



Whiteley Primary School - Pupil premium strategy statement

Summary information					
School	Whiteley Primary School				
Academic Year	2017-18	Total PP budget	£68,400	Date of most recent PP Review	July 17
Total number of pupils	630	Number of pupils eligible for PP	49	Date for next internal review of this strategy	July 18

Current attainment				
	<i>Pupils eligible for PP (WPS) – inc. FSM, service, LAC</i>	<i>All pupils (WPS)</i>	<i>Pupils eligible for PP (National)</i>	<i>All pupils (national average)</i>
% at expected standard for reading at end of KS2	58%	83%	59%	71%
% at expected standard for writing at end of KS2	33%	83%	65%	76%
% at expected standard for maths at end of KS2	58%	83%	63%	75%
% at expected standard for GAPS at end of KS2	42%	77%	66%	77%
% achieving expected standard in reading, writing & maths at end of KS2	30%	74%	47%	61%

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	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.	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.
C.	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.
External barriers	
D.	External factors such as parenting skills, lower aspirations, lower attendance and mental health issues affect engagement with school and progress for some PP pupils.
E.	Service family pupils affected emotionally by a parent away which can affect concentration and progress.

Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	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.	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.
C.	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 2018, 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.
D.	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, and to raise aspirations.	Increased attendance figures for PP pupils. PP who access pastoral support are shown to be making appropriate progress in comparison to their peers.

Planned expenditure

Academic year

2017-18

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.	<p>Continue whole school focus on pupils who are 'close to' ARE. This will include Pupil progress meeting focus on this group</p> <p>Planned interventions, adapted for pupil needs</p> <p>Provision of regular 'catch up time' linked to marking policy</p> <p>Use of lesson study approach to support teachers in identify the best ways to support pupils who are not yet at ARE.</p> <p>SLT members to have additional non-contact time this year – part of this time to be spent in classrooms to ensure implementation of school priorities.</p>	<p>TDT states that lesson study is a proven way to have impact on progress and it is advocated by the NCSL.</p> <p>After a two years of implementing the new curriculum and assessment systems, there is a continued 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.</p>	<p>Focus for pupil progress meetings.</p> <p>Phase leaders to keep focus on this group during PPA.</p> <p>Lead teacher for lesson study provided with regular non-contact time to facilitate this approach in other year groups.</p> <p>Quality time provided for lesson study approach so that teachers see that it is valued.</p>	<p>LP</p> <p>AG</p> <p>BS</p>	<p>Each phase through pupil progress meetings.</p>
	<p>Develop approach to planning in English to ensure that GAPS objectives are taught as part of writing units, and that the learning journey in English supports quality writing outcomes. This will include –</p> <p>INSET from HIAS English advisor on the writing, including use of drafting and editing, and how to use quality texts as stimulus.</p>	<p>Work sampling by English team with HIAS member showed that some year groups do not have a coherent approach to teaching of grammar which supports use of these objectives within the writing journey.</p> <p>GAPs test results show that spelling is a relative weakness.</p>	<p>Regular subject team monitoring.</p> <p>Lesson observations of year groups to check on consistency of approach.</p> <p>Regular staff meeting input from English team.</p> <p>Support for specific year groups for planning from English team as appropriate.</p> <p>English team to attend core provision training to support their role.</p>	<p>LP</p> <p>SC</p>	<p>Termly – work sampling.</p>

	<p>Specific training for TAs/LSAs – good to outstanding – focussing on how to work most effectively to scaffold learning for children</p> <p>3 ½ days of INSET from school improvement partner</p> <p>Paired approach in school to facilitate sharing of good practice</p> <p>Visits to other settings</p> <p>Regular training meetings to support continued skill development</p> <p>Involvement of class teachers regarding how to make best use of their TAs in class.</p>	<p>DISS project showed that TAs can have a negative impact on pupil progress. The school was involved in the follow up study with the IoE which developed the effective use of teaching assistants and showed that this depended on effective deployment, preparedness and training of TAs.</p>	<p>Phase leader monitoring of use of TAs by class teachers.</p> <p>Line management of TAs/ performance management process to include objective linked to the training.</p> <p>Regular updates with TAs and teachers to ensure that key messages of training are implemented.</p> <p>Classroom observations of TAs by SLT/line managers.</p>	VS	Termly
<p>Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.</p>	<p>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.</p>	<p>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 lessons learnt from being involved in the project in the past continue to be implemented and that we further the involvement of parents.</p>	<p>Part of YR/1 phase action plan.</p> <p>YR teachers to remain in touch with county KOT project groups.</p> <p>Teacher who lead KOT project in school to remain key staff lead for KOT.</p> <p>LSA time allocated to ensure that quality time is provided for speaking and listening groups in YR/1.</p>	CM SH	Summer Term
	<p>Develop the use of 'challenge' within the YR classrooms to ensure that learning opportunities are maximised within child initiated learning. This will include</p> <p>2 x support sessions from EYFS advisory teacher to help the team develop their planning</p> <p>Schedule 3 x weekly meetings of teachers to focus on small number of pupils and consider how provision can develop during the week</p> <p>Introduction of question cards to support all adults in knowing how to get the most out of enhanced areas in the EYFS base.</p>	<p>Report from County advisor for EYFS identified challenge as an issue for YR and gave specific development points to be worked on.</p> <p>Very few children were 'exceeding' in any areas of the EYFSP at the end of the year in 2017. Proportion achieving GLD lower than in previous year.</p>	<p>Dedicated time for EYFS phase leader every fortnight for monitoring.</p> <p>Termly reports to curriculum committee of governors.</p>	LP SH	After each phase
Total budgeted cost					12,000

li. 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?
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. 2 x 0.5 FTE LSAs employed to work with specific pupil.	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 SENSEA 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 – 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
PP pupils are supported in closing the gap with their peers, to increase the number working at ARE by the end of the year.	Use of specific reading intervention proven to help pupils who don't learn phonetically (inc. PP pupils). Training for new 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 to support those who are below ARE. A similar approach to be used in Y5 with a 0.1 FTE experienced teacher to work with pupils at greater depth in maths, allowing class teachers to focus on those pupils who need additional support to be secure.	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.	AG SC	July 2018

	<p>Identify named teachers as learning mentors for PP pupils who are not SEN, but who are at risk of not meeting ARE. Regular meetings with their mentor to discuss targets, raise aspirations, give feedback and provide support and motivation to achieve. Where appropriate, time given to the class teacher to ensure continuity of feedback.</p>	<p>EEF Toolkit states that quality feedback can have a high impact on pupil progress. We have identified a number of PP pupils do not have a positive role model for learning at home (lack of reading, homework support, aspirations).</p>	<p>Overseen by IM with discussions taking place each term to ensure focus is appropriate.</p>	<p>VS</p>	
	<p>Introduce reading mentors for PP pupils not at ARE for reading from the Autumn term – reading sessions at least 2x weekly, supporting pupils who do not regularly read at home in having regular practice.</p>	<p>EEF Toolkit states that peer tutoring can have a moderate impact for low cost. We have identified a number of PP pupils do not have a positive role model for learning at home (lack of reading, homework support, aspirations).</p>	<p>Overseen by IM. Reading ages assessed before and during year to assess progress.</p>	<p>VS</p>	
	<p>Additional experienced upper school teacher to be available 0.1 FTE to allow focussed teaching for groups of Y4/Y5 pupils who are below ARE for English to support them in developing word reading skills alongside specific development of comprehension skills, linked to their needs, and to support them in their writing development.</p>	<p>Smaller group teaching enables teachers to give high quality feedback which EEF Toolkit suggests is an effective way to improve attainment.</p>	<p>Monitor teaching, learning and planning. Pupil outcomes.</p>	<p>AG PE</p>	<p>July 2018</p>
Total budgeted cost					<p>£30,000</p>

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.	Continue the development of a pastoral support team in school. On-going training to ensure that staff remain up to date and able to deploy new methods. Implementation of specific programmes including FEIPS and Art & drawing therapy.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.	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
	Allocated time for ELSA to develop role further as home-school link worker, with a particular focus on improving attendance of PP pupils.	Poor attendance impacts on progress – home-school link worker to focus on improving attendance and punctuality for PP pupils.	Termly attendance monitoring with HT	LP	Termly
	Work towards becoming an 'attachment friendly school. Inclusion manager to attend 4.5days training. Cascade to staff	Significant number of LAC/adopted pupils in school with attachment difficulties which effect mental health and well-being. Training advocated by county 'virtual HT' for LAC.	Part of school improvement plan—overseen by inclusion manager and link governor.	VS	Summer term
	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	Continuation of reading challenge and incentives in Y1-Y3 to encourage children to read aloud at home. Introduce extended challenge for Y4 pupils.	Reading progress in KS1 was improved last year due to introduction of the challenge. Very well received by parents and enabled us to target those who were not reading regularly at home to complete the challenge. .	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	<p>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.</p> <p>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.</p>	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
Total budgeted cost					£29,000

