

White Mere Community Primary School – Pupil Premium Strategy Statement

1. Summary information					
School	White Mere Community Primary School				
Academic Year	2017-18	Total PP budget	£22,860	Date of most recent PP Review	July 2017
Total number of pupils	137 + 11 Nursery	Number of pupils eligible for PP	19 (13%)	Date for next PP Strategy Review	July 2018

2. Current KS2 attainment					
	<i>All Pupils (WhiteMere)</i>	<i>All Pupils (National)</i>	<i>Pupils not eligible for PP (WhiteMere)</i>	<i>Pupils eligible for PP (WhiteMere)</i>	<i>Pupils not eligible for PP (national)</i>
% / numbers achieving the expected standard or above in reading, writing & maths	<i>RWM = 83% R=89%, W=83% M=89%</i>	<i>RWM = 61% R=71%, W=76% M=75%</i>	<i>RWM = % R=87%, W=82% M=87%</i>	<i>RWM = 100% R=100%, W=100% M=100%</i>	<i>RWM = % R=%, W=% M=%</i>
Progress in reading	2.0				
Progress in writing	1.7	<i>To follow</i>	<i>To follow</i>	<i>To follow</i>	<i>To follow</i>
Progress in maths	0.4				

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor oral language skills)</i>	
A.	A proportion of pupil premium children are on the SEN register and require additional support to address identified learning needs. There are a range of issues including speech and language, SPLD and physical issues.
B.	A proportion of children have social and emotional wellbeing issues which impact on learning and outcomes – this is especially the case for some pupil premium children who are in long term foster care.
C.	Most of our pupil premium pupils need additional support to address gaps in learning and ensure good progress.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
E.	Some pupil premium children are affected by wider, significant family circumstances and relationships which impact on their development. Some of these families have engagement with social services or other agencies.

F.	Some pupil premium pupils enter school with basic skills and experiences that are lower than those of their peers. They need early support with toileting, speech and vocabulary development, social skills, exposure to number, physical development and the wider world. This group of children tend to need continued support from school to continue the expansion of their horizons and provide exposure to teaching and other experiences which will support the development of basic skills such as reading , vocabulary development, spelling, writing, comprehension and number fluency as well as wider curriculum and cultural experiences to develop their understanding of the world they live in.
G.	Some pupil premium children do not receive the same levels of support with reading or homework in the home environment as other children in school.

4. Outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Increase proportions of pupil premium reaching and exceeding expected standards and making positive progress	<ul style="list-style-type: none"> • % achieving expected and higher levels is at least in line with national (others) • Progress is at least in line with national others
B.	Children who have additional needs, who have gaps in learning or are at risk of falling behind or not making the progress expected of them will be supported through effective intervention to help them to catch up.	<ul style="list-style-type: none"> • Pupils will be involved in high quality one to one or small group interventions which will focus on addressing gaps in learning. • Children will make rapid progress in acquiring basic skills and will be able to apply these in daily learning.
C.	Children will show high levels of engagement with reading and will access an increasing amount of quality reading material in school and at home.	<ul style="list-style-type: none"> • Children will choose to read both in and outside of school and will develop enjoyment and reading resilience. • Children will engage with adults in meaningful discussions about books. • Reading outcomes improve for pupil premium children.
D.	Children are supported to develop strong basic skills including good number knowledge to support fluency, accurate use of speech and grammar, developing vocabulary and improving spelling.	<ul style="list-style-type: none"> • Teaching timetables provide opportunities to teach basic skills • Pupil premium writing outcomes improve (attainment and progress) • Book scrutiny demonstrates use of a wider vocabulary across the curriculum • Children have rapid recall of number facts and are able to apply spelling patterns
E.	Children are provided with experiences outside of their normal range which will promote understanding of the wider world and aspirational thinking.	<ul style="list-style-type: none"> • The curriculum offers exciting opportunities to engage beyond a normal school day e.g. outdoor adventurous activities, cultural visits, arts, spiritual / SMSC visits • Pupil premium children have subsidized visits where needed to ensure equal access to all additional activities • Pupil premium children will have subsidized access to extra-curricular clubs.
F.	Children with emotional and social needs are provided with access to appropriate support.	<ul style="list-style-type: none"> • Children with emotional needs have rapid access to appropriate support e.g. additional adult or external services

G.	Pupil premium children with significant social needs will have the opportunity to be supported in making meaningful relationships with peers.	<ul style="list-style-type: none">• Children will have access to a nurture group twice a week.• Children will have the chance to have meaningful talk time with an adult of their choice when needed.• Children will have subsidized access to wrap around care if this is seen as beneficial to this outcome.
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5. 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?	Cost
Increase proportions of PP reaching and exceeding expected standards and making positive progress - 100% reached GLD in EYs - 75% passed Phonics Screening in Yr 1 - 100% met ARE in Reading in Year 2 - 25% achieved ARE in RWM in Year 2 (improvement on 2016-17) - At KS2, 100% achieved ARE in Maths and Writing, and 50% achieved ARE in RWM and both pupils achieved progress scores above the LA average for KS2 (see <i>School Performance 2017-18</i>).	- Feedback / marking – continue to refine processes and ensure systems are embedded through staff training sessions - Clear evidence of progress in terms of effectiveness in Marking/Feedback following LA training (evidenced in <i>SIR, Nov 2018</i>)	Our own evidence of the effectiveness of changes to the marking and feedback policy. EEF – Feedback study – high impact.	Book scrutiny Staff / pupil discussions Staff meeting time Lesson observations	SLT	Termly	£1,000
	- Use of focused pupil progress meetings to raise staff awareness of the progress of individual children and to identify key targets for the next term - Effective meetings held termly (evidenced in <i>Monitoring File 2017-18</i>)	High quality pupil progress meetings have enabled leaders to engage with staff members and identify the specific gaps in children's learning and development.	Targets Children's books Assessment information	SLT	Termly	£5,400

<p>Children will show high levels of engagement with reading and will access an increasing amount of quality reading materials in school and at home</p> <p>- Reading continues to be a strength in school with improved outcomes at ARE in KS1 and strong outcomes in a small cohort in KS2 (see <i>School Performance 2017-18</i>).</p> <p>- In school tracking indicates that Reading is the strongest subject across school</p> <p>- Use of the school library and purchase of a new KS1/Rec reading scheme (identified as mid-year priority, Spring 2018) highlights increased and more effective reading culture in school.</p>	<p>- Focus on developing reading in school</p> <p>Purchase of class texts</p> <p>- Completed</p> <p>- Development of library and reading scheme books</p> <p>- Completed</p> <p>- Reading engagement sessions / book challenges</p> <p>- Completed (incl through Reading Week)</p> <p>- Library links to be established</p> <p>- Completed (incl through Reading Week)</p> <p>- Reading tracking - Ongoing</p> <p>- Investigation of accelerated reader-style scheme in school</p> <p>- Not financially possible but Yr 2 teacher created similar, bespoke programme in school.</p> <p>- DHT/Yr 2 teacher to access training to enhance the teaching of reading within school</p> <p>- DHT completed 6 day 'Leading on Reading' course and cascaded to staff</p>	<p>In our experience, children who are engaged and successful readers are able to bring a wider vocabulary into their writing.</p>	<p>- Evidence of PP children engaging with reading</p> <p>- Assessment information including reading book progression</p> <p>- Evidence of expanded vocabulary, both orally and in written work</p> <p>- Improved reading resilience</p>	<p>SLT</p>	<p>Termly</p>	<p>£2,000</p>
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<p>Children are supported to develop strong basic skills including good number knowledge to support fluency, accurate use of speech and grammar, developing vocabulary and improving spelling</p> <p>- Writing outcomes at KS1 were the strongest for 3 years overall – 25% of PPM children achieved ARE.</p> <p>- 100% PPM children achieved ARE in Writing and SPAG at KS2.</p>	<p>- Grammar training for staff (staff meetings)</p> <p>- Completed</p> <p>- Introduction of Family Learning sessions for parents both in EYFS and Yr1-6 subject areas</p> <p>- Completed for EYs</p> <p>- Spelling focus – use of effective approach in Yr 5/6 to be rolled out across school & related staff development</p> <p>- Completed and ongoing</p> <p>- Timetabling to ensure focus on spelling</p> <p>- Completed and ongoing</p> <p>- Monitoring of impact</p> <p>- Completed and ongoing</p>	<p>In our experience, children who are able to access the more advanced elements of the curriculum are those who have a strong grounding in the basic skills and are able to draw upon these fluently. This can be a particular issue for PP children.</p>	<p>Assessment info</p> <p>Lesson observations</p> <p>Monitoring</p> <p>Timetables</p>	<p>SLT</p>	<p>Termly</p>	<p>£2,000</p>
Total budgeted cost					£10,400	
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?	Cost
<p>Children who have additional needs will be supported by effective intervention</p> <p>- Completed (evidenced in 'Morning/Afternoon intervention timetables Version 1-3' and in Pupil Progress Meetings notes)</p>	<p>Teacher delivery of some SEN interventions</p> <p>- Completed and ongoing, using BT and LL</p>	<p>Providing least able children with focused, regular quality teaching</p>	<p>Observations of sessions</p> <p>Monitoring of assessment information</p> <p>Feedback from staff</p>	<p>B Titterton, SLT and SENDCo</p>	<p>Half termly</p>	<p>£3,500</p>

	<p>HLTA/Teaching assistants delivering high-quality one-to-one and small group support using structured intervention packages for which they have received training e.g. First Class@Number, Success@Arithmetic, app-focused use of iPads or bespoke programmes based around the needs of the individual child</p> <p>- Completed and ongoing</p>	<p>Our own experience and EEF research shows that TAs are most effective when delivering structured programmes</p>	<p>Observations of sessions Monitoring of assessment information Feedback from staff</p>	<p>SLT & SENDCo</p>	<p>Termly at pupil progress meetings</p>	<p>£6,500</p>
Total budgeted cost					£10,000	
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?	Cost
<p>Children are provided with experiences outside of their normal range which will promote understanding of the wider world and aspirational thinking.</p> <p>- PPM children have been able to attend every club and trip offered over the last year free of charge or at a vastly reduced rate (evidenced in <i>School Budget 2017-18</i>)</p>	<p>Performance in musicals Theatre visits Supported access to trips, residential visits Supported access to clubs Supported access to instrument-based music lessons</p> <p>- Completed and ongoing</p>	<p>EEF – arts participation – positive engagement EEF – aspiration Our own experience of visits providing children with the chance to broaden their view of themselves and the world around them.</p>	<p>Lesson observations Pupil interviews Use of language</p>	<p>SLT</p>	<p>Termly</p>	<p>£1,000</p>

<p>Children with emotional and social needs are provided with access to appropriate support</p> <p>- School has tripled the amount of purchased hours from the EP service and also allocates significant TA and teacher resources to supporting all children with emotional, social and/or well-being needs and the impact is being continually reviewed (evidenced in 'Morning / Afternoon intervention timetables Version 1-3', PEP notes and in Pupil Progress Meetings notes).</p>	<p>Specified adult to be able to provide rapid intervention where most vulnerable PP children need emotional support, including establishing and delivering a nurture group.</p> <p>- Ongoing, being provided through EP time and advice, LL and TAs.</p>	<p>Advice of counselling services and educational psychology</p>	<p>Regular meetings with counselling services</p> <p>Observations from staff</p> <p>Presentation of children</p>	<p>HT / AHT / TA</p>	<p>Every six weeks</p>	<p>£1,000</p>
<p>Total budgeted cost</p>					<p>£1,500</p>	