



# Whiteley Primary School - Pupil premium strategy statement

1. Summary information					
School	Whiteley Primary School				
Academic Year	2016-17	Total PP budget	£72,260	Date of most recent PP Review	Sept 16
Total number of pupils	633	Number of pupils eligible for PP	69	Date for next internal review of this strategy	July 17

2. Current attainment				
	<i>Pupils eligible for PP (WPS) – inc. FSM, service, LAC</i>	<i>All pupils (WPS)</i>	<i>All pupils (national average)</i>	
% at expected standard for reading at end of KS2	<b>64</b>	75	66	
% at expected standard for writing at end of KS2	<b>71</b>	74	74	
% at expected standard for maths at end of KS2	<b>79</b>	79	70	
% at expected standard for GAPS at end of KS2	<b>79</b>	76	72	
% achieving expected standard in reading, writing & maths at end of KS2	<b>57</b>	58	53	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
<b>A.</b>	A significant proportion of YR pupils (including PP pupils) entering school at risk of falling behind in the areas of Listening and Attention, which impacts on their progress across the curriculum.
<b>B.</b>	Social communication or behavioural difficulties for a small group of PP pupils has a detrimental effect on their academic progress and can impact that of their peers.
<b>C.</b>	Data for current PP pupils shows that just over 50% of pupils are currently below ARE in one or more core curriculum areas, and whilst they may be making progress in line with their starting points, additional support is required to support them closing the gaps with their peers.
<b>External barriers</b>	
<b>D.</b>	External factors such as parenting skills, lower attendance and mental health issues affect engagement with school and progress for some PP pupils.
<b>E.</b>	Service family pupils affected emotionally by a parent away which can affect concentration and progress.

<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. Any pupils in Y1 who did not gain ELG for listening and attention are supported in achieving this by Dec of Y1.
<b>B.</b>	Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers.	Fewer behaviour incidents of these pupils as recorded through exclusions, RPI records, blue/red card incidents.
<b>C.</b>	PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	By July 2017, a greater number of pupils eligible for PP are working at ARE as shown through teacher assessments/NFER tests. Standardised scores show that pupils in KS2 are making accelerated progress.
<b>D.</b>	PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.	Increased attendance figures for PP pupils. PP who access pastoral support are shown to be making appropriate progress in comparison to their peers.

5. Planned expenditure					
Academic year		2016-17			
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?
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Whole school focus on pupils who are 'close to' ARE, with teachers engaging in specific training and action research methods to explore ways in which to help children close the gap with their peers. This will include: - member of SLT involved in facilitating the 'lesson study' programme through the Pioneer Alliance, then initiating and leading this approach with year groups in school. - 3 teachers from across the school attending training 'cracking the close-tos' with a focus on metacognition and ways in which to help children learn. - performance management objective for all teachers focussed on selected pupils who need to catch up with their peers.	TDT states that lesson study is a proven way to have impact on progress and it is advocated by the NCSL. After a year of implementing the new curriculum and assessment systems, there is a clear need to look at how we can support children in 'catching up' who have not benefitted from the new curriculum since Y1 and therefore have gaps in their learning.	All teachers to have this area as focus for their second performance management objective. Time allocated within INSET and staff meetings for those attending out-of-school training to cascade information from courses to all staff. Focus for pupil progress meetings. Lead teacher for lesson study provided with regular non-contact time to facilitate this approach in other year groups. Quality time provided for lesson study approach so that teachers see that it is valued.	LP AG AJH	Termly through Performance Management
Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Continued use of the 'Keep on Talking' (KOT) project initiatives, including sending staff on twilight training, in-house updates for staff from lead teacher for KOT, open sessions for YR parents with a focus on language and communication, in-house training for LSAs for language interventions.	The KOT project has been shown to be effective in Hampshire in supporting pupils who enter school at risk of falling behind in language and communication . We want to ensure that following our involvement in the project last year, lessons learnt continue to be implemented and that we further the involvement of parents.	Part of YR/1 phase action plan. YR teachers to remain in touch with county KOT project groups. Teacher who lead KOT project in school to remain key staff lead for KOT. LSA time allocated to ensure that quality time is provided for speaking and listening groups in YR/1.	CM SH	Summer Term
<b>Total budgeted cost</b>					<b>£11,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers.	Consistent 1:1 support provided for individual pupils at key times (transition/meet and greet/core sessions) to ensure implementation of routines, visual timetables, preparation for transition and support for group interaction. 3 x 0.5 FTE LSAs employed to work with specific pupils.	Difficulties with behaviour affect concentration and focus, and have a negative impact on the individual's progress as well as their peers. Consistent support to avoid peaks in behaviour help to ensure that learning time is maximised for the individuals and those around them.	LSAs to work closely with class teachers and TAs to help support consistency. Focus on developing individual resilience and independence so that they don't become over-reliant on adult support. Reviewed through IPA reviews.	VS	Termly
Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Employment of 1 x 0.5 FTE LSA to focus on language and communication group work in YR/1, trained in how to deliver Nursery Narrative and Time to Talk interventions. Screening of targeted pupils in YR carried out by TA specialised in speech and language programmes.	Linked to involvement in KOT project last year – programmes shown to be effective in helping pupils to meet ELGs for language and communication. EEF toolkit suggests that oral language interventions can be effective, particularly in the early years.	Groupings overseen by YR/1 phase leader and Inclusion Manager. Impact measured through FSP progress. Pupils identified through use of Language Links screening programme.	VS SH	Termly
	Involvement of YR/1 phase leader in a county project working with feeder pre-schools and trialling strategies across the YR base to improve outcomes for disadvantaged pupils.	School selected for involvement as data shows gap between disadvantaged pupils and other pupils in Fareham is wider than in other districts.			
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Introduce specific reading intervention proven to help pupils who don't learn phonetically (inc. PP pupils). Training for staff plus time to carry out interventions 3 x per week.	Not all children are able to learn phonetically – the literacy toolkit is designed to work alongside phonics programmes to support children with reading for whom phonics alone is not working.	Overseen Inclusion manager and YR/1 phase leader. Careful targeting of children. Review through progress meetings.	VS SH	Termly
	Additional experienced Y6 teacher (maths specialist) to be available 0.2 FTE to allow provide focussed teaching for groups of Y6 pupils including those working at greater depth and those at risk of falling behind. For 12 weeks, this work to be increased to 0.4 FTE	Smaller group teaching enables teachers to give high quality feedback which EEF Toolkit suggests is an effective way to improve attainment.	Monitor teaching, learning and planning. Pupil outcomes.		
<b>Total budgeted cost</b>					<b>£37,000</b>

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?
PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement.	Develop a pastoral support team in school – training for Lego therapy, art therapy, FEIPS, play therapy, home-school link worker training. Allocated time for ELSA to develop role further as home-school link worker.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Poor attendance impacts on progress – home-school link worker to focus on improving attendance and punctuality for PP pupils.	Monitored through link governor/curriculum committee reports. Overseen by inclusion manager. Half termly meetings with team. Impact statements for each series of sessions.	VS	Termly
	Inclusion Manager + ELSA to provide nurture groups 4 afternoons per week – 1 x KS1 group twice a week, 2 x KS2 groups for once a week, including PP pupils. Inclusion manager to offer weekly drop-in sessions for Young Carers (some of whom are also FSM).	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	Gov link visit. Monitoring of quality of T&L	VS	Termly
	Support groups specific for service families – including Friday Forces Lunch, 'Skype' conversations, parent drop in sessions.	At times, pupils from service families need additional pastoral support when a parent is absent due to deployment.	Gov link.	VS	Summer term
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year	Introduction of reading challenge and incentives in Y1-Y3 to encourage children to read aloud at home.	Reading surveys show that fewer pupils are reading aloud at home – this impacts on progress. Challenge carried out in another similar school had positive impact on reading progress.	High profile in assemblies/newsletters/classrooms. Termly feedback regarding impact from class teachers.	LP	Summer term
	Subsidies for FSM pupils to undertake music tuition, school clubs and residential trips	Important for PP pupils to have access to the same opportunities as their peers.	Overseen by inclusion manager	VS	Summer term
All outcomes	Provide dedicated time for inclusion manager to ensure that the actions above are monitored, supported, and directed/targeted appropriately and that teachers are well equipped to meet the needs of PP within their class through mentoring, training and support.  As part of her time, she will also be running Friday Forces lunch for service families, facilitating support for service pupils such as 'Skype' with absent parents, and ensuring that we can be responsive to the needs of PP pupils as they arise.	We want to ensure that the numerous strategies and interventions put in place are monitored well and that teachers are provided with the support in how best to help their learners – this requires dedicated time from a member of the SLT and without a class commitment, the inclusion manager can be an advocate for all PP children.	Link governor and report to curriculum committee. Regular meetings with SLT. Data analysis of PP pupils, along with other vulnerable groups.	LP	Summer term
<b>Total budgeted cost</b>					<b>£26,000</b>

<b>6. Review of expenditure</b>		
<b>Previous Academic Year</b>	<b>2015-16</b>	
<b>Action</b>	<b>Outcome</b>	<b>Lessons learned</b>
Full time inclusion manager employed to oversee all interventions and progress of PP pupils, tracking pupils, monitoring quality of interventions and supporting teachers.	Gap between attainment of PP at end of Y6 and other pupils in our school is smaller than the national gap. PP pupils in our school performed better than all pupils nationally in R/W/M combined.	This to continue – since we have invested in a full time inclusion manager, they have been able to provide an appropriate focus on all vulnerable groups; support teachers, parents, and pupils; ensure that timely interventions are put into place, including the use of outside agencies where needed, helping to ensure that other investments through the PP are used appropriately.
DHT to provide teaching support in Y6 to enable smaller group work in maths and English, for those working at greater depth, and those who are requiring further support.	Gap between attainment of PP at end of Y6 and other pupils in our school is smaller than the national gap. PP pupils in our school performed better than all pupils nationally in R/W/M combined.	To continue this year, with a review of how the groupings work dependent on the needs of the cohort.
1:1 and small group tuition for 1.5 days by an experienced teacher.	Supported some pupils in filling gaps in their knowledge caused by new curriculum expectations in maths. Pupils within the writing groups showing greater confidence in class.	Unlikely to continue this in the future – costs are too high for limited success. Working in small groups (1:2/3) has shown wider impact than the 1:1 initiative from previous year, but move away from isolated interventions with the older pupils in future.
Increase in ELSA hours	There are far more children in our school requiring both regular ELSA support and shorter programmes due to a specific need/event. The additional hours enabled a greater number of pupils to be supported and in a more timely way.	Due to size of school, and increasing social and emotional needs of our pupils, this need to continue and develop – in order for our highly trained ELSA to be able to react more quickly to the more complex cases, it will be useful for her to have assistants to take on programmes she have planned which are more straight forward in the future.
Subsidies for uniform (£30 voucher), music tuition, residential trips and extra-curricular clubs.	Targeted support has enabled PP pupils to have equality of opportunity as their peers.	To be continued – relatively small cost in our school but which makes a big difference in the confidence of pupils and ensures equality of access.
Nurture group 4 x per week	Groups run for two age groups enabling siblings to take part in different groups. Boxall profiles show progress of pupils in nurture.	To be continued but next year have two separate KS2 groups 1x weekly as well as a KS1 group 2 x weekly.

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Results at the end of KS1 show the % of overall vulnerable groups in reading, writing and maths as follows:

Reading 63% secure in ARE 37% below ARE

Writing 26% secure in ARE 74% below ARE

Maths 47% secure in ARE 53% below ARE