Review of expenditure				
Previous Academic Year		2016-17		
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
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.	<ul style="list-style-type: none"> -increased attention by all class teachers on pupils who need catch up strategies. increased proportion of all pupils meeting ARE at the end of Y6 Impact not seen through Y6 results—a number of children new to the year group who were PP pupils who made good progress with us but did not make it to ARE. 	Continue this approach as there is need to work with 'close-to' pupils earlier in the primary years to help ensure that the gap at the end of Y6 with their peers has been narrowed. 'Cracking the close -to' course was not as successful as hoped—in-school work was more useful as the content of the course was at too low a level for the experienced teachers who attended. More closer focus needed on PP pupils during progress meetings.	£11,000
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.	<ul style="list-style-type: none"> Pupils in small focussed groups were shown to have more confidence speaking in larger groups. Parent open session raised parents' awareness of age related expectations and prompted further questions from parents about how to develop skills at home. However, 13% of the cohort were still 'emerging' in CLL at end of year. 	Continue this approach but ensure that all new staff plus those who need refresher have input at early staff meeting and ensure that the KOT principles become part of daily classroom practice, not just planned for small group work.	

Targeted support				
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
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.	<ul style="list-style-type: none"> Consistent support did enable more successful integration of one pupil to access the curriculum—good progress seen, particularly in writing, prior to transfer to new school. 	To continue with one identified pupil.	£37,000
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.	<p>Screening of prioritised pupils by October allowed prioritised and targeted work with individuals.</p> <p>Improved confidence and language skills seen in class from those pupils who were given small group support—including turn-taking, understanding of rules and contributing in a group situation.</p>	Continue this approach, and further develop use of programmes as staff member becomes more confident and skilled, incorporating latest training.	
	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.	The project itself did not meet the desired outcome, although it did provide useful opportunities to develop pre-school links.	Will not be part of the project next year, although will continue to develop the pre-school links.	
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.	Data shows majority of Y1 pupils receiving literacy toolkit intervention making significant progress in reading accuracy, often double ratio gain. Impact not as positive for comprehension skills over same time period.	Continue use of programme but supplement with a paired learning approach to support comprehension. Introduce intervention to Y2.	
	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	83% of the Y6 cohort achieved the expected standard in the end of KS2 SATs for maths – significant increase on previous year and well above national.	The more flexible grouping of the enrichment group worked particularly well to ensure that the support for high attainers was particularly effective and targeted. The additional arithmetic sessions support pupils below ARE in closing the gap with peers. To continue this year, with a review of how the groupings work dependent on the needs of the cohort.	

Other approaches				
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
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.	Greater number of pupils seen by ELSA over the year than previously (35+ chn). More precise referral system ensured better targeted support. Greater range of therapeutic programmes in use following training. Staff memb	Due to size of school, and increasing social and emotional needs of our pupils, this needs to continue and develop – in order for our highly trained ELSA to be able to react more quickly to the more complex cases, it has been useful for her to have assistants to take on programmes she has planned which are more straight forward in the future. Referral systems needs to continue to develop to ensure a 2-way communication between ELSA and class teacher. Further training in 2017-18 in order to become and attachment friendly school.	£26,000
	Allocated time for ELSA to develop role further as home-school link worker.	HSLW has developed relationships with a number of families which has ensured that school is aware of wider needs. Signposting to additional agencies and resources.	To continue. HSLW to set aside weekly time to monitor attendance rather than half termly to respond more quickly to developing patterns.	
	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.	Strengths and difficulty questionnaires show that nurture chn have particularly developed in the areas of making and maintaining friendships; ability to follow rules; and being able to express emotions and talk about why.	To be continued with two separate KS2 groups 1x weekly as well as a KS1 group 2 x weekly to allow greater number of pupils to be involved.	
	Inclusion manager to offer weekly drop-in sessions for Young Carers (some of whom are also FSM).	5 regular attenders of the drop in sessions with pupils able to support one another and talk in supportive environment.	To continue next year.	
	Support groups specific for service families – including Friday Forces Lunch, ‘Skype’ conversations, parent drop in sessions.	Friday forces lunch is popular and chn enjoy being able to meet others in their situation.	To continue next year.	
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.	Parent questionnaire shows lots of positive responses—that it has encouraged home reading. % of chn meeting expectations at end of KS1 in reading has significantly increased on 2016.	To continue into next year with a new challenge. PP pupils who do not regularly read at home to be identified earlier in the year and paired with ‘reading mentors’ in school.	
	Subsidies for FSM pupils to undertake music tuition, school clubs and residential trips, in addition to uniform voucher.	PP pupils have been able to access enrichment opportunities inc. music lessons, ballet, residential trips.	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.	

<p>All outcomes</p>	<p>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.</p> <p>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.</p>	<p>Enabled effective monitoring of above interventions, support for staff and parents, and targeting of available resources.</p>	<p>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.</p>	
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<p>Additional detail</p>
<p>In this section you can annex or refer to additional information which you have used to support the sections above.</p>