



Whitnash Primary School

'Learning, growing and succeeding together'

Pupil Premium Action Plan 2020-21



The principal focus of the Pupil Premium Review / Action Plan

- Funding is distributed to ensure a whole school strategy creates an ethos of achievement for all pupils and disadvantaged pupils. Pupil Premium funding is used to benefit all pupil premium children and supports the more able pupils as well as those who are underachieving, by enhancing core provision as well as extending and deepening opportunities for learning beyond the core provision on offer. At Whitnash Primary School we will be using the indicator of those eligible for FSM to ensure that Pupil Premium Funding has the intended impact, but given the schools context, we are also mindful that we may have many pupils who are equally disadvantaged (because of family situations or challenging circumstances) who may not meet the criteria for pupil premium funding but are just as deserving of support. Therefore, we ensure that our support mechanisms and strategies can, where required, similarly benefit whole cohorts of pupils as well as other identified vulnerable groups and individuals, to ensure all our pupils are given the best possible opportunity to achieve highly.
- Funding supports these children in subtle ways across the school, while planned interventions and support ensure academic and pastoral interventions address areas where these children are making slower progress. In most cohorts, there are a number of disadvantaged children who have severe and complex SEND with EHCP plans or statements or who have a place in the allocated Speech and Language provision. Consequently, for many of the low ability disadvantaged the achievement gap is harder to reduce. However, these children have all made progress against their smaller step targets and have accessed a very full and varied curriculum that has prepared them for the next stage in their education.
- One key objective in using the pupil premium grant is to diminish the difference in attainment between pupil groups. Our aim is to ensure children make good progress from their starting points and bridge the gap between disadvantaged children and non-disadvantaged children. Careful analysis of internal and external data, progress rates and the use of qualitative data is helping to ensure funding is used to maximum effect.
- As a school we have invested in ensuring all teachers and teaching assistants have had training in phonics. Money has been invested in appropriate interventions to ensure gaps in learning can be addressed. We have sought to make links with a number of external sources and have identified opportunities for children to have an enriched and enhanced experience of the curriculum. Projects in Science, the inclusion in many sporting opportunities, music and creative arts are some of the enrichment areas on which we focus to engage the children, particularly groups of disadvantaged children. We have also invested in enhancing pastoral care, engaging the most vulnerable families, and taking on board training around mental health and emotional well-being. We have invested heavily in the THRIVE programme, a successfully proven approach to support children's emotional and mental well-being.

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School Improvement Plan 1 Year Over-view 2020-21

Development Area	Overall Objectives	Interim Objectives (Autumn Term only)
Leadership and Management	Develop the staffing strategy to ensure that the roles of the senior leadership team are developed to reflect the growing and more complex needs of a two-form entry school.	<p>To develop new strategic roles based on the structure for 2020-21.</p> <p>To undertake performance management at all levels to ensure that the process is robust and targets for the new academic year strongly focus on closing the gaps in pupil progress and attainment caused by lockdown.</p> <p>Robustly manage all matters relating to school attendance in light of the compulsory return of pupils and any impact of COVID-19.</p>
Quality of Education	<p>To ensure that pupils make good or better progress in Reading and phonics. The improvements in EYFS and KS1 are consolidated and built upon and results at KS2 for reading are in line with those for writing and Mathematics.</p> <p>TARGET:</p> <ul style="list-style-type: none"> • Rec 72% GLD • KS1 Reading 80%, KS2 Reading 75% • KS1 Maths 78%, KS2 Maths 79% • KS1 Writing 75%, KS2 Writing 78% • KS1 Phonics 84% KS2 SPaG 79% • Continue to ensure teaching over time in all Year groups is never less than consistently 'good' and at least 50% is 'outstanding'. 	To undertake rigorous baseline assessment to quickly establish and close any gaps in pupil education resulting from lockdown.

Personal development	Reducing the negative impact of the disruption to schooling experienced by pupils because of COVID.	To undertake a thorough pupil well-being and safeguarding audit to robustly identify any support needed for individual pupils resulting from lockdown.
Behaviour and Attitudes	To identify and make provision for those pupils who need “catchup” in terms of their academic, social and emotional progress	

Pupil Premium Strategy

1. Summary information					
School	Whitnash Primary School				
Academic Year	2020-21	Total PP budget	£104,720.00	Date of most recent PP Review	January 19
Total number of pupils	289	Number of pupils eligible for PP FSM	77 PP FSM 87	Date for next internal review of this strategy	January 21

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

End of Spring Data 2019-20 Pure Pupil Premium Data

Reading	Age Related Expectations				Progress		
	B	w	E		B	W	E
Rec	30	70	10		20	80	30
Year 1	28.6	71.4	28.6		28.6	71.4	28.6
Year 2	16.7	83.3	33.3		0	100	42.9
Year 3	28.6	71.4	21.4		28.6	71.4	7.1

Year 4	50	50	12.5		55.6	44.4	
Year 5	50	50	20		30	70	0
Year 6		100	100				100

Writing	Age Related Expectations				Progress		
	B	w	E		B	W	E
Rec	30	70	10		50	50	20
Year 1	28.6	71.4	28.6		14.3	85.7	14.3
Year 2	16.7	83.3	33.3		0	100	14.3
Year 3	42.9	57.1	14.3		42.9	57.1	0
Year 4	62.5	37.5			22.2	77.8	
Year 5	30	70	10			100	
Year 6	50	50	25			100	25

Maths	Age Related Expectations				Progress		
	B	w	E		B	W	E
Rec	40	60	10		40	60	10
Year 1	14.3	85.7	28.6		14.3	85.7	57.1
Year 2	16.7	83.3	33.3		0	100	28.6
Year 3	28.6	71.4	28.6		21.4	78.6	7.1
Year 4	37.5	62.5			44.4	55.6	
Year 5	40	60	30		10	90	
Year 6		100	50			100	25

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

The school makes no assumptions about any individual pupil or family's situation, including for those pupils eligible for the pupil premium. We are also very aware that the context of the school means that just because pupils are not eligible to the pupil premium, they may still face significant challenges and barriers to their educational success and therefore are just as entitled to receive high levels of support in order to thrive at school and in life. In very broad terms, we have found the following barriers are common for a number of pupils, including those eligible for the Pupil Premium, for whom the school needs to deploy additional resources in order to ensure that they are able to fully engage in their education and achieve well over time:

A.	PP children with another identified need e.g. SEND are making less progress and working below ARE in all areas. Currently approximately 47% of the PP register have another identified need.
B.	Few PP are working at and above age-related expectations in writing, compared with Maths and Reading.
C.	Currently a significant portion of PP children in school continue to have difficulty with aspects of their social and emotional wellbeing.

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

D.	<p>PP children with another identified need e.g. SEND are making less progress and working below ARE in all areas. Currently approximately 47% of the PP register have another identified need:</p> <ul style="list-style-type: none"> Typically, around pupils enter the school with skills and abilities in key areas of development which are below the developmental milestones expected for their age. Pupils entered the school with particularly poor baseline scores in communication, literacy and Reading. SEN/D Pupil Premium children have lower baseline scores on entry within the cohort. This year there is only 1 PP child of the 14 identified who is working comfortably at ARE. As a result of lower starting points on entry, a proportion of children with identified needs in language and literacy, do not pass the phonic screen in Year 1. Whilst the school have many EAL children new to the country forming part of our cohorts, few of these children are identified as PP. SEND / PP not reaching ARE is likely to be exacerbated with the impact of COVID-19 lockdown, unless school is successful in ensuring all SEND pupils continue to attend school during lockdown.
E	Few PP are working at and above age-related expectations in writing, compared with Maths and Reading. This is likely to be exacerbated with the impact of COVID-19 lockdown.
F	Currently a significant portion of PP children in school continue to have difficulty with aspects of their social and emotional wellbeing or in their home life. This is likely to be exacerbated with the impact of COVID-19 lockdown.
G	The lived experience of a significant proportion of PP children means that there is necessary Early Help and Social Care involvement. There is also a number of families with historic involvement. A small proportion of these children also have some attendance/punctuality concerns.
H	A number of our families are difficult to reach and would prefer not to engage with school. They show lack of ambition or drive for school to be successful for their children. Completing homework, attending events and generally being involved in their child's development is not something they willingly participate in and need persistence on the school's part to engage them. This, on occasion, is due to them having had difficulty themselves during their own schooling. Without this partnership, the children's progress rate is slower.

I	Some parents have a lack of financial ability to support their children with our school visits and our residential experiences as well as swimming provision and music provision. They also struggle to provide the correct equipment such as PE kits. A number of children can't afford to engage in extra circular activities	
4. Desired outcomes		
Desired outcomes and how they will be measured		Success Criteria
Continue to improve the progress and attainment of PP children with an identified additional need e.g. SEND. To reduce the in-school attainment gap between PP pupils in Reading, Writing and Maths		Pupils eligible for PP who are also identified as SEND, make improved progress e.g. make expected progress compared with non PP/non SEND pupils.
To ensure a higher proportion of PP are working at or above ARE in writing, and therefore make good or better progress in writing.		Pupils eligible for PP make good or better progress in writing each half term. Measured in by teacher assessments and moderation.
To continue to increase targeted support for PP children with an identified social and emotional difficulty, specially targeting their learning behaviour and attitudes to learning. To continue to increase the targeted extended school opportunities for PP pupil, with a particular focus on health and well-being, and promoting home learning during lockdown and term time in general.		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, the impact that lockdown may cause and their wider SEMH needs linked to their own individual circumstances.
To continue to increase the attendance and punctuality of PP pupils through increased monitoring and engagement with families.		Raise attendance of PP children to 95%. Reduce lateness of PP to the same as non-PP children. Reduce the % of authorised and non-authorised absence of PP to bring this in line with non-PP children.

Monitoring and Measuring the Impact of the Pupil Premium

The in-year planning of targeted interventions (based on evaluation of impact) is driven by pupil level data and pupil progress review meetings which take place at least termly, or more frequently (e.g. Year 2 & Year 6), where required, for particular individuals, cohorts or interventions. Decisions about which pupils should be subject to which interventions or additional support is made dynamically, according to need, and always on the basis of evidence. Underachieving pupils are identified, as well as those pupils who may benefit from additional input to achieve higher levels. This utilises both assessment information, which is generated by the intervention itself, as well as assessments of pupils' progress through the school's assessment system (Target Tracker).

In measuring the impact of interventions and strategies funded through the pupil premium, we always give due regard to the following basic expectations for the achievement and progress of disadvantaged (and other underachieving) pupils at our school:

- We expect all pupils to achieve highly and to make at least good or better progress from their starting points.
- Disadvantaged pupils are expected to make similar or better progress over time when compared with other pupils across the school (and where data is available, when compared with other pupils nationally).

- High ability disadvantaged pupils are targeted for attainment outcomes so that they achieve at least in-line with or better than the national average attainment at the end of Key Stage 2. In the majority of year groups, the attainment of disadvantaged pupils is lower, challenging progress and attainment targets should be set so that the gap is closed over time.
- All pupils, including disadvantaged pupils, are entitled to thrive through access to a broad, balanced and rich curriculum, which supports them to understand the context of their own lives, broaden their views and equips them with life skills

Planned Expenditure

Funding will be targeted at the following areas:

- 1) **Teaching** – to improve the overall quality of teaching for PP children
- 2) **Targeted Academic Support** – to improve the individualised support for PP children.
- 3) **Wider Strategies** – to support PP children with overcoming barriers linked to their wider experience.

Teaching and whole-school strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
Continue to improve the progress and attainment of PP children with an identified additional need e.g., SEND To reduce the in-school attainment gap between PP pupils in Reading, Writing and Maths	Target Tracker	To enable scrutiny of progress data for all pupils, and to analyse, monitor and address the progress gap between PP and none-pp children the school deem it appropriate to purchase an assessment package/subscription that allows this depth of analysis. It is also important that this system is readily available and accessible to teachers as a working tool to continually monitor the progress of groups within their classes.	Pupils eligible for PP who are also identified as SEND, make improved progress e.g. make expected progress compared with non PP/non SEND pupils	DE / DH	Half termly SLT data analysis Weekly / daily input and analysis by teachers Governors to oversee progress data annually. COST: £1,488.00

	Accelerated Reader	<p>The school has had a great deal of success with this programme, which is supporting children with their reading comprehension. This programme allows teachers to scrutinise the progress data relating to pupil's reading progress, reading ages and skills gaps and it is supporting the targeted planning of reading provision within classes. It is deemed appropriate that this close monitoring of reading progress will support the children in closing the gap for all pupils, including those with PP.</p> <p>The programme is also motivational in promoting reading engagement for many of our reluctant readers, many of whom are PP.</p>		JN / DE / Teachers	<p>Weekly scrutiny and monitoring of reading progress for all children. Half termly SLT data analysis</p> <p>COST: £2, 250.00</p>
	Consortia Fee	<p>In order for the school to work with the local consortia to benefit from joint training linked to quality first teaching there is a set subscription fee. This subscription also supports the assessment moderation work undertaken across the local schools which supports the school in targeting support and progress barriers for PP in reading, writing and maths.</p>		DE	<p>Termly moderation supports the work of teachers in making accurate judgements and planning next steps for individuals and groups.</p> <p>COST: £582.00</p>
	School Improvement Partner	<p>In order to support the school provision for PP, the school intends to utilise the support of the SIP to review the schools current PP provision and support individual staff through a coaching model to make further improvement in the teaching and targeted provision for PP children.</p>			<p>The work will be undertaken in the Spring Term and reviewed accordingly.</p> <p>COST: £3,500.00</p>
	Total budgeted cost				
					£ 7, 820.00

Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
To ensure a higher proportion of PP are working at or above ARE in writing, and therefore make good or better progress in writing.	Teaching Assistant Support	The school is keen to always ensure that the deployment of adult resource is well-targeted to address children's gaps in learning and catch up. Therefore the school ensure at least 25% of the allocated Teaching Assistant provision is each class is targeted at PP children. The school uses the 'Pupil Premium Blink' monitoring and data analysis and Pupil Progress Meeting to support teachers in ensuring they fully understand the needs of the PP in their class. The school deems it appropriate to direct funding to support this TA allocation from PP funding.	Pupils eligible for PP make good or better progress in writing each half term. Measured in by teacher assessments and moderation.	DE / SLT / TAs	Half termly data analysis and Pupil Progress Meