

Whitmore Park Primary School Pupil premium strategy statement 2019-20 8.10.19



1. Summary information					
School	Whitmore Park Primary School				
Academic Year	2019-20	Total PP budget	£198,000 (£250,420)	Date of most recent PP Review	PP review took place in February 2019 with Paul Longdon
Total number of pupils	658 (inc. 52 Nursery)	Number of pupils eligible for PP	120 18% (157 (24%) in 2018-19) (192 in 2017-18 27.8%)	Date for next internal review of this strategy	January 2020

2. Current attainment 2018-19			
	<i>Pupils eligible for PP Whitmore Park Brackets previous years</i>	<i>All Pupils Whitmore Park Brackets previous years</i>	<i>Pupils not eligible for PP national average Brackets previous year</i>
% achieving expected standard in reading, writing and maths	59% (47%) (30%)	69% (58%) (54%)	70% Nat. other
% making progress in reading	-0.7 (-4.06) (-2.0)	-1.0 (-3.02)	0.3 Nat. other
% making progress in writing	0.8 (-1.65) (-0.1)	0.0 (-1.11)	0.3 Nat other
% making progress in maths	0.4 (-3.32)(-2.1)	0.2 (-2.21)	0.4 Nat other

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.	Many of our pupil premium pupils have low self-esteem, lack of confidence and poor concentration or focus due to social and emotional barriers. We want to improve their readiness to learn and attitude to learning by continuing to work on our Growth Mindset programme, reviewing the rewards system and reviewing our 'Skills Academy' as an opportunity for children to make choices about their learning.
B.	Many of our Pupil Premium pupils have a low listening + attention, understanding, speaking when they enter school and limited vocabulary throughout the school.
C.	Many of our lower and middle achieving pupils at Key Stage One do not sustain their progress in Key Stage Two and this prevents them from achieving end of the Key Stage expectations.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Some of our pupil premium pupils have low attendance and punctuality rates which impacts on pupil attainment and progress. Attendance for PP 2018/19 was 93.94 (Nat. 94.3) compared to 94.01 end of 2017/18) % and Non PP 96.3%.
E.	Some of our pupil premium pupils have lack of support at home with homework and reading. Some of our pupil premium pupils have limited access to wider life experiences and this impacts on their aspirations, ability to bring a wider knowledge and experience to the curriculum.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupil Premium pupils develop their self-esteem and resilience, so they are 'ready to learn' in the classroom.	Most Pupil Premium pupils will display more confidence and focus in lesson enabling them to access learning and participate fully in lessons which will impact on their progress. Pupil survey will demonstrate increases in attitude to learning
B.	Pupils in EYFS will gain language and vocabulary skills to support their learning across the curriculum. They will make rapid progress in phonics lessons and learn to speak in sentences.	Most pupils will make good progress in listening and attention and speaking and will achieve ELG.
C.	The vast majority of PP pupils to make expected or accelerated progress so that PP pupils achieve in line with their non- pupil premium peers in all core subjects in all year groups. This will be measured during the initial target setting meetings, and end of term progress meetings. Termly Pupil progress meetings will be held for Pupil Premium pupils. Pupil Premium pupils will be identified during lesson observations and book scrutinies.	Most PP pupils make 3 steps or more progress over a year in core subjects. The large majority of Y2 and Y6 pupils will attain in line with non-pp pupils nationally in core subjects. The large majority of pupil premium pupils achieve GLD and phonics in line with non-pp pupils
D.	The attendance and punctuality of pupil premium pupils will improve to be in line with their non-pupil premium peers. We will use our attendance and punctuality data to measure progress towards this target half termly.	PP pupils attendance will be the same as non PP pupils Target 96%
E.	Improved parental engagement and support at home with homework and reading by developing positive relationships. Increased parental support with reading at home, homework and spelling, increased attendance at parental workshops and community events. We will measure this by analysing reading at home records and attendance at parent evenings and workshops. The curriculum will be broad and balanced providing first hand experiences, trips and educational visitors to enhance pupils' vocabulary and wider knowledge of the world.	The vast majority of PP pupils' parent attend parents' evenings. Increased rates of attendance at curriculum workshops. All PP pupils complete homework and read at least 3 times a week at home. A broad balanced curriculum with increased opportunities for first hand experiences (trips, visitors, charter)

5. Planned expenditure					
Academic year	2019-20 £240,000				
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?
The large majority of PP pupils in R-Y6 make expected or accelerated progress in core subjects.	<p>Quality first teaching for all with clear identification and addressing of children's individual gaps in learning. PP pupils to be identified on planning formats to form the basis of Quality First Teach Teachers will receive termly coaching with Teaching and Learning consultant. High quality CPD or all staff</p> <p>All lessons will be differentiated to provide appropriate challenge for all pupils. PP pupils will be targeted in lessons with questioning/AL and support from teachers/teaching assistants.</p> <p>Provide a 4th teacher and additional teaching assistant in Y6 to support learning across the year group</p> <p>Introduce teacher assessment grids to assess pupils learning in reading. Identify gaps in learning for PP pupils and address.</p> <p>DC Pro to produce bespoke reports for assessment & EYFS</p>	<p>NFER 2015</p> <p>Quality first teaching and high aspirations for all are all common factors of schools' success with PP pupils.</p>	<p>Termly pupil progress meetings. Continue with high quality access to CPD including video coaching sessions termly with Teaching & Learning consultant.</p> <p>Subject leaders monitoring has a focus on challenge and differentiation for all pupils (lesson observations, book scrutinies)</p> <p>T + L consultant + cover £9160</p> <p>Progress Meetings cover £3240</p> <p>Additional Teacher £34,469</p> <p>Additional TA £18,000</p> <p>LT cover £4680</p>	HT DHT	Termly during lesson observations/book scrutinies and pupil progress meetings.

<p>Most PP pupils attain in line with non pp pupils in reading, writing and spelling in each year group</p> <p>Most PP pupils attain in line with non pp pupils in reading, writing and spelling at the end of KS1 and KS2</p>	<p>Provide a clear structure for the teaching of reading lessons and group reading. Coaching sessions for NQTs/identified staff</p> <p>Weekly 'book club' reading sessions for all pupils in addition to the daily reading lesson/personal reading. Reading journals introduced in KS2</p> <p>Vocabulary sessions included across the curriculum where children learn about words</p> <p>Spelling lessons 4 times a week aimed at age related expectations.</p> <p>Identified pupils use a spelling app during GR to improve spelling</p> <p>Booster session for Y6 targeted PP pupils pre SATs</p> <p>Purchase and implement high quality 'recommended reads' or each year group, quality picture books and texts or novels or English lessons.</p> <p>Reading leaders attend subject leader courses and RSC/Belgrade Shakespeare project (drama, vocab) and implement across the whole school.</p> <p>Purchase and implement online reading, assessment, ebooks and reading coach (Oxord Reading Buddy)</p> <p>English leader trial integrated English lessons</p>	<p>EEF 2017</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress</p>	<p>Reading and writing leads deliver CPD, monitor the quality of teaching and provide support where appropriate.</p> <p>Reading and writing leads complete action plans reviews, feedback to SLT and governors termly.</p> <p>Reading resources £5000</p> <p>Cover for training £2400</p> <p>Online reading assessment £700</p> <p>CPD for English leads + cover £1400</p>	<p>English leads SS AS MK NC CB</p>	<p>Termly</p>
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<p>Most PP pupils attain in line with non pp pupils in maths in each year group</p> <p>Most PP pupils attain in line with non pp pupils in mathematics at the end of KS1 and KS2</p>	<p>Continue to support the implementation of the Maths No Problem programme. Maths Mastery programme (MNP) to ensure that pupils develop fluency, reasoning and problem solving through a CPA approach. PP pupils receive MNP intervention 3 times a week where appropriate. Y5/Y6 targeted PP pupils 1:1 online maths tuition once a week. Maths booster session for Y6 PP pupils twice week (pre SATs)</p> <p>Times table lessons and rewards</p> <p>Introduce teacher assessment grids to assess pupils learning in mathematics. Identify gaps in learning for PP pupils and address.</p> <p>Implement Times Table Rock Start to improve the number of pupils who are at age related expectations</p>	<p>Mastery approach recommended by Maths hubs and NCTEM The Maths No Problem! Primary series is the only recommended textbook for schools on the mastery programme by the DFE expert panel. Evidence from local teaching school alliance including visits to schools and discussion with leaders showed that the approach had raised standards in their schools.</p>	<p>New staff attend 1 days training with WP Maths leads attend CPD Maths leads provide INSET, monitoring coaching and support half termly. Teaching assistants run MNP intervention sessions</p> <p>1:1 maths online tuition £2,000 Training Day for new staff cover £1600 Maths resources £5000 TA to provide maths intervention £16,000 Timetable rock stars £227</p>	<p>Maths leads MMc RW</p>	<p>Termly</p>
<p>Close the gap for PP pupils who are working significantly below their peers</p>	<p>Provide an enhanced support class with low pupils staff ratios and specialised/targeted provision for SEND pupils Track PP pupils and provide targeted intervention/SEMH provision</p>		<p>PLPs/My support plans/ ECHP plans reviewed regularly with parents and Education officers</p> <p>Teacher and TA £50,000 Boxhall Profile £150 ESC resources £600</p>	<p>Ht/SENDcos</p>	<p>Termly</p>

<p>Improved self-esteem, resilience and confidence for PP pupils</p>	<p>Whole school Growth mindset approach</p> <p>Buddy/mentor system introduced</p> <p>Continue access to school counsellor</p> <p>Introduce 'Skills Academy' so pupils have some choice in their learning linked to rewards system.</p>	<p>EEF 2017 "Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress." NERF 2015: "More successful schools had designated staff to offer pastoral support"</p>	<p>AHT behaviour INSET Sep 2018 Monitor and evaluate PASS survey July 2018</p> <p>HT/Family Liaison officer lead team of buddy/mentors. Buddys produce weekly reports HT/AM monitor</p> <p>Mentors/Buddys £1950 Skills Academy £500</p>	<p>HT DH PHSE lead KC</p> <p>HT Family Liaison officer AM</p>	<p>Termly</p>
Total budgeted cost					£111,076

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?
Improved attendance and punctuality for PP pupils	<p>Increase capacity in attendance team by employing a new member of staff in the Family Liaison team to work closely with vulnerable families where attendance and punctuality are an issue.</p> <p>Early identification to draw the services of the Early Help team to be involved with the family.</p> <p>Raise the profile of attendance in the classroom by ensuring attendance posters are visible and are kept up to date. Rewards minutes are accumulated weekly.</p>	<p>NFER 2015:</p> <p>“More successful schools had designated staff to offer pastoral support and had employed strategies to ensure children attended school – such as calling home in the event of an absence, funding or sending out transport, and working with families”</p>	<p>HT/AM weekly meetings to monitor attendance.</p> <p>Regular Inclusion Team meetings</p> <p>Additional member of staff £10,920 Additional Family Liaison time £780</p>	HT + Family Liaison Officer (AM)	Termly
Improve outcomes for targeted PP pupils with SEMH	<p>To provide specialist external support to PP pupils with SEMH</p> <p>Inclusion Team to meet regularly to identify support needed for vulnerable pupils</p> <p>Thrive training or 2 members of staff</p>		<p>Private Ed psyc/SENd supported, speech & language and CBT therapy.</p> <p>Teaching with Heart £4000</p> <p>Additional teaching assistant £16,000</p>	SENCo	Termly

<p>Improved parental engagement and support</p>	<p>Continue parent education course run by Family Education Service to increase parents' knowledge and confidence to support pupils at home.</p> <p>Parent partnership group to work in partnership and take parent voice into account at school,</p> <p>Coffee mornings targeted at 'harder to reach' parents who may not find it easy to engage with school. The aim is to increase their confidence to participate/engage positively in other meetings/workshops</p> <p>School to part fund SATs revision booklets to improve home-school links and improve outcomes for PP pupils in national tests.</p>	<p>EEF 2017 " Parental involvement is consistently associated with pupils' success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive. This is particularly the case for disadvantaged families. <i>There is not a large financial/resource impact for this area. Therefore we will target but this is an area that we will evaluate carefully to ensure impact.</i></p>	<p>HT/DH meet parent group half termly and communicate to all parents via newsletter/twitter.</p> <p>DH monitor attendance and feedback from parent education courses.</p> <p>Coffee mornings start Summer Term DH/AK</p> <p>DH/AK monitor attendance at parent evenings/parent workshops/pupils reading at home/homework</p> <p>Governor forum monthly to take feedback. Governors attend parent evenings and seek feedback</p> <p>Hospitality £200</p> <p>SATs books £300 Transport £300</p> <p>General resources (headlice, uniform) £200</p>	<p>DHT + Community lead (AK)</p>	<p>Termly</p>
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	<p>Prompt identification of family issues that will impact on attendance or performance and achievement at school.</p> <p>Family Liaison team liaising with families and appropriate outside agencies to put in place required support.</p> <p>Provision of resources needed to overcome barriers eg. head lice, mini bus pick-ups, clothing, travel expenditure.</p> <p>Family Liaison officer outside in the playground/in the main office in the mornings to improve communication and signposting.</p>				
Total budgeted cost					£31,700

iii. 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?
Ensure PP pupils have access to wider	Implement 'Whole school charter' which will ensure a	EEF 2017	DHT to lead staff meetings and curriculum plans.	DHT	

<p>experiences across the curriculum.</p> <p>Improve the learning aspirations of PP pupils within school.</p>	<p>range of enrichment experiences across the school</p> <p>Develop the whole school curriculum to ensure that it is broad and balanced and meets the needs of our pupils and includes trips/experiences which cannot be offered within school. Focus on Humanities subjects (launch morning and home learning)</p> <p>Work towards the Artsmark Gold Award to ensure that pupils experience the arts in its fullest sense including STEAM.</p> <p>Raising Aspirations Day linked to PSHE curriculum to ensure that pupils are aware of future careers and ambitions.</p>	<p>“Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.”</p>	<p>Art lead (AC) to write statement of commitment and complete staff audit, write action plan to ensure that the school achieves the Artsmark by July 2019.</p> <p>PSHE/community lead to plan/liaise with local business/community/parents to invite them into school PASS survey</p> <p>Participate in PQSM monitoring and evaluation – aim to gain the PQSM in June 2019</p> <p>Cover for Artsmark £600 Trips/experiences £1000 Residential trips £3500</p>	<p>Art lead AC</p> <p>PHSE lead KC AC</p>	
Total budgeted cost					£5,100

Proportion	Description
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost none/very few