

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



1. Summary information					
<b>School</b>	Whaley Thorns Community Primary and Nursery School				
<b>Academic Year</b>	2019 - 2020	<b>Total PP budget</b>	£56,760 (financial year 2019-2020)	<b>Date of most recent PP Review</b>	There is a review TBC this academic year
<b>Total number of children</b>	114	<b>Number of children eligible for PP</b>	43 ever 6 as of Jan 2019 Census	<b>Date for next internal review of this strategy</b>	April 2020

2. Current attainment		
End of KS2 – no of children 19, (disadvantaged 8)	Children eligible for PP (your school)	All other children
% achieving the expected standard in reading, writing and maths	End KS2 – 37.5%	End KS2 -59%
% achieving the expected standard in reading	End KS2 -62.5%	End KS2 -76.4%
% achieving the expected standard in writing	End KS2 -62.5%	End KS2 – 76.4%
% achieving the expected standard in maths	End KS2 -50%	End KS2 – 70.5%

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

<b>D.</b>	Attendance rates for children eligible for PP
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#### 4. Outcomes

	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
<b>A.</b>	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>B.</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.
<b>C.</b>	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
<b>D.</b>	Improve attendance rates for specific children	100% children eligible for PP will have attendance rates above 96%

#### 5. Planned expenditure

<b>Academic year</b>	<b>2019-2020</b>
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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

<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>
A. Gap narrows between PP children	Development of children's meta-	We want to offer high quality teaching to drive up results. Many different evidence	Data analysis and monitoring of gap	HT and SENCO	Half Termly

<p>and all other children nationally</p>	<p>cognition and self-regulation skills by directly teaching specific strategies for planning, monitoring and evaluating their learning.</p> <p>Weekly P4C lessons</p> <p>T.E.A.M Education Trust support around moderation of all work in all year groups.</p> <p>Curriculum Intent – designed around the needs of the community</p> <p>Wider opportunities beyond the classroom for all children</p>	<p>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>The EEF trialled P4C in a range of primary schools and found that: P4C has the biggest positive impact on disadvantaged children These children made 4 months' additional progress in reading, 3 months' additional progress in maths and 2 months' additional progress in writing. Overall, Key Stage Two pupils taking part in the trial made two additional months' progress in reading and maths. Teachers and pupils reported that P4C had a positive influence on wider outcomes such as pupils' confidence to speak, listening skills, and self-esteem. P4C improves non-cognitive skills (Nuffield Foundation research)</p> <p>Nuffield Foundation research found that: Pupils who received the P4C intervention were ahead of their counterparts in the comparison schools in the study in self-reported communication skills, teamwork and resilience and reasoning.</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</p>	<p>between disadvantaged students and non-disadvantaged students</p> <p>Provision of training as appropriate linked to P4C and Meta-Cognition and Self-Regulation</p> <p>Feedback from learning walks and lesson observations in terms of use of P4C 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>		
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		and make their thinking explicit through discussion. (EEF)			
B. Improved progress across school for high attaining children	In depth data analysis based on age standardised scores  Aspiration days in partnership with the local universities, as well as events for KS2 girls led by Enterprising Co-ordinator at T.E.A.M Education Trust	High ability pupils eligible for PP are making less progress than other higher attaining pupils across the school.  We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.  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.	Work scrutiny from SLT, HT and – feedback and next steps shared with staff  Moderation with Teaching TEAM Education Trust schools	HT SENDCo	Half Termly
<b>Total budgeted cost</b>					<b>£19,845</b>

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"> <li>• Speaking and Language (+5 months impact as outlined by EEF)/Talk Time</li> <li>• Reading (+6 months impact as outlined by EEF) and Writing Boosters</li> <li>• Fine Motor Skills</li> <li>• ECaT</li> <li>• 1:1 provision (+5 months impact as outlined by EEF)</li> <li>• Targeted teacher support in lessons (+3 months impact as outlined by EEF), Precision Teaching</li> <li>• Guided reading</li> <li>• Additional UPS3 teacher</li> <li>• Additional Phonics</li> <li>• Equine Therapy/Riding for Smiles/</li> <li>• Project SMILE</li> <li>• Small group intensive teaching (+4 months impact as outlined by EEF)</li> <li>• Timetables intervention</li> <li>• Handwriting intervention</li> <li>• Regular timetabled collaborative wider opps day with TEAM Education Trust schools</li> <li>• Forest Schools Provision</li> <li>• Nurture Provision</li> </ul>	<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 and also opening children up to a range of different experiences outside the classroom has proven to improve language, knowledge and social skills.</p> <p>Internal tracking has proven that forest school sessions skills sessions help support children's resilience, understanding of the world around them, language, teamwork and perseverance. Our curriculum intent is based around this as children come into school lacking these skills.</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, one of those linking to specialist provision, which are targeted at children with behavioural and academic problems and children who experience social and emotional difficulties.</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 Boxall profile tracking and reporting</p>	HT and SENCO Nurture leaders	Half Termly

	<ul style="list-style-type: none"> <li>Additional TA support in Y1/2 and Year 5/6</li> </ul>	Additional support provided for the most challenging disadvantaged children who need intensive intervention in order to keep them in the main stream classroom environment.			
B. Improved progress across school for high attaining children	<p>Smaller class sizes for afternoon sessions in Year 5 and 6.</p> <p>Specialist Science, art and French teacher to work across KS1 and KS2.</p> <p>Targeted collaboration event across TEAM Education Trust</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' events. links with local colleges and Universities.</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>	HT	Half Termly
<b>Total budgeted cost</b>					<b>£25,326</b>

i. 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 Early Help Team</p> <p>Attendance figures for whole school shared weekly with parents/carers</p> <p>Attendance focus days/drop in/home visits with Early Help Team.</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"> <li>• Weekly attendance tracking</li> <li>• Engagement with parents</li> <li>• Engagement with children</li> </ul>	HT EHT	Weekly
<b>Total budgeted cost</b>					<b>£11,589</b>

Previous Academic Year	2018-2019				
Quality of education 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	
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>Disadvantaged children made more progress than non in all year groups and in all subjects except Year 2.</p> <p>Good learning behaviours are starting to have an impact on rates of progress and attainment, with greater % of disadvantaged children achieving expected at the end of KS2 than the previous year.</p>	Meta-Cognition continues to be embedded - work around the 'power of yet' and growth mindset learning is incorporated into lessons and recognised in celebration assemblies.	£22,679	

<p>B. Improved progress across school for high attaining children</p> <p>C. Reduced behavioural incidents across school, resulting in increased engagement in learning activities</p>	<p>School to school support in year 6 and 2 regards to moderation of work.</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>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>External moderation of Year 2 work was judged accurate. Internal and external moderation of Year 6 work was also judged accurate.</p> <p>Kagan strategies are working well in classes and children are more able to collaborate which is encouraging higher order thinking and questioning skills.</p> <p>Aspiration days did not happen, as universities were not able to work with the school. This has been shared with TEAM Education Trust and a careers coordinator has been deployed for 2019-2020 to target KS2 girls.</p> <p>Staff are confident in analysing data and can identify the needs of HA children and included these in planning</p> <p>Incidents of serious behaviour has reduced. Children are well behaved and conduct themselves well across school. Low level behaviour in class is reducing and all staff are consistent in their approach to managing behaviour. Where incidents of serious behaviour happen, procedures are clearly in place.</p>	<p>Learning behaviours still remain a focus in 2019-2020</p> <p>Moderation and work sampling has now been extended to include a wider range of subjects. Work is internally and externally moderated by TEAM Education Trust schools.</p> <p>Aspiration days have been planned for the next year and resources shared between the MAT</p> <p>Teacher boosters after school are no longer possible due to a reduction in staffing therefore these will not be continuing.</p> <p>Behaviour policy will continue into the next year</p> <p>Lunch time clubs have stopped. Due to the nature of a small school, there is not enough staff to run these without increasing workload further.</p>	
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**Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Gap narrows between PP children and all other children nationally	Targeted interventions: <ul style="list-style-type: none"> <li>Speaking and Language (+5 months impact as outlined by EEF)/Talk Time</li> </ul>	Disadvantaged children made more than expected progress last year. Apart from	Homework club will not continue as parents opted to	£22,546

	<ul style="list-style-type: none"> <li>• Reading (+6 months impact as outlined by EEF) and Writing Boosters</li> <li>• Fine Motor Skills</li> <li>• ECaT</li> <li>• 1:1 provision (+5 months impact as outlined by EEF)</li> <li>• Targeted teacher support in lessons (+3 months impact as outlined by EEF), Precision Teaching</li> <li>• Guided reading</li> <li>• Additional UPS3 teacher</li> <li>• Wriggle and Jiggle</li> <li>• Additional Phonics</li> <li>• Equine Therapy/Riding for Smiles/</li> <li>• Project SMILE</li> <li>• Small group intensive teaching (+4 months impact as outlined by EEF)</li> <li>• Timetables intervention</li> <li>• Change 4 Life</li> <li>• Homework support (+2 months impact as outlined by EEF)</li> <li>• Handwriting intervention</li> <li>• Academic nurture support</li> <li>• Access to theme days at Stubbin Wood School and Nursery</li> </ul>	<p>Homework club and after school clubs, other interventions raised rates of progress. Impact was greater in EYFS and Year 6 due to the amount of support allocated to the classes.</p>	<p>send children to this rather than complete at home.</p> <p>Reallocation of staffing has to support the Y6 cohort has meant that Year 4 has no support. In terms of targeted interventions, this is now not possible.</p>	
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**Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on children not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D. Improve attendance rates for specific children across school	Half Termly Attendance letters Class Attendance Awards in assembly Individual attendance awards 1:1 support for parents/carers Link work with EWO Attendance figures for whole school shared weekly with parents/carers	Attendance of children on SAP plans have improved. Children are now very competitive around whole class attendance. Parents have an awareness of what good attendance is and why it is important for children to be at school every day.	Parents continue to take children on term time holidays, which has affected attendance this year. Evidence of proactive interventions were recognised by HMI and it was recognised that the school was doing all it could e.g. penalty notices, awards, letters, drop-ins etc.	£9,678

	Attendance focus day link with Stubbin Wood School and Nursery			
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