



Whitnash Primary School

'Learning, growing and succeeding together'

Pupil Premium Review 2017-18



The principal focus of the Pupil Premium Review / Action Plan

- ✦ The purpose of this School Improvement Plan is to improve the quality of teaching and learning for children on the Pupil Premium register. in the school, so that greater numbers of children with PP achieve at least Age Related Expectations in the all subjects, but in particular the core academic subjects of English and Mathematics.
- ✦ This Review provides a framework for analysing problems, identifying underlying causes, setting targets and a whole-school focus to address barriers to and issues with children's progress and the success of the school.

The Context of the Pupil Premium Review / Action Plan

- ✦ New head teacher has been in post since January 2016.
- ✦ Rapid improvement has been made in the areas of Health and Safety, school systems and structures and behaviour since January 2016.
- ✦ The school has under-gone a complete restructure with a reduction in FTE teachers. The school has lost a Home/School Link Worker, 4 Teaching Assistants and 4 teachers.
- ✦ This restructure has resulted in a balance in in-year spend for the school.
- ✦ The school remains in significant financial deficit as a result of the deficit carry forward from previous years.
- ✦ The school is being supported in school improvement by a Local Authority Task Group.
- ✦ The school has introduced a new system for tracking and monitoring safeguarding and behaviour concerns in February 2016 to ensure all incidents are dealt with swiftly, consistently and all concerns around incidents and safeguarding are effectively and efficiently communicated.
- ✦ The school has introduced a new assessment system (Target Tracker) in February 2016 so that the school can robustly monitor and analyse pupil progress (Ofsted recommendation from 2013 inspection).
- ✦ The school is introducing a new curriculum for September 2016-17 and a new planning guidance for Maths and English to help target issues in Pupil Progress , achievement and engagement, particularly in English and Maths.
- ✦ Pupil numbers have significantly increased for the September 2016-17 in-take and the reputation of the school is improving.

School Improvement Plan 3 Year Over-view 2016-

| Development Area | Overall Objectives | Key Success Criteria | Key Actions |
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| Leadership and Management | To improve and develop strategic planning at all levels so that leadership is focused on the robust achievement of school objectives. | <ul style="list-style-type: none"> The governors are a highly effective body for expertly challenging the head teacher and SLT and supporting the school to make progress. All Subject Leaders are fully and expertly aware of the standards and expectations for their subjects. Subject Leaders are confident and expertly lead their subject across the school. Standards and attainment in all subjects is fully in-line with Age Related Expectations. | <p>Continue to embed CPD for all Subject Leaders.</p> <p>Increase the links between Whitnash and other schools in the consortium to support the development of the curriculum and Subject Leadership.</p> <p>Ensure well-targeted financial investment in the development of core and foundation subjects in school, particularly Maths, English, Science, PE and ICT.</p> |
| Quality of Teaching and Learning | Ensure that teaching over time in all Year Groups is never less than consistently 'good' and 50% of teaching is 'outstanding'. | <ul style="list-style-type: none"> Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good with 50% outstanding. All children make good progress in Maths and English. % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is fully in-line with national expectation. | <p>Establish a specialist Coaching approach to the development of teachers and CPD</p> <p>Embed video lessons as a core approach to CPD.</p> <p>Broaden the</p> |

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| | | <ul style="list-style-type: none"> The quality of children's work in books is consistently high and well-presented for all children. | opportunities for peer observation and Lesson study for all teachers. |
| Personal Development, Behaviour and Welfare | Ensure that pupils' behaviour inside and outside of lessons is impeccable and the focus and expectations of 'learning behaviour' and level of pupil engagement in all lessons is high. | <ul style="list-style-type: none"> Pupils' behaviour inside and outside of lessons is impeccable All pupils are fully engaged in learning and display resilience in challenging learning situations. All children have an awareness of 'Growth Mind-sets and are able to work with teachers to set themselves challenges. 'Thrive' as an approach is fully embedded across the school and supports children effectively in overcoming barriers to learning. Whitnash is an example for other schools in the development and practice of children's social, emotional and mental health needs. All children are presented with a rich range of wider learning opportunities to support the development of their confidence and self-esteem. | <p>Embed 'Thrive'</p> <p>Work with other schools in the consortium in the development of Thrive.</p> <p>Embed a whole-school approach to 'Growth Mind-sets'.</p> <p>Continue to develop the provision of after-school clubs and extra-curricular opportunities for all children.</p> |
| Outcome for Pupils | Ensure that all pupils make rapid and sustained improvement (good and better progress) to raise attainment and achievement in English and Maths. | <ul style="list-style-type: none"> All children make expected or better than expected progress in Maths and English. % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is firmly in-line with national expectation and the school fully reverses the downward trends. Assessment is an embedded tool to inform teaching and learning and is | <p>Embed Pre-teaching as an approach for children who are not achieving Age Related Expectations.</p> <p>Embed Targeted1:1 tuition for children who are making less than expected progress through identification in data analysis and Pupil Progress Meetings.</p> |

