

Pupil Premium Strategy Statement – Whaley Thorns Community Primary and Nursery School



1. Summary information					
School	Whaley Thorns Community Primary and Nursery School				
Academic Year	2018 - 2019	Total PP budget	£58, 080	Date of most recent PP Review	
Total number of children	119	Number of children eligible for PP	44	Date for next internal review of this strategy	July 2019

2. Current attainment		
End of KS2 – no of children 12, (disadvantaged 5)	Children eligible for PP (your school)	All other children
% achieving the expected standard in reading, writing and maths	End KS2 – 22%	End KS2 -43%
% achieving the expected standard in reading	End KS2 -33%	End KS2 -55%
% achieving the expected standard in writing	End KS2 -22%	End KS2 - 43%
% achieving the expected standard in maths	End KS2 -60%	End KS2 – 75%

3. Barriers to future attainment (for children eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Gap between PP children and none PP children
B.	Improved progress across school for high attaining children
C.	Some pupils present with significant amounts of demand avoidance and/or challenging behaviour which limits their learning potential
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance rates for children eligible for PP

4. Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Gap narrows between PP children and none PP	Children eligible for PP identified as high ability make as much progress as 'other' children identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices established.
B.	Improved progress across school for high attaining children	Children eligible for PP identified as high ability make as much progress as 'other' children identified as high ability, across Key Stage 1 and 2 in maths, reading and writing. Measured by teacher assessments and successful moderation practices.
C.	Reduced behavioural incidents across school, resulting in increased engagement in learning activities	Reduction of low level and significant incidents of challenging behaviour for all PP children as shown by analysis of behaviour incidents over time, as well as outcomes of learning walks and lesson observations within all classes
D.	Improve attendance rates for specific children	100% children eligible for PP will have attendance rates above 96%

5. Planned expenditure					
Academic year	2018-2019				
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?
A. Gap narrows between PP children and all other children nationally	<p>Utilisation of Kagan to encourage and foster collaborative learning</p> <p>Development of children's meta-cognition and self-regulation skills by directly teaching specific strategies for planning, monitoring and evaluating their learning.</p> <p>School to school support in year 6 and 2 regards to moderation of work.</p>	<p>We want to offer high quality teaching to drive up results. Many different evidence sources, including the National College for Teaching and Leadership (National College), have published a report summarising good practice on closing the attainment gap under the 2014 primary National Curriculum. This highlights the importance of outstanding practice as a key driver for improving progress.</p> <p>Kagan Structures are scientifically research based as well as backed by classroom evidence from districts, schools, and teachers experiencing success with Kagan. Research shows improved academic achievement, improved ethnic and race relations, improved social skills and social relations, and increased liking for self, others, and school.</p> <p>The Education Endowment Foundation (EEF) research suggests that providing interventions around meta-cognition and self-regulation can equate to +7 months impact in terms of learning and progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. (EEF)</p>	<p>Data analysis and monitoring of gap between disadvantaged students and non-disadvantaged students</p> <p>Provision of training as appropriate linked to Kagan and Meta-Cognition and Self-Regulation</p> <p>Feedback from learning walks and lesson observations in terms of use of Kagan and Meta-Cognition and Self-Regulation Skills</p> <p>Log of moderation outcomes in terms of internal and external ratification</p> <p>Governors will continue to challenge the school within Governors meetings around the gap between disadvantaged and non-disadvantaged pupils</p>	HT/DHT and SENCO	Half Termly

<p>B. Improved progress across school for high attaining children</p>	<p>Targeted planning format introduced</p> <p>CPD to support staff in assessment analysis</p> <p>Targeted teacher led after school clubs (+2 months impact as outlined by EEF)</p> <p>Aspiration days in partnership with the local universities, as well as event for HA girls lead by Enterprising Co-ordinator at Stubbin Wood School and Nursery</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across the school.</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We are mindful of the whole child and from research from the EEF, it is crucial that the boosting of confidence and self-esteem of each child is at the centre of all that we do.</p>	<p>Work scrutiny from SLT, HT and DH – feedback and next steps shared with staff</p> <p>Moderation with Teaching and Learning consultant</p>	<p>HT/DH</p>	<p>Half Termly</p>
<p>C. Reduced behavioural incidents across school, resulting in increased engagement in learning activities</p>	<p>Updated Behaviour Policy</p> <p>Adoption of a traffic light system for behaviour</p> <p>Addition of a superstar level on the behaviour traffic light system</p> <p>Time out spaces (internal exclusion bays for time out or to complete work)</p> <p>Access to lunch time clubs</p>	<p>We want to encourage pupil's awareness of their own actions and helps them to develop their ability to manage their own feelings.</p> <p>The EEF research suggests that providing behaviour interventions can equate to +3 months impact in terms of learning and progress. Successful interventions come under generally three broad categories, two of these are linked to classroom and whole school approaches. Those being</p> <ol style="list-style-type: none"> 1. Universal programmes which seek to improve behaviour which take place in the classroom and 2. School level approaches around developing a positive school ethos. 	<p>Utilisation of behaviour tracking systems e.g. frequency charts to establish impact of systems that have been put in place.</p> <p>Review feedback summaries linked to learning walks and lesson observations which show levels of engagement by children within lessons.</p>	<p>HT/DH</p>	<p>Half Termly</p>
Total budgeted cost					£22,679

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. Gap narrows between PP children and all other children nationally	<p>Targeted interventions:</p> <ul style="list-style-type: none"> • Speaking and Language (+5 months impact as outlined by EEF)/Talk Time • Reading (+6 months impact as outlined by EEF) and Writing Boosters • Fine Motor Skills • ECaT • 1:1 provision (+5 months impact as outlined by EEF) • Targeted teacher support in lessons (+3 months impact as outlined by EEF), Precision Teaching • Guided reading • Additional UPS3 teacher • Wiggle and Jiggle • Additional Phonics • Equine Therapy/Riding for Smiles/Project SMILE • Small group intensive teaching (+4 months impact as outlined by EEF) • Timetables intervention • Change 4 Life • Homework support (+2 months impact as outlined by EEF) • Handwriting intervention • Academic nurture support • Access to theme days at Stubbin Wood School and Nursery 	<p>We want to offer high quality teaching to drive up results. Many different evidence sources, including the National College for Teaching and Leadership (National College), have published reports summarising good practice on closing the attainment gap under the 2014 Primary National Curriculum. This highlights the importance of outstanding practice and targeted support as key drivers for improving progress.</p> <p>Data analysis from previous years demonstrates a proven track record within the school of interventions and booster work having a positive impact on outcomes for children e.g. phonics intervention.</p>	<p>A timetable organised to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Data analysis from individual interventions, as outlined on provision maps</p> <p>Monitoring of interventions and impact</p> <p>Pupil Voice</p> <p>Governor interviews with children</p> <p>Feedback and analysis shared with Governors</p>	HT/DHT and SENCO	Half Termly

<p>B. Improved progress across school for high attaining children</p>	<p>Weekly small group sessions for high-attaining children with experienced teacher, in addition to standard lessons.</p> <p>Targeted interventions with trained T.A.</p> <p>Aspiration Interventions (all outings subsidised)</p> <p>Targeted interventions Brain Academy</p>	<p>We want to provide extra support to maintain high attainment.</p> <p>Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as the EEF Toolkit which states that adopting a small group approach can equate to +4 months impact in terms of learning and progress.</p> <p>We want to combine this additional provision with some 'aspiration' interventions including group work with secondary children and making</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</p> <p>Impact overseen by maths and literacy coordinators.</p> <p>Engage with parents and children before intervention begins to address any concerns or questions about the additional sessions.</p>	<p>HT/DH</p>	<p>Half Termly</p>
<p>C. Reduced behavioural incidents across school, resulting in increased engagement in learning activities</p>	<p>Targeted interventions:</p> <ul style="list-style-type: none"> • Positive Play • Nurture group • Behaviour support targets • Forest Schools • Anxiety Gremlins • Learning mentor provision 	<p>We want to encourage pupil's awareness of their own actions and helps them to develop their ability to manage their own feelings.</p> <p>The EEF research suggests that providing behaviour interventions can equate to +3 months impact in terms of learning and progress. Successful interventions come under generally three broad categories, one of those linking to specialist provision which are targeted at children with behavioural and academic problems.</p>	<p>Utilisation of behaviour tracking systems e.g. frequency charts to establish impact of systems that have been put in place.</p> <p>Review feedback summaries linked to learning walks and lesson observations which show levels of engagement by children within lessons.</p> <p>Engage with parents before targeted interventions begin so that there is a consistent approach between home and school. EEF Toolkit states this can equate to +3 months impact in terms of teaching and learning.</p>	<p>HT/DH</p>	<p>Half Termly</p>
<p>Total budgeted cost</p>					<p>£22, 546</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?
D. Improve attendance rates for specific children across school	<p>Half Termly Attendance letters</p> <p>Class Attendance Awards in assembly</p> <p>Individual attendance awards</p> <p>1:1 support for parents/carers</p> <p>Link work with EWO</p> <p>Attendance figures for whole school shared weekly with parents/carers</p> <p>Attendance focus day link with Stubbin Wood School and Nursery</p>	<p>Many evidence sources such as National Strategies, Gov.uk and DfE highlights the impact of poor attendance on progress, attainment and wellbeing.</p> <p>It is crucial that all children have the best opportunity to succeed. Children who are late to school, miss learning and time with friends, suffer from low self-esteem which in turn affects outcomes. Our engagement with parents is key to improving attendance as highlighted by the Sutton Trust.</p>	<ul style="list-style-type: none"> • Weekly attendance tracking • Engagement with parents • Engagement with children 	HT/DHT/MAT	Weekly
Total budgeted cost					£9,678

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Gap narrows between PP children and all other children nationally</p> <p>B. Improved progress across school for high attaining children</p> <p>c. Improve parental engagement in terms of school readiness Nursery/Reception.</p>	<p>Experienced and good teachers placed in Year 6 with additional DHT support</p> <p>School to school support in year 6 and 2 regards to moderation of work.</p> <p>Targeted interventions for PP children Targeted planning format introduced</p> <p>CPD to support staff in assessment analysis Further establish links with local MAT team</p> <p>Home visits</p> <p>Plan for early transition meetings between parents/carers/children and staff</p> <p>Develop community room within school to provide support on early play and reading</p> <p>Mums and Tots (0-4 years) group for local community run by experienced teacher and Nursery Nurse</p>	<p>Children made good progress from the start of the year and all children that were targeted with support, achieved the expected standard.</p> <p>Teacher assessment were accurate.</p> <p>PP children who were also SEN made good progress from their relative starting points.</p> <p>All teachers now plan specifically for PP children in the class, this has led to increased accountability and more focused support. Where teaching is good, this has increased the progress of these children.</p> <p>The MAT team now have a very good relationship with the school. Attendance has increased on the same time last year and the only difference between PP and non PP children occurred due to part-time timetable where PP children were also SEN.</p> <p>Good transition arrangements meant that children were more ready to learn and more settled in their new classes. Links have been established early, with families and the level of support the school can provide has increased.</p> <p>Parents are actively seeking support from the school now and are attending pre-school groups before their children begin with us. This is beginning to impact positively on children social and emotion well-beg and their early language skills.</p>	<p>All Year 6 children targeted through use of DHT achieved combined. This was however, a very expensive use of resources for the amount of pupil sit had an impact on. This was partially due to circumstance with a change in leadership mid-way through the year and being able to utilise the resources to hand at the time.</p> <p>This will not be redeployed next year.</p> <p>Provision maps and planning has focused teachers more on PP children and made them aware of the additional provision they provide. Evaluation of provision maps is ensuring that support is targeted in the correct place and is having an impact. This will continue to be developed next year.</p> <p>Transition arrangements were very successful and the school will adopt the same programme of transition for the next year.</p> <p>The community outreach groups will continue next year – these are having a big impact on parental engagement and early language skills.</p>	<p>Cost of PT DHT- £15, 000</p> <p>Community centre costs: play leaders and group £10, 000</p> <p>Teaching alliance was funded from a grant which has now been used.</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Gap narrows between PP children and all other children nationally</p> <p>B. Improved progress across school for high attaining children</p>	<ul style="list-style-type: none"> • Guided reading • Rapid writing • 5 minute box • ELS • 1:1 reading support • Positive Play • Nurture group • Social skills – small group work • Maths boosters <p>Weekly small group sessions for high-attaining children with experienced teacher, in addition to standard lessons.</p> <p>Targeted interventions with trained T.A.</p>	<p>Where teaching was good, the impact was positive. Year 2 PP children attained higher than on and all children who attended Nurture sessions made good progress.</p> <p>Reading interventions had the least impact but this was mainly down to inconsistencies in teaching.</p>	<p>More able children have been added to the provision maps this year, in order to focus the support they receive and better track its impact.</p> <p>Nurture group provision has been extended into mornings for year 5 children due to the complex needs of some of this cohort and the success of nurture provision in school already.</p>	£15,000
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>D. Improve attendance rates for specific children across school</p> <p>PP children are confident and outgoing and hold high aspirations</p>	<p>Half Termly Attendance letters</p> <p>Class Attendance Awards in assembly</p> <p>Individual attendance awards</p> <p>1:1 support for parents/carers</p> <p>Link work with EWO</p>	<p>Attendance improved overall on the year before. Some of our SEN children were on part time timetables, however they were 100% compliant with these. Attendance of other groups (excluding SEN) was improved on the year before.</p> <p>Children are highly competitive with the attendance awards and this has encouraged greater attendance and improved punctuality.</p> <p>Parents are regularly monitored and poor attendance is tackled under the SAP process with the EWO.</p>	<p>The school continues to buy into the MAT service and EWO support.</p> <p>Additional support from Stubbin Wood has been put in place throughout the year to help monitor and improve attendance.</p>	<p>£8, 000</p>
------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------

<p>7. Additional detail</p>
<p>Please see the Pupil Premium funding breakdown on the school website</p>