

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Whitburn Primary				
Academic Year	2017/18	Total PP budget	£72,208	Date of most recent PP Review	Commencing Jan 2018
Total number of pupils	233	Number of pupils eligible for PP	39	Date for next internal review of this strategy	

2. Current attainment

The Year 6 cohort consisted of 31 pupils. 22% of the class were eligible for pupil premium(7 children) 2017 data

2017 data	Pupils eligible for PP	Pupils not eligible for PP
Number of children attaining the expected standard in KS2 reading-cohort	57.1 % of pp chd met expected standard	70% met the expected standard
Reading progress measure	-4.16	-2.81
Reading scaled score	101	102
Number of children attaining the expected standard in writing-cohort 77%	85% of PP chd met the expected standard	75% met the expected standard
Writing progress measure	-8.84	-0.62
Writing scaled score		
Number of children attaining the expected standard in maths-cohort 64.5%	43% of PP children met the expected standard	71% met the expected standard
Maths progress measure	-5.12	-3.16
Maths scaled score	97.1	100.9

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

A.	The children found the quantity of text very difficult to process in the time available due to their inability to read accurately at speed.	
B.	The children have poor inference and deduction skills	
C.	The children have poor basic skills in maths and need to be taught reasoning as well as fluency	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parents have a lack of understanding of how to support their children's reading and numeracy skills	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve the number of children at the expected level in reading in KS2	2018 data increase to 84% achieving expected standard in reading (66%) PP
B.	To improve children's inference and deduction skills	Children are able to read longer texts at speed and answer questions accurately. Comprehension and guided reading activities show children have a wider vocabulary and understanding of more complicated texts
C.	To improve basic maths skills and reasoning	2018 data increase to 81% achieving expected standard in mathematics(60%)PP
D.	To arrange parental workshops to enable parents to support children's learning	Improved attendance at meetings leads to higher levels of parental engagement and support for children

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?
66% Y6 PP children to meet expected outcomes in reading and maths 2018	<ul style="list-style-type: none"> Reduce class size and increase adult support Appropriate intervention identified, carried out and evaluated Additional one to one reading for less able readers 4 times per week Booster sessions in ability groups 3 times per week Data tracking meetings analyse the performance of all groups of children half termly 	<ul style="list-style-type: none"> NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching NFER indicated a 15.6% increase in outcomes using one to one tuition NFER indicated that personalised learning plans enhanced outcomes by 2.0% NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively 	<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention mapping completed</p> <p>Fortnightly Y6 team meetings</p> <p>Half termly data analysis meetings</p>	<p>A Burden H Marshall G Maddock</p> <p>Phase leader monitoring</p>	<p>Half termly</p> <p>Fortnightly Y6 team meetings.</p> <p>Half termly data analysis meetings</p>

<p>To narrow the gaps in the performance of PP children in reading across the school</p>	<ul style="list-style-type: none"> Data tracking meetings analyse the performance of all groups of children half termly Half termly chronological reading tests to be undertaken, progress monitored and intervention planned Performance management targets relate to an improvement in reading and to narrowing the gap between PP and non PP pupils. 		<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention trackers completed</p> <p>Half termly data analysis meetings</p>		<p>Reading ages monitored half termly with expectation of an increase of XX months per child per half term</p> <p>Half termly data review and intervention analysis.</p> <p>Bi-annual performance management meetings</p>								
<p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p>	<p>Targeted differentiation, high quality marking and feedback and booster extension groups for more able groups.</p> <p>More able mathematicians attendee sessions at Boldon Comprehensive once a week</p>	<p>A successful strategy which was used in school last year.</p> <p>To maintain good outcomes at greater depth standard.</p> <table border="1" data-bbox="707 778 1146 890"> <thead> <tr> <th colspan="2">Target-greater depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>29% (20% PP)</td> </tr> <tr> <td>Writing</td> <td>26% (20% PP)</td> </tr> <tr> <td>Maths</td> <td>26% (20% PP)</td> </tr> </tbody> </table>	Target-greater depth		Reading	29% (20% PP)	Writing	26% (20% PP)	Maths	26% (20% PP)	<p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p>	<p>A Burden G Maddock</p>	<p>Year 6 meetings fortnightly</p> <p>Half term data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p>
Target-greater depth													
Reading	29% (20% PP)												
Writing	26% (20% PP)												
Maths	26% (20% PP)												
<p>To ensure quality first teaching for all by increasing the quality and focus of CPD</p>	<p>Staff training:</p> <ul style="list-style-type: none"> GPAS Spelling Moderation Intervention training 	<p>The NFER report reiterates that this can lead to an improvement of 18.7%</p> <p>This also proved a very successful strategy in school last year.</p>	<p>CPD evaluations and post training expectations(i.e. work reflected in books, changes to practise in lesson observations etc)</p> <p>Performance management targets</p> <p>Changes to practise and impact on teaching and learning</p>	<p>A Burden G Maddock</p>	<p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews</p> <p>Work scrutinies</p> <p>CPD audit</p>								

					Total budgeted cost	£18,00
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?	
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading, Get Writing sessions	Lexia Plus 1 Power of 2 One to one Read, Write Inc. Additional one to one reading	NFER indicates that paired or small group additional teaching had an impact of 18.8%	TA training Regular scrutiny Impact statements based on pupil observations and data analysis	G Maddock H Marshall	Half termly	
Tailored support for staff to improve the percentage of PP children attaining the expected standard in reading/Ma To narrow the gap in attainment of PP/non PP children in wr/Ma	Targeted CPD SMT/school to school support to improve quality first teaching Targetted interventions as above	Analysis of Y3 data showed gaps in attainment and progress(impact of tumultuous staffing situation)	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners	G Maddock A Burden	Half termly- and as part of the monitoring cycle Data reviews	
To narrow the gap in attainment of PP children/non PP children to less than 10% in reading, writing, maths To improve the percentage of children attaining expected standard in reading, writing and maths	Quality first teaching Targeted interventions as above	Last year's Y2 data showed negligible difference for PP/non PP children using this model.	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners	G Maddock A Burden	Half termly- and as part of the monitoring cycle Data reviews	
					Total budgeted cost	£36, 300
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?	

<p>To develop the whole child through broadening their real, life experience</p>	<p>Supporting after school clubs</p> <p>Supporting a Healthy eating agenda by providing Key Stage Two with a daily healthy snack</p> <p>School trips and curriculum "Hooks" to broaden experiences and engage</p> <p>Change for life experiences boot camp, allotment, cooking</p>	<p>Successful last academic year and further developed to incorporate Change for Life experiences</p>	<p>Attendance at After school clubs</p> <p>Pupil voice</p> <p>Levels of pupil interest and engagement</p>	<p>Curriculum lead to co-ordinate</p>	<p>Termly</p>
<p>To enable children to develop their thinking in maths to move from concrete to abstract processes</p>	<p>Staff training in CPA methods</p>	<p>Analysis of lower school work shows a gap in provision</p>	<p>Work scrutiny-evidence in work books</p> <p>Conversations with children</p>	<p>G Maddock</p>	<p>Half termly</p>
Total budgeted cost					£18,000