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| | | <p>being used robustly to raise attainment in all subjects.</p> <ul style="list-style-type: none"> • All vulnerable learners make 'good' progress through well-targeted support. • The school is successful in narrowing the gap between all vulnerable groups. | <p>Embed a robust whole-school approach to teaching problem solving and reasoning.</p> <p>Embed robust whole-school approaches to teaching phonics, reading and writing.</p> |
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School Improvement Plan 1 Year Over-view 2016-17

| Development Area | Overall Objectives |
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| Leadership and Management | Set challenging targets through a robust system of staff Performance Management to secure accountability and raise pupil attainment. |
| Quality of Teaching and Learning | Ensure that teaching over time in all Year groups is never less than consistently 'good' and 20% is 'outstanding' through the development of the school curriculum and approaches to learning. |
| Personal Development, Behaviour and Welfare | Establish a shared understanding and whole-school approach to address difficulties in children's social, emotional and mental health. |
| Outcome for Pupils | <p>To robustly address pupil attainment, achievement and progress in Maths across the school.</p> <p>To continue to embed a robust approach and focus on raising</p> |

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| | pupil's attainment and achievement in Phonics. |
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| School Improvement Plan Year 2 Over-view 2017-18 |
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| Development Area | Overall Objectives |
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| Leadership and Management | Embed distributed leadership and performance management to greater strengthen strategic accountability across the school. |
| Quality of Teaching and Learning | Continue to secure consistently 'good' teaching and high expectations throughout the school and ensure 30% is 'outstanding' through embedding and enhancing the school curriculum and the new approaches to learning. |
| Personal Development, Behaviour and Welfare | Embed the consistency of the shared understanding and whole-school approach to address difficulties in children's social, emotional and mental health. |
| Outcome for Pupils | <p>To robustly address pupil attainment, achievement and progress in Reading across the school. TARGET: KS1 Reading 74%, KS2 Reading 70%</p> <p>To continue to embed a robust approach and focus on raising pupil's attainment and achievement in Phonics and SPAG. TARGET: Phonics 75%, SPAG 75%</p> |

Pupil premium strategy statement

| 1. Summary information | | | | | |
|-------------------------------|-------------------------|---|--|---|------------|
| School | Whitnash Primary School | | | | |
| Academic Year | 2017-8 | Total PP budget | £77,380.00 Expected Actual: £82,260.00 | Date of most recent PP Review | January 17 |
| Total number of pupils | 211 | Number of pupils eligible for PP FSM | 61 40 | Date for next internal review of this strategy | April 18 |

2. Current attainment – Pure Pupil Premium Data without SEND pupils.

Spring 2016-17

| Reading | Age Related Expectations | | | | Progress | | |
|---------|--------------------------|-----|----|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | | 100 | 33 | | | 100 | 100 |
| Year 2 | | 80 | 20 | | | 100 | 60 |
| Year 3 | | 100 | | | 100 | | |
| Year 4 | | 100 | | | 12 | 88 | 38 |
| Year 5 | | 100 | | | | 100 | 67 |
| Year 6 | 33 | 56 | 67 | | | 100 | 67 |

| Maths | Age Related Expectations | | | | Progress | | |
|--------|--------------------------|----|---|--|----------|-----|----|
| | B | w | E | | B | W | E |
| Year 1 | 33 | 67 | | | | 100 | 50 |

| | | | | | | | |
|--------|----|-----|----|--|----|-----|----|
| Year 2 | | 100 | 40 | | 20 | 80 | 80 |
| Year 3 | | 100 | | | | 100 | |
| Year 4 | 43 | 42 | | | 37 | 63 | 13 |
| Year 5 | | 100 | | | | 100 | |
| Year 6 | 56 | 44 | 11 | | | 100 | 78 |
| | | | | | | | |

| Writing | Age Related Expectations | | | | Progress | | |
|---------|--------------------------|-----|----|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | 33 | 67 | | | | 100 | 100 |
| Year 2 | | 100 | | | | 100 | 40 |
| Year 3 | | 100 | | | | 100 | |
| Year 4 | 57 | 43 | | | 50 | 50 | 13 |
| Year 5 | 33 | 67 | | | | 100 | 67 |
| Year 6 | 56 | 44 | 11 | | 11 | 89 | 89 |

Summer 2017

| Reading | Age Related Expectations | | | | Progress | | |
|---------|--------------------------|-----|----|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | 33 | 66 | 0 | | | 100 | 100 |
| Year 2 | 0 | 80 | 20 | | | 100 | 60 |
| Year 3 | | 100 | | | 100 | | |
| Year 4 | 43 | 43 | 14 | | 12 | 88 | 38 |
| Year 5 | | 100 | 0 | | | 100 | 67 |
| Year 6 | 33 | 67 | | | | 100 | 67 |

| Writing | Age Related Expectations | | | | Progress | | |
|---------|--------------------------|-----|---|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | 33 | 67 | | | | 100 | 100 |
| Year 2 | | 100 | | | | 100 | 40 |

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|--------|----|-----|----|--|----|-----|----|
| Year 3 | | 100 | | | | 100 | |
| Year 4 | 57 | 43 | | | 50 | 50 | 13 |
| Year 5 | 33 | 67 | | | | 100 | 67 |
| Year 6 | 56 | 44 | 11 | | 11 | 89 | 89 |

| Maths | Age Related Expectations | | | | Progress | | |
|--------|--------------------------|-----|----|--|----------|-----|----|
| | B | w | E | | B | W | E |
| Year 1 | 33 | 67 | | | | 100 | 50 |
| Year 2 | | 100 | 40 | | 20 | 80 | 80 |
| Year 3 | | 100 | | | | 100 | |
| Year 4 | 43 | 42 | | | 37 | 63 | 13 |
| Year 5 | | 100 | | | | 100 | |
| Year 6 | 56 | 44 | 11 | | | 100 | 78 |

3. 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)*

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| A. | PP children with another identified need e.g. SEND are making less progress and working below ARE in all areas. Currently approximately 45% of the PP register have another identified need. |
| B. | Few PP are making better than expected progress and/or working above age related expectations in comparison to non-pp children. |
| C. | Currently 39 % (24 of the 61) PP children in school have difficulty with aspects of their social and emotional wellbeing. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| D. | Attendance rates for pupils eligible for PP are 94.45 % (0.55 %below the target for all children of 95% and 2.55 below the school target of 97%). This potentially reduces their school hours and causes them to fall behind on average. The attendance of non PP children is higher (95.85% and 0.85 above the target for all children and 1.15% below the school target of 97%). The attendance rates of PP children is therefore lower than non PP children, resulting in potential disadvantage. The unauthorised absence of PP children is higher than that of non PP children (0.30 compared to 0.81 , a difference of 0.51). |
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4. Desired outcomes

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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Improve the progress and attainment of PP children with an identified additional need e.g. SEND. To reduce the in-school attainment gap between PPG pupils in reading, writing and maths. | Pupils eligible for PP make expected progress by the end of the year so that a greater proportion of pupils eligible for PP meet age related expectations. |
| B. | To ensure a higher proportion of PP are working above ARE and their progress rates are the same or higher than non pp children. | Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across the school in maths, reading and writing. Measured in by teacher assessments and moderation |
| C. | To continue to increase targeted support for PP children with an identified social and emotional difficulty. To continue to increase the targeted extended school opportunities for PP pupil | Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards). Pupils in receipt of PP are supported with social and emotional aspects of their learning. |
| D. | To continue to increase the attendance and punctuality of PPG pupils through increased monitoring and engagement with families. | Reduce the number of persistent absentees among pupils eligible for PP to 0.30 e.g. the same or lower than non PP children. . Overall PP attendance improves from 94.45% to 95% in line with 'other non PP children. |

| 5. Planned expenditure | | | | | |
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| 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? |
| A. Improve the progress and attainment of PP children with an identified additional need e.g. SEND. A. To reduce the in-school | Staff training on Read, Write Inc Targeted use of Teaching Assistants to run Read Write Inc groups | In Spring 2017 60% of Year 1 were at risk of not passing the Phonic Screening Test. This figure included 67% of the Year 1 Pupil Premium register (4 of 6 children). Targeted 1:1 support is required to boost the progress of PP children on the SEND register. The national result was 69% in summer 2016-17 a fall of 4%. Despite the increase | Use INSET days to deliver training in approaches to reading, writing, Phonics and SEND needs. RWI training for new staff. Peer observation of staff who have visited other schools, meetings after the visits and course, to embed | Head English Leads AHT SENCo | Cost: Read Write Inc £500 SEND and EMTAS training in differentiation – INSET £250.00 |

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| attainment gap between PPG pupils in reading, writing and maths. | <p>SEND and EMTAS training in differentiation – INSET</p> <p>Focused Pupil Progress Meetings</p> | <p>the previous year from 50% to 73% the school needs to maintain this improvement.</p> <p>Reading paper analysis show pupils need further support with vocabulary and reading skills.</p> <p>We want to ensure that the school has a flexible and focused approach to providing support and intervention to all learners.</p> <p>We want Pupil Progress Meeting to be purposeful and meaningful in targeted Pupil Premium children and other children at risk of under-achievement.</p> <p>We want to invest some of the PP funding in longer term change which will help all pupils.</p> <p>Systematic and robust approaches to teaching phonics are recommended. Read Write Inc is highly recommended by other schools nationally and within the consortium.</p> <p>The head has implemented Read Write Inc in a previous school with dramatic results.</p> | <p>learning.</p> <p>Targeted use of EIS/EMTAS support.</p> <p>Structured and regular Pupil Progress Meetings focused on PP children.</p> | | =£750.00 |
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| <p>B. To ensure a higher proportion of PP are working above ARE and their progress rates are the same or higher than non pp children.</p> <p>To reduce the in-school attainment gap between PPG pupils in reading, writing and maths</p> | <p>CPD on providing stretch for high attaining pupils.</p> <p>Staff training on Read, Write Inc</p> <p>Focused Pupil Progress Meetings</p> <p>Peer observations and CPD visits to other schools.</p> | <p>Data shows that few PP are making better than expected progress and/or working above age related expectations in comparison to non-pp children.</p> <p>We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.</p> <p>We want Pupil Progress Meeting to be purposeful and meaningful in targeted Pupil Premium children and other children at risk of under-achievement and those capable of more challenge.</p> <p>Book, planning and lesson observation focused on the pitch and expectations for all pupils, particularly PP/more able</p> | <p>Use INSET days to deliver training.</p> <p>Lesson, book trawl and planning feedback.</p> <p>KIT meetings and Pupil Progress Meetings.</p> <p>Targeted use of the schools assessment system to identify gaps and pupils not making sufficient progress.</p> | <p>English lead</p> <p>Maths Lead</p> <p>Head</p> | <p>9 teacher x 3 sessions per year of Pupil Progress Meetings = 27 x £150 £4,050</p> <p>Target tracker £1523.00</p> <p>Lesson cover £150 cover x 3 sessions per year of Peer observation or visits to other schools for 9 teachers = £4,050</p> <p>=£9,623.00</p> |
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| In addition, at the beginning of the financial year, a decision was made for SLT to provide additional support for teachers with assessment. In addition to Pupil Progress Meetings, teachers also had targeted time to input data and discuss the needs of children further = 9 teacher x 3 sessions per year of Pupil Progress Meetings = 27 x £150 £4,050 | | |
|---|--|--|
| Total budgeted cost | | £10,373.00 Plus additional £4.050 = £14.423.00 |
| Evaluation of Impact | | Lessons Learnt / Next Steps |
| <p>In Spring 2017 60% of Year 1 were at risk of not passing the Phonic Screening Test. This figure included 67% of the Year 1 Pupil Premium register (4 of 6 children).</p> <p>Actions Taken: INSET days have been used to deliver training in approaches to reading, writing. Staff meetings and INSET have focused on Precision Teaching and Read Write Inc to improve the focus and emphasis on children with SEND making good progress in reading. This has supported children in developing their sight vocabulary for reading. Pupil Progress Meetings have informed weekly and half termly interventions for Phonics and Reading.</p> <p>As a result of this focus the current predicted Reading Result for the end of Key Stage 1 is 70-73%, Currently 67% of the girls will be at the expected standard at the end of Year 2. This is a significant improvement on the end of EYFS result where only 63% achieved the expected standard in Reading (with only 43% of girls achieving this standard) and only 63% of children in this cohort achieved a GLD overall.</p> <p>Currently 80% of the Year 2 children will have passed their Phonics Screening by June. Only 67% had passed at the beginning of the year. However, 6 children will not pass their Phonics Screening in Year 2, due to high complex SEND needs and 2 newly arrived. Currently 8 pupils are in receipt of Specialist Teaching Service Support in Year 2. The expected result for Year 1 phonic screening for 2017-18 is between 73-77% this will be between a 4-8% increase on the 2016-17 result.</p> <p>The school has also delivered Structured Conversation Training to improve the communication of SEND needs to parents. As a result staff are more confident about how to involve parents in the conversations about their children's learning and a tight Assess. Plan, Do, Review cycle is in place across the school.</p> <p>As a result, SEND pupils are having targeted intervention across the school to address issues and referrals for external support are being made. Currently 8 pupils in Year 2 are having Specialist Teaching Service Input and 2 children have had requests for EHCPs submitted to the Local Authority.</p> <p>Targeted use of EIS/EMTAS support has ensured that 2 children in Year 2 with EAL needs have made good progress since arrival. Currently all pupils have made progress on the Language Proficiency Levels from the start of the year. Currently 21 of the 46 pupils on the EAL register are in Year 1. This is 46% of the overall school register. Of the 21 EAL pupils in Year 1, only 4 (19%) are not likely to pass the Phonic Screening Test in June.</p> | | <p>Whilst progress is being made by Pure Pupil Premium children, there are good levels of progress in Reading across the school and more complex SEND pupils are making progress from their starting points, the progress of SEND pupils in particular is an area in need of continued focus.</p> <p>Low attaining pupils, of which a significant proportion are SEND and Pupil Premium in key year groups, particularly lower down the school, significantly impact the overall attainment rate in year groups. It is therefore important that the school continues to deploy increased resource in the area of PP and SEND.</p> <p>The school is currently under-funded in the area of SEND and therefore the school needs to increase funding through:</p> <ul style="list-style-type: none"> ➤ the applications for higher needs funding ➤ a Social, Emotional and Mental Health Local Authority bid ➤ increased requests for Education Health and Care Plans and The school profile for the number of parents claiming their Free School Meal entitlement is also low. Therefore the school needs to increase funding through: <ul style="list-style-type: none"> ➤ new applications for Free School Meals ➤ target Free School Meal take up through leaflets and communication ➤ ensure siblings are jointly accessing the Free School Meal entitlement <p>Through Pupil Progress Meetings, targeted work on specific children needs to continue. Target Tracker analysis in supporting teachers in identifying pupils for targeted support. The school needs to continue this work and embed the systematic targeting of gaps in learning.</p> <p>The school also needs to further develop the reporting and analysis of EAL and newly arrived pupils to continue to ensure all pupils with English as an additional language are individually supported through the EMTAS service and 'Racing to English' resources are appropriately deployed in class.</p> <p>Read Write Inc is having a positive impact on the attainment and progress in Phonics. The ability to offer an increased number of groups with an additional adult would support the impact of this programme.</p> <p>We need to further to Pupil Premium SEND pupils with their progress and attainment by:</p> <ul style="list-style-type: none"> ➤ Increasing Teaching Assistant time in Key Stage 1 ➤ Training new staff to KS1 and Year 3 staff in the Read Write Inc programme |

| ii. Targeted support | | | | | |
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| 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>A Improve the progress and attainment of PP children with an identified additional need e.g. SEND and/or EAL</p> <p>To reduce the in-school attainment gap between PPG pupils in reading, writing and maths.</p> | <p>Targeted 1:1 support in Read Write Inc to support progress in Reading and Phonics.</p> <p>Targeted use of EIS and EMTAS service.</p> <p>Introduction of Communication in Print resources to support children's language.</p> <p>1:1 and small group provision of language Intervention (EMTAS) for children in Reception and Year 1.</p> <p>Structured monitoring of data and intervention</p> <p>Structured intervention diary and data reviews with an emphasis on SEND and PP.</p> <p>Targeted Pre-Teaching for PP with SEND needs.</p> <p>PP and SEND learning walks and book trawls to monitor standards and provision for PP children.</p> <p>Targeted use of Teaching Assistants to run interventions of specific PP SEND pupils</p> | <p>Some of the students need targeted support to catch up. We want to ensure that the school has a flexible and focused approach to providing support and intervention to all learners.</p> <p>We want Pupil Progress Meeting to be purposeful and meaningful in targeted Pupil Premium children and other children at risk of under-achievement.</p> <p>We want to ensure that the school has a flexible and focused approach to providing support and intervention to all learners.</p> | <p>Teachers organise timetables to ensure staff delivering provision have sufficient preparation and delivery time e.g. use of assembly times and whole school timetable change.</p> <p>Feedback from EMTAS/EIS on how effective the EAL/SEND provision is at Whitnash.</p> <p>Evidence of the use of Communication in Print to support children's learning.</p> <p>Structured intervention diary and data reviews with an emphasis on SEND and PP show that support is being targeted at pupils at risk of underachievement.</p> | <p>class teachers</p> <p>LMc– Inclusion Leader.</p> <p>Head</p> <p>Services – EMTAS and EIS</p> | <p>Cost:</p> <p>EIS Targeted Support (50% of EIS cost £4,000) (50% of EP cost £1,500)</p> <p>£26,569.70 approximately quarter of TAs budget</p> |

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| <p>B. To ensure a higher proportion of PP are working above ARE and their progress rates are the same or higher than non pp children.</p> <p>To reduce the in-school attainment gap between PPG pupils in reading, writing and maths</p> | <p>Weekly small group sessions in maths for high attaining pupils with AHT teacher, in addition to standard lessons – Year 2 and 6.</p> <p>AHT boosters in Year 6.</p> <p>Accelerated Reader:</p> | <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective e.g. AHT</p> <p>Accelerated Reader: £1,545.00 – English Lead to monitor the progress of high performing PP children.</p> | <p>Extra teaching time and preparation time paid for out of PP budget.</p> <p>Impact overseen by maths co-ordinator.</p> <p>Teaching assistant (TA) CPD for TAs supporting the sessions.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> | <p>SLT</p> <p>AHT</p> <p>Head</p> <p>English Reading Lead</p> | <p>Accelerated Reader £1,545.00</p> <p>AHT £12,000</p> |
| In addition as further £2,000 was spent on improving the Accelerated Reader Programme for lower attaining readers, including PP readers. | | | | | |
| Total budgeted cost | | | | | <p>£45,614.70</p> <p>+£2,000 = £47,617.70</p> |
| Evaluation of Impact | | | Lessons Learnt / Next Steps | | |

In Spring 2017 60% of Year 1 were at risk of not passing the Phonic Screening Test. This figure included 67% of the Year 1 Pupil Premium register (4 of 6 children).

Actions Taken:

Teachers organise timetables to ensure staff delivering provision have sufficient preparation and delivery time e.g. use of assembly times and whole school timetable change. Timetable monitoring each half term by the newly appointed SENCo has supported teachers and TAs with this process. It has become more robust and time is provided for an in-depth discussion. This is also supported by the termly Pupil Progress Meetings with the SLT.

As a result, SEND pupils are having targeted intervention across the school to address issues and referrals for external support are being made. Currently 8 pupils in Year 2 are having Specialist Teaching Service Input and 2 children have had requests for EHCPs submitted to the Local Authority.

Targeted use of EIS/EMTAS support has ensured that 2 children in Year 2 with EAL needs have made good progress since arrival.

Currently all pupils have made progress on the Language Proficiency Levels from the start of the year. Currently 21 of the 46 pupils on the EAL register are in Year 1. This is 46% of the overall school register. Of the 21 EAL pupils in Year 1, only 4 (19%) are not likely to pass the Phonic Screening Test in June.

Communication in Print is being used for individual children in Year 1 and Year 2. The use of this resource is increasing the independence of learners with high. Complex SEND needs and some children with EAL. Evidence of this resource can be increasingly found in pupils books, learning resources and the classrooms.

The introduction of Structured intervention diaries. Together with the SEND data reviews show that support is being targeted at pupils at risk of underachievement. Progress rates in school are strong. Where attainment is lower, SEND resources, Specialist Services and TA time are being targeted.

We aimed provide extra support to maintain high attainment. Small group interventions ran with highly qualified staff as these were shown to be effective. The AHT has run Booster Interventions with Year 2 and 6. This has ensured that end of Key Stage results are improved.

Current predicted results of Key Stage 1 are:

Reading 73%

Writing 63% This is an improved picture from the beginning of the Year where 50% of children

Maths 76% were predicted to be working below by the end of the year.

Current predicted results for Key Stage 2 are:

Reading 74%

Writing 80% This is an improved picture on 2016-17 results across all subjects.

Maths 84%

SPAG 79%

Accelerated reader results are showing good progress is being made by children on the programme.

Whilst progress is being made by Pure Pupil Premium children, there are good levels of progress in Reading, Writing and Maths across the school and more complex SEND pupils are making progress from their starting points, the progress of SEND pupils in particular is an area in need of continued focus.

Low attaining pupils, of which a significant proportion are SEND and Pupil Premium in key year groups, particularly lower down the school, significantly impact the overall attainment rate in year groups. It is therefore important that the school continues to deploy increased resource in the area of PP and SEND.

Through this increased funding we hope to support Pupil Premium SEND pupils with their progress and attainment by:

- Increasing Teaching Assistant time in Key Stage 1
- a budgetary increase for 2018-19 in the area of SEND specialist support, including EP time
- providing greater release time to the Assistant Head to increase the frequency and consistency of Booster work, particularly in Key Stage 1.

Accelerated Reader is becoming embedded in each year group. However, the consistency of engagement in this programme remains more inconsistent in some year groups. The programme has demonstrated impact and worth for individual children's progress. Therefore the will continue to invest in this resource, improve the training opportunities for staff linked to this programme and track and monitor it's impact even more robustly moving forward.

The school have increased parental participation in delivering daily reading in school. This is an area the school would continue to benefit from. The school has utilised Warwick University for adult readers, this again in an area to develop further. Moving forward, the implementation across the school of 'Paired Reading' (using able readers to support lower ability children – proven to improve reading ages significantly) is an areas for development. This is a free resource to help target PP children.

Progress Breakdown
Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (180 pupils)

| All Pupils (180 pupils) | Reading | Writing | Mathematics | Average |
|-------------------------------|-------------|-------------|-------------|---------------|
| Progressed by 6 steps or more | 11 (6.1%) | 2 (1.1%) | 3 (1.7%) | 5.3 (3.0%) |
| Progressed by 5 steps or more | 28 (15.6%) | 16 (8.9%) | 20 (11.1%) | 21.3 (11.9%) |
| Progressed by 4 steps or more | 72 (40.0%) | 63 (35.0%) | 69 (38.3%) | 68.0 (37.8%) |
| Progressed by 3 steps or more | 146 (81.1%) | 142 (78.9%) | 141 (78.3%) | 143.0 (79.4%) |
| Progressed by 2 steps or more | 165 (91.7%) | 165 (91.7%) | 167 (92.8%) | 165.7 (92.0%) |
| Progressed by 1 step or more | 168 (93.3%) | 167 (92.8%) | 168 (93.3%) | 167.7 (93.1%) |
| No steps progress | 0 (0%) | 1 (0.6%) | 0 (0%) | 0.3 (0.2%) |
| Regressed | 0 (0%) | 0 (0%) | 0 (0%) | 0.0 (0%) |
| Missing Data | 12 (6.7%) | 12 (6.7%) | 12 (6.7%) | 12.0 (6.7%) |

Progress Aut 1 2018

End of Autumn 2017-18

| Reading | Age Related Expectations | | | | Progress | | |
|---------|--------------------------|-----|-----|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | 0 | 100 | 100 | | 23 | 77 | 31 |
| Year 2 | 0 | 100 | 100 | | 0 | 100 | 100 |
| Year 3 | 0 | 100 | 40 | | 0 | 100 | 40 |
| Year 4 | 0 | 100 | 0 | | 0 | 0 | 100 |
| Year 5 | 0 | 100 | 25 | | 0 | 100 | 50 |
| Year 6 | 0 | 100 | 0 | | 0 | 100 | 0 |

Pure Pupil Premium Data

| Writing | Age Related Expectations | | | | Progress | | |
|---------|--------------------------|-----|-----|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | 0 | 100 | 100 | | 15 | 85 | 39 |
| Year 2 | 0 | 100 | 60 | | 0 | 100 | 20 |
| Year 3 | 0 | 100 | 20 | | 20 | 80 | 20 |
| Year 4 | 0 | 0 | 100 | | 0 | 0 | 100 |
| Year 5 | 75 | 25 | 13 | | 12 | 88 | 13 |
| Year 6 | 100 | 0 | 0 | | 0 | 100 | 0 |

| Maths | Age Related Expectations | | | | Progress | | |
|--------|--------------------------|-----|-----|--|----------|-----|----|
| | B | w | E | | B | W | E |
| Year 1 | 0 | 100 | 100 | | 33 | 67 | 42 |
| Year 2 | 0 | 100 | 75 | | 0 | 100 | 25 |
| Year 3 | 0 | 100 | 60 | | 0 | 100 | 60 |
| Year 4 | 0 | 100 | 0 | | 0 | 100 | 0 |
| Year 5 | 0 | 100 | 13 | | 37 | 63 | 42 |
| Year 6 | 0 | 100 | 0 | | 0 | 100 | 0 |

End of Spring Data 2017-18
Pupil Premium Data

| Reading | Age Related Expectations | | | | Progress | | |
|---------|--------------------------|-----|-----|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | 25 | 75 | 75 | | 25 | 75 | 50 |
| Year 2 | 0 | 100 | 33 | | 0 | 100 | 100 |
| Year 3 | 0 | 100 | 40 | | 0 | 100 | 40 |
| Year 4 | 0 | 100 | 100 | | 0 | 0 | 100 |
| Year 5 | 0 | 100 | 14 | | 14 | 86 | 14 |
| Year 6 | 0 | 100 | 0 | | 33 | 67 | 0 |

| Writing | Age Related Expectations | | | | Progress | | |
|---------|--------------------------|-----|----|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | 25 | 75 | 25 | | 0 | 100 | 50 |
| Year 2 | 33 | 67 | 0 | | 0 | 100 | 67 |
| Year 3 | 0 | 100 | 20 | | 20 | 80 | 20 |
| Year 4 | 0 | 100 | 0 | | 0 | 0 | 100 |
| Year 5 | 72 | 29 | 14 | | 29 | 71 | 14 |
| Year 6 | 33 | 67 | 0 | | 0 | 100 | 0 |

| Maths | Age Related Expectations | | | | Progress | | |
|--------|--------------------------|-----|----|--|----------|-----|-----|
| | B | w | E | | B | W | E |
| Year 1 | 25 | 75 | 25 | | 25 | 75 | 25 |
| Year 2 | 33 | 67 | 0 | | 0 | 100 | 100 |
| Year 3 | 0 | 100 | 40 | | 20 | 80 | 40 |
| Year 4 | 0 | 100 | 0 | | 0 | 100 | 0 |
| Year 5 | 29 | 71 | 14 | | 14 | 86 | 57 |
| Year 6 | 0 | 100 | 33 | | 0 | 100 | 0 |

| 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. Increased attendance rates | <p>Part time office worker employed to monitor pupils and follow up quickly on absences.</p> <p>First day response provision.</p> <p>Breakfast Club to support pupils attendance</p> | <p>We can't improve attainment for children if they aren't actually attending school, addressing attendance as a key step.</p> <p>Data shows that the attendance of PP children remains lower than non PP children 94.45 compared to 95.85%</p> <p>Breakfast Club is supporting families with encouragement of punctuality to school.</p> | <p>Thorough briefing of office worker about existing absence issues.</p> <p>Weekly monitoring of attendance and subsequent policy employed.</p> <p>Attendance assemblies</p> <p>Early Help to engage parents where there is an identified difficulty.</p> | <p>SLT</p> <p>AHT</p> <p>Head</p> <p>Office Team</p> | <p>Cost – 1 x day Office Manager to focus on attendance £4,000</p> <p>£1,828.00 Breakfast Club – TA and support staff x2</p> |
| C. To continue to increase targeted support for PP children with an identified social and emotional difficulty. | <p>Identify a targeted behaviour intervention for identified students.</p> <p>Use of TA for Thrive to support pupils with social and emotional needs.</p> <p>Thrive Approach in school.</p> <p>Continued support individual children for Snowford Counselling Service.</p> <p>Continued use of CPOMS to track and monitor children's behaviour and social emotional needs.</p> | <p>Currently 39 % (24 of the 61) PP children in school have difficulty with aspects of their social and emotional wellbeing.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Thrive as an effective means to target the awareness and support for social and emotional aspects of learning.</p> <p>Opportunity for all children to experience outdoor learning and support children in managing their SEMH needs has proven to help pupils in school.</p> <p>The targeted intervention for children with high level SEMH needs through counselling has proven to help reduce anxiety and behaviour incidents in school and enable children to gain better control of their own emotions.</p> | <p>Ensure identification of target pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.</p> <p>Monitor social and emotional well-being of PP children to ensure the impact of Thrive and improvement in pupil social and emotional well-being.</p> <p>Monitor social and emotional well-being of PP children to ensure the impact of Forest School and improvement in pupil social and emotional well-being.</p> | <p>Gary Collins Thrive Leader</p> <p>SLT</p> <p>AHT</p> <p>Head</p> <p>SENCo</p> <p>Forest School Co-ordinator</p> | <p>Cost</p> <p>£999.00 Thrive licence</p> <p>£2,340.00 Forest School</p> <p>CPOMS licence £650.00</p> |

| | | | | | |
|--|--|--|--|--|--|
| | | CPOMs has proven to have improved the consistency and communication of all matters relating to SEMH needs and behaviour in school. | | | |
|--|--|--|--|--|--|

| | | | | | |
|---|--|--|--|---|---|
| c. To continue to increase the targeted extended school opportunities for PP pupil | <p>Support families with the costs relating to clubs and trips whose children are on the PP register.</p> <p>Provide the funds for school Milk for PP children</p> | <p>The school has developed a supportive community feel as believe it is important to support and protect all children's entitlement and curriculum enrichment.</p> <p>Some PP children would be disadvantaged without this support.</p> | <p>Monitor the expenditure of PP funds on clubs, trips and visits to ensure this funding is reaching the most vulnerable children and families in school.</p> <p>Through Early Help support will be targeted where most appropriate.</p> | <p>SLT</p> <p>AHT</p> <p>Head</p> <p>Office</p> | <p>School milk £480.00</p> <p>Trips and visits funding allocation £8,500.00</p> |
| <p>Some of this funding was redirected to the purpose of developing the enriched learning in EYFS e.g. sandpit (£900), water area (£175) and Maths shed (£350)</p> <p>Additional spend of: £1425.00 as it was felt that PP within reception would also benefit from greater opportunity to develop their vocabulary and Maths skills in the outdoor area.</p> | | | | | |
| Total budgeted cost | | | | | <p>£18,797.00</p> <p>+ £1325.00 =</p> <p>£20,222.00</p> |
| Evaluation of Impact | | | Lessons Learnt / Next Steps | | |
| <p>Thorough briefing of office worker about existing absence issues has helped target letters and correspondence about absence. A daily absence reporting system has been set up. This is enabling early phones for vulnerable children and PP children. Weekly monitoring of attendance is embedded.</p> <p>Where children require additional support, we are engaging families in Early Help, attendance and punctuality are a focused for half of these Early Help meetings. Early Help is being used to engage parents where there is an identified difficulty.</p> <p>The school ensure the identification of targeted pupils/families is fair, transparent and properly recorded.</p> <p>The school is also supporting families through Thrive meetings to help with children's social, emotional and mental health and behavioural management at home.</p> | | | <p>Whilst the children have benefited from various experiences this year that have been paid for from PP funds e.g Marle Hall and other trips, after-school clubs, it is felt that this funding needs to be specifically targeted. The intention therefore is to offer high quality extra-curricular activities in a wider curricular areas in 2018-19 e.g. Science Clubs and Art Club with a resident artist to PP children. More careful targeting of this spend will ensure that, not only do PP benefit, but that their engagement and progress in learning is a key priority.</p> | | |

| | |
|--|------------|
| <p>Attendance assemblies continue to celebrate attendance for children in school 100%. Weekly reporting to parents and children through the assembly, newsletter and website is embedded. This is raising the parental and child understanding of the importance of attending school. The school remains in line with the national expectation overall for attendance.</p> <p>The school continue to use the CPOMS reporting system to track and monitor behaviour and to communicate incidents between staff in school and to parents, as appropriate. CPOMS analysis shows significant improvement in children's behaviour across the school. Not only have incidents reduced, but incidents of high tariff behaviour are few and far between. This has had a significant impact on pupils' engagement in learning, classroom atmosphere and learning behaviour in general. Behaviour across the school is consistently 'good' and teaching and learning across the school is also graded as consistently 'good'.</p> <p>The school continues to embed the use of Thrive and CPOMS to monitor social and emotional well-being of PP children to ensure the impact of Thrive and improvement in pupil social and emotional well-being. Small group and individual counselling is having a significant impact on children that previously were harder to reach. This work is supporting children to engage positively in whole-class learning. Whitnash has not had any exclusions since January 2016 and high tariff behaviour is no longer an issue for the school.</p> <p>Forest School was having a positive impact for individual pupils and the school continues to place value in this provision. However, due to staff absence this provision was not able to run for part of the financial year. Some of this funding was redirected to the purpose of developing the enriched learning in EYFS e.g. sandpit (£900), water area (£175) and Maths shed (£350) Additional spend of: £1325.00 The implementation of a better provision in the outdoor area, is supporting pupils, particularly those with PP, widen their vocabulary and Maths skills.</p> | |
| | £82,260.00 |
| Contingency Budget | 0 |