



**Whitnash Primary School**

**'Learning, growing and succeeding together'**

# **Pupil Premium Review 2016-17**



### **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 / Aciton 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 2016-19

Development Area	Overall Objectives	Key Success Criteria	Key Actions
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"> <li>The governors are a highly effective body for expertly challenging the head teacher and SLT and supporting the school to make progress.</li> <li>All Subject Leaders are fully and expertly aware of the standards and expectations for their subjects.</li> <li>Subject Leaders are confident and expertly lead their subject across the school.</li> <li>Standards and attainment in all subjects is fully in-line with Age Related Expectations.</li> </ul>	<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"> <li>Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good with 50% outstanding.</li> <li>All children make good progress in Maths and English.</li> <li>% of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is fully in-line with national expectation.</li> </ul>	<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>

		<ul style="list-style-type: none"> <li>The quality of children's work in books is consistently high and well-presented for all children.</li> </ul>	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"> <li>Pupils' behaviour inside and outside of lessons is impeccable</li> <li>All pupils are fully engaged in learning and display resilience in challenging learning situations.</li> <li>All children have an awareness of 'Growth Mind-sets and are able to work with teachers to set themselves challenges.</li> <li>'Thrive' as an approach is fully embedded across the school and supports children effectively in overcoming barriers to learning.</li> <li>Whitnash is an example for other schools in the development and practice of children's social, emotional and mental health needs.</li> <li>All children are presented with a rich range of wider learning opportunities to support the development of their confidence and self-esteem.</li> </ul>	<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"> <li>All children make expected or better than expected progress in Maths and English.</li> <li>% 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.</li> <li>Assessment is an embedded tool to inform teaching and learning and is</li> </ul>	<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>

		<p>being used robustly to raise attainment in all subjects.</p> <ul style="list-style-type: none"> <li>• All vulnerable learners make 'good' progress through well-targeted support.</li> <li>• The school is successful in narrowing the gap between all vulnerable groups.</li> </ul>	<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
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>

	pupil's attainment and achievement in Phonics.
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## Pupil Premium - Review

1. Summary information					
School	Whitnash Primary School				
Academic Year	2016=17	Total PP budget	£80,940.00	Date of most recent PP Review	January 16
Total number of pupils	164	Number of pupils eligible for PP	61	Date for next internal review of this strategy	April 17

2. Review of expenditure £80,940.00 (2016-17)					
Desired outcomes					
	Desired outcomes and how they were measured		Success criteria		
	A. Improve phonics skills for pupils eligible for PP in Year 1.		Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.		
B.	To reduce the in-school attainment gap between PPG pupils in reading, writing and maths.		Pupils eligible for PP identified as middle and high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and moderation		
C.	To improve the behavioural issues of Year 4, 5, 6 pupils, on the Pupil Premium register. To improve the focus on the behaviour of PP pupils, particularly those with social, emotional and mental health difficulties.  To continue to increase targeted extended school opportunities for PPG pupils.		Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).  A wider range of clubs and activities on offer to PP children.		
D.	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 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.		
i. Quality of teaching for all					
Desired outcome		Chosen	Estimated impact: Did you meet the	Lessons learned	Cost

	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
A. Improved Phonic Skills in Year 1 and Reception	<p>Staff training on Read, Write Inc</p> <p>Investment in RWI resources</p> <p>Staff visits to other schools to focus on RWI implementation and language development.,</p>	<p>The school has invested heavily in a longer term change with how phonics is delivered to children in school, to help all pupils.</p> <p>Systematic and robust approached to teaching phonics are recommended. Read Write Inc was highly recommended by other schools nationally and within the consortium.</p> <p>The head had implemented Read Write Inc in a previous school with dramatic results.</p> <p>The school used INSET days to deliver training.</p> <p>The school purchased resources for Reception, Year 1 and 2.</p> <p>The school purchased</p>	<p>The school's Phonics result in June 2016-17 increased from 50% to 73% as the result of a more targeted approach to phonics. Initially the school implemented a Read Write Inc style approach, but didn't have all the resources and training is this academic year.</p> <p>The school has continued to target small group phonic intervention using the Read Write Inc training and resources since January 2017. This has involved using a more robust tracking system provided by the Oxford Owl providers.</p> <p>With staffing issues in Year 1 throughout this year and the initial issues of building staff's skills and ability in using a new programme, the school has not maximised the impact of this new approach in this academic year. However, there are positive signs of more rapid progress since February 2017 and the school are hopeful to achieve a phonics result broadly in-line with the previous academic year.</p> <p>Staff will now further benefit from peer observation of staff in other schools, meetings after the visits and more RWI learning walks, to help embed learning.</p> <p>The training came too late in the year, to be able to embed 1:1 phonics soon enough using these structured resources. This will be embedded for the next cohort in September and therefore children will make more rapid progress in the Autumn Term.</p>	<p><b>Cost:</b> Read Write Inc £6,000</p>
B. To reduce the in-school attainment gap between PPG pupils in reading, writing and maths.	<p><b>Target Tracker</b> Assessment system to tracking progress of all children, including Pupil Premium</p>	<p>The school has continued to invest in a whole-school system for tracking and monitoring the progress of all learners. This is enabling the school to manipulate data more effectively to assess the impact on key groups of children in terms of their progress and attainment.</p>	<p>The school has been able to monitor data and track progress with increasing efficiency. This has led to the more effective implementation of Pupil Progress Meetings. These are able to ensure that teachers are aware of progress and attainment gaps and target the teaching and learning more effectively. This has led to improvement in targeted intervention and pre-teaching for those who are</p>	<p><b>Target Tracker</b> £1,700.00</p>

	<p><b>CLIC Maths</b> New intervention daily to ensure daily practice of mental maths skills and targeted intervention on fluency and calculation</p>	<p>Last academic year (2016-17) children at Whitnash achieved in line with national in English. However, achievement in Maths for all learners (achievement of Pupil Premium children reflecting the whole-school result) was significantly below national.</p> <table><tr><td></td><td colspan="2">Expected Standard</td><td colspan="2">Greater Depth</td></tr><tr><td></td><td>School</td><td>National</td><td>School</td><td>National</td></tr><tr><td>Reading</td><td>65%</td><td>66%</td><td>12%</td><td>19%</td></tr><tr><td>Writing</td><td>78%</td><td>74%</td><td>0</td><td>15%</td></tr><tr><td>Maths</td><td>39%</td><td>70%</td><td>4%</td><td>17%</td></tr><tr><td>SPAG</td><td>65%</td><td>72%</td><td>8%</td><td>22%</td></tr></table> <p>CLIC was targeted at addressing this issue by providing a more targeted approach to Maths intervention for all learners</p>		Expected Standard		Greater Depth			School	National	School	National	Reading	65%	66%	12%	19%	Writing	78%	74%	0	15%	Maths	39%	70%	4%	17%	SPAG	65%	72%	8%	22%	<p>falling behind, particularly Pupil Premium children.</p> <p>The school now needs to continue to develop the skill in using this data tracking system to maximum effect. This will involve separating out the Pupil Premium data even further so that there is a clearer understanding of specifically which children in this group are falling behind.</p> <p>Current Pupil Premium children are achieving well in Year 2, 5, and 6. The high proportion of Pupil Premium with SEND in Year 3 is impacting on the Pupil Premium data. 2 Pupil Premium children in this small cohort are Dyslexic. CLIC Maths has increased the quantity of Maths planning being delivered in a school day to all children. This work now needs to be combined with the more targeted use of the Target tracker System to really hone in on specific groups of Pupil Premium children within any given class to ensure that they are making appropriate and better than expected progress.</p> <p>The progress of Pupil Premium in Maths is relatively strong in Year 2, 5 and 6 as the result of consistent targeted intervention and the use of CLIC. When adjusted data (taking out high level SEND) in Year 3 is considered, the picture is equally strong with 78% of the Pupil Premium children already and the expected standard in Spring 2.</p> <table><tr><th colspan="3">End of Spring Term Progress Data 2016-17</th></tr><tr><th colspan="3">Expected Progress</th></tr><tr><th>Year 2</th><th>Year 5</th><th>Year 6</th></tr><tr><td>88</td><td>83</td><td>85</td></tr></table> <table><tr><th colspan="3">End of Spring Term Progress Data 2016-17</th></tr><tr><th colspan="3">Better than Expected Progress</th></tr><tr><th>Year 2</th><th>Year 5</th><th>Year 6</th></tr><tr><td>63</td><td>29</td><td>69</td></tr></table>	End of Spring Term Progress Data 2016-17			Expected Progress			Year 2	Year 5	Year 6	88	83	85	End of Spring Term Progress Data 2016-17			Better than Expected Progress			Year 2	Year 5	Year 6	63	29	69	<p><b>CLIC Maths</b> £1,500 new maths resources.  £100 books</p>
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<p>C. To improve the behavioural issues of Year 4, 5, 6 pupils, on the Pupil Premium register.</p> <p>C.To improve the focus on the behaviour of PP pupils, particularly those with social, emotional and mental health difficulties.</p>	<p><b>CPOMS</b> Whole-School monitoring and reporting system for behaviour, safeguarding and general communication around pupil incidents.</p> <p><b>Counselling service</b> To support individual children for Snowford Counselling Service.</p> <p><b>Thrive</b> Social, emotional screening for all pupils across the school.</p>	<p>Improvement in communication leading to more robust and consistent approaches to behaviour management across the school, particularly relating to children with Pupil Premium who may be experiencing specific difficulties.</p> <p>Targeted intervention for children with high level SEMH needs to help reduce anxiety and behaviour incidents in school and enable children to gain better control of their own emotions.</p> <p>Thrive Training for a specific member of staff. Collaborative work with St Anthony's and Clapham Terrace with regard to improving provision for children's social and emotional provision. To support children in better managing their own SEMH needs.</p>	<p>The school has improved significantly. There has been a distinct reduction in the number of high tariff incidents and the school has established a clear system for dealing with challenging behaviour. There has been direct impact on the Pupil Premium children with high level behaviour difficulties and whilst this remains a key area for the school to focus, the new system and the more robust targeted support for individuals has brought significant benefit.</p> <p>The school has begun to develop staff and pupil understanding of SEMH needs and this will need to be further embedded through the continued roll out of Thrive.</p>	<p><b>CPOMS</b> £650.00</p> <p><b>Counselling</b> £6,000</p> <p><b>Thrive</b> 173 x £3.95 = £683 plus £1,525 for training of a specialist practitioner.</p>
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen</b>	<b>Estimated impact:</b> Did you meet the	<b>Lessons learned</b>	<b>Cost</b>

	action/approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)																																												
B.To reduce the in-school attainment gap between PPG pupils in reading, writing and maths.	<b>Accelerated Reader</b> Targeted reading intervention for children struggling with reading comprehension.	It was intended for pupils eligible for PP identified to make as much progress as 'other' pupils identified in maths, reading and writing.  Progress data for some year groups is showing a positive impact of this targeted work in the year groups where this is most embedded.	<b>Current Maths Data:</b> <table><tr><th colspan="3">End of Spring Term Progress Data 2016-17</th></tr><tr><th colspan="3">Expected Progress</th></tr><tr><th>Year 2</th><th>Year 5</th><th>Year 6</th></tr><tr><td>88</td><td>83</td><td>85</td></tr><tr><td></td><td></td><td></td></tr><tr><th colspan="3">End of Spring Term Progress Data 2016-17</th></tr><tr><th colspan="3">Better than Expected Progress</th></tr><tr><th>Year 2</th><th>Year 5</th><th>Year 6</th></tr><tr><td>63</td><td>29</td><td>69</td></tr></table> Pupil Premium are doing less well in English (reading and writing) at KS2. Therefore more target intervention for Pupil Premium children is required for the rest of this academic year and in 2017-18. Accelerated Reader needs to be specifically target at PP children. TA's need a better aware of the PP data and teacher and TAs need to work more concisely on targeting these children.  It was felt beneficial for Year 6 to have an additional member of staff supporting booster intervention and teaching as a result of the academic outcomes of 2016-17. <table><tr><th>Progress Measures</th><th>Disadvantaged</th><th>Non-disadvantaged</th><th>overall</th></tr><tr><td>Reading</td><td>0.3</td><td>-0.5</td><td>average</td></tr><tr><td>Writing</td><td>1.3</td><td>0.7</td><td>average</td></tr><tr><td>Maths</td><td>-3.4</td><td>-3.1</td><td>Well Below average</td></tr></table> There is clearly a positive impact this academic year on the progress of Year 6 with the AHT support. This has not been consistent this year due to staffing issues across the school.	End of Spring Term Progress Data 2016-17			Expected Progress			Year 2	Year 5	Year 6	88	83	85				End of Spring Term Progress Data 2016-17			Better than Expected Progress			Year 2	Year 5	Year 6	63	29	69	Progress Measures	Disadvantaged	Non-disadvantaged	overall	Reading	0.3	-0.5	average	Writing	1.3	0.7	average	Maths	-3.4	-3.1	Well Below average	<b>Cost:</b>  <b>Accelerated Reader</b> £1,545.00  <b>Intervention Staffing:</b> £39,118.00 TAs  <b>Year 6</b> 3 days per week of AHT support in Year 6 £12,000
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	<b>Intervention Staffing</b> Four Teaching Assistants for afternoon interventions across the school.  <b>Year 6</b> Additional teacher in Year 6																																														

			However, the recent impact demonstrates that this should be maintained and sustained in the academic year 2017-18 and embedded early on in the year.	
C.To increase targeted extended school opportunities for PPG pupils.	Forest School	Opportunity for all children to experience outdoor learning and support children in managing their SEMH needs.	Forest school reports indicate a significant impact on the Pupil Premium children who have taken part. This has helped improve behaviour and these children's confidence and ability to engage positively in outdoor learning.	£2,535
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
D.To increase the punctuality of PPG pupils through increased monitoring and engagement with families.	Breakfast Club Provision	This provision has benefited 49 families at Whitnash between April 2016 and April 2017. The school raised the profile of attendance. The school has managed attendance through robust office structures and procedures. The school tightened first day absence calls, letters through a graduated response to parents and targeted attendance meeting with parents.	The school needs to engage 5 other families in the CAF process related to pupil progress (pP children)  The school needs to ensure that unauthorised absence procedures are tightened.	<b>Cost:</b> <b>Breakfast Club</b> Also subsidised by Greggs Tulip (£600 per term) Cost for two members of staff for 10 hours per week £1,828.10 x2

D.To increase the punctuality of PPG pupils through increased monitoring and engagement with families.	Swimming trip cost to support Pupil Premium children. Cost of clubs support and school trips for Pupil Premium children	Funds allocated to support families with the costs associated with extra-curricular provision.	Families supported. The school now needs to ensure that all families with PP in need of this support are offered the appropriate level of support.	£8,500.00
<b>Total Spent: £82,940.00</b>			<b>Actual Allocation £73,680.00 (Reduced allocation during year from initial allocation of £80,940)</b>	