 6 weekly cycles to establish impact on both academic achievement and pupil engagement,</p> <p>Learning walks and book trawls by senior leaders with succinct feedback for staff.</p>	<p>SC JH AS All teaching and support staff</p>	<p>Termly through pupil progress meetings. Subject leaders through book trawls and lesson observations.</p>
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<p>F. All pupils attend school regularly and on time.</p>	<p>Learning mentor supports families where children's attendance is less than 96%. Attendance team monitors and challenges families where pupils are considered to be persistently absent. The school has an online learning policy to support those learners who can not attend school during the global pandemic. Learning mentors establish positive relationships with parents to increase parental engagement. Early Bird Challenges set for pupils who are persistently late. Access to breakfast club</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.EEF</p> <p>' in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2.' DFE</p>	<p>Attendance team led by Deputy Headteacher hold monthly meetings and case management reviews. Attendance policy and regular updates in news letters. Parents of pupils with attendance below 94% issued with notification. Persistent absentee parents invited to attendance panel meetings. Early help intervention to support families in raising attendance. Interventions from multidisciplinary teams as and when assessed as necessary and engagement with support from Coventry City Council.</p>	<p>JH, SC, MR, SB, BM</p>	<p>Attendance data reported monthly Targeted families identified by pastoral team</p>
<p>G Raise pupils aspirations.</p>	<p>Raise pupil aspirations and motivation through, trips, visits and experiences explicit opportunities to explore careers, apprenticeship pathways and therefore improve pupils motivation and engagement in learning.</p>	<p>Source - National College for leadership 'Crucially the school has to open up aspirations, to show that achievement can lead to new opportunities which might not be part of the community or peer group tradition of expectation.' Mongon and Chapman, 2008b, p11 'The recurring evidence is that young people without the material resources or the adult and peer role models to sustain success at school manage that situation by lowering their requirements and needs. Their experience seeps into their attitudes and emotions' (Jackson, 2006; Goldthorpe & McKnight, 2004; Raffo et al, 2007; Sutton, Smith, Dearden & Middleton, 2007; House of Commons, 2008, para 58).</p>	<p>Staff project to include raised aspirations in class through – inspirational assemblies, guest speakers, careers fair day, Growth Mind-set practices embedded in daily lessons..</p>	<p>SC CL LC KW All Teaching staff</p>	<p>Pupil voice Parent Voice Pupil Attitude Surveys.</p>

Total Budget Cost	78,000
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6. Review of expenditure

Previous Academic Year 2020/21

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
A)				

B)

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c)

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D)

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