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Whinfield Primary School

Pupil Premium Strategy Statement 2019-20

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| 1. **Summary information** | | | | | |
| **School** | Whinfield Primary School | | | | |
| **Academic Year** | 2019-20 | **Total PP budget financial year 2019-20** | £ 149160 + (LAC & Service £25500)  **Total £174660** | **Date of most recent PP Review** | September 2019 |
| **Total number of pupils** | 549 | **Number of pupils eligible for PP** | 94 PP - 11 LAC – 16 Service | **Date for next internal review of this strategy** | July 2020 |

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| 1. **Current attainment** | | |
| July 2019 | *22 Pupils eligible for PP* | *62 Pupils not eligible for PP* |
| **% achieving in reading, writing and maths** | 57% | 68% |
| **progress in reading** | -2.00 | -0.40 |
| **progress in writing** | -0.99 | +0.71 |
| **progress in maths** | -1.59 | +1.01 |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | |
|  | | Retention of information  Higher expectation of all pupils  Specialist knowledge and interventions  Social & Emotional needs  Individual needs  Individual circumstances  Mental health | Hearing difficulties  Speech & language difficulty  Physical & movement difficulties  Financial constraints  Visual impairment  Dyslexia  Dyspraxia  Concentration difficulties | | Autism  ADHD  SEND  Confidence building  Fear of failure / Ability to take risks  Social & Emotional difficulties  Co-operation  Respect  Empathy | |
|  | | **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Financial  Attendance  Family circumstances  Digital world – routines and structure | | | | |
| 1. **Desired outcomes** | | | | | |
|  | *Desired outcomes and how they will be measured* | | | *Success criteria* | |
|  | All Year 6 pupils making good or better progress | | | Internal data & External results | |
|  | Consistent quality first teaching across the school | | | More children achieving greater progress | |
|  | Effective confident practitioners | | | PGCE successful completion  Tailored CPD impacts on all staff to achieve good progress for all pupils | |
|  | All pupils receive appropriate interventions as required | | | All pupils make good progress from their individual starting points. | |
|  | All pupil individual attendance is above national expectation | | | Pupils in school daily to achieve. | |
|  | Equality of opportunity | | | ALL pupils given opportunities to achieve | |

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| 1. **Planned expenditure** | | | | | |
| **Academic year 19 - 20** |  | | | | |
| 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. | | | | | |
| 1. **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?** |
| All year 6 pupils making good or better progress | Additional maths/English teaching in Year 6 on a daily basis – 4 classes each morning | Analysis of internal data and prior attainment | Pupil progress meetings  Lesson Observations  Work Scrutiny  Data Analysis | HT/DHT | Half termly |
| Consistent quality first teaching across the school | Support for all teaching staff in teaching and learning | Pupil Progress  Analysis of internal data | Lesson Observations  CPD  Individual support  Pupil Progress | HT/DHT’s | Half Termly |
| Effective confident practitioners developed | PGCE mentor | Statutory requirement | Monitoring by Carmel of all support given | DHT | Half -Termly |
| All pupils receive appropriate interventions as required | Advice and guidance for all staff  Additional staff in certain year groups | To ensure all pupils make good progress from their individual starting points | Tracking data  Lesson Observations  With CPD  Through TA Performance Management  Monitoring the effectiveness of interventions | SENCO | Half Termly |
| 1. **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?** |
| Consistent quality first teaching across the school | Support for all teaching staff in teaching and learning | Pupil Progress  Analysis of internal data | Individual support  Moderation  Analysis of data | DHT’s | Weekly |
| All pupils making good progress from their individual starting points | Additional 1:1/small group support across the school – targeted support | Analysis of internal data  Advice from external agencies regarding individual needs  Daily assessment procedures | Individual pupil support | SENCO | Weekly |
| All pupil individual attendance is above national expectation | Attendance Monitoring | Children in school to participate in targeted support therefore make accelerated progress | SENCO tracking  LA support  Fines issued | SENCO | Daily |
| ALL pupils have the opportunity to make good progress | Continuation of Nurture Room for key pupils in KS2 | Pupils who need additional support as identified by EHC plans access this 5 mornings each week in a small Nurture group taught by a teacher and TA. | SENCO tracking  Pupil Progress | SENCO | Weekly |
| 1. **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?** |
| Equality of opportunity | Subsidised Residential Activities  Individual resources | Developing Social & Emotional Resilience through extracurricular activities  Advice from SENCO & external agencies regarding individual needs | SENCO tracking | SENCO | Half Termly |
| Equality of opportunity | CAMHS  Ed Psych  S&L  OT services  Therapeutic counselling | Advice from SENCO & external agencies regarding individual needs | SENCO Tracking | SENCO | Half Termly |
| Good mental health/Equality of opportunity | Whole school approach:  Mindful Monday  Daily mindful activities  Parents participating in Mindful homework termly  5 staff have completed Mental Health First Aid Course | Children increased resilience and positivity enables them to make good progress and improve attendance | Part of whole school development plan | PHSCE lead | Half termly |
| Trained support to improve positive mental health | ELSA | There will be a trained TA in both Key Stage.  They will have the knowledge and skill to plan and deliver individualised and small group programmes to vulnerable children | Regular monitoring  ELSA get half termly supervision from Ed Psch services. | KM | Half Termly |
| Parents are supported with parenting | Cognitive Behaviour Therapy Parenting Group | Reduction of anxiety  Improved attendance | Monthly by SENCO and CAHMS worker | KM | Termly |

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| 1. **Review of expenditure** | | | |
| **Previous Academic Year 18 - 19** | |  | |
| 1. **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) |
| Disadvantaged pupils progress increases | Additional teaching in Year 6 on a daily basis | Yes the gap narrowed compared to the previous year | We will continue with this approach but the target group will change as indicated through the internal analysis of data |
| Consistent quality first teaching across the school | DHT Support for all teaching staff in teaching and learning  DHT | Systems in place enabled staff to be upskilled | Quality CPD and early intervention from DHT are effective |
| Effective confident practitioners |  | Yes  High Quality and effective practitioners in school | Quality support and CPD from DHT are effective  Systems and support in place are recognised externally to be effective |
| All pupils receive appropriate interventions as required | Advice and guidance for all staff | Some families and children benefitted from the interventions, however at times external factors impacted on outcomes. | Further development of individual tracking grids to be updated ready to start Sept. 2019 |
| 1. **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) |
| Individual support is effective. | Nurture Room well established | Good progress was evidenced by these pupils as well as increased confidence.  Parental feedback was very positive. | Nurture provision will continue. |
| Consistent quality first teaching across the school | Support for all teaching staff in teaching and learning | Systems in place enable staff to be upskilled | Quality CPD and early intervention from DHT’s are effective |
| All pupils making good progress form their individual starting points | Additional 1:1/small group support across the school – targeted support | Progress across the school was variable. | TA Performance Management to further develop individual skills  Implementation of new SIMS TA tracking / SENCO monitoring  SENCO Full time without teaching commitment |
| All pupil individual attendance is above national expectation | Attendance Monitoring | Success was variable with individual families and circumstances however attendance remains in line with national average. | Monitoring systems are effective however holiday fines do not have the desired impact.  Other schools not fining for holidays |
| 1. **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) |
| Equality of opportunity | Subsidised Residential Activities  Individual resources | Pupils developed social & Emotional Resilience through extracurricular activities  Advice from SENCO & external agencies regarding individual needs enabled pupils to access resources required | Systems offer effective provision and will continue. |
| Equality of opportunity | CAMHS  Ed Psych  S&L  OT services  Therapeutic  Counselling | Advice from SENCO & external agencies regarding individual needs enabled pupils to access the resources they required | Systems offer effective provision and will continue. |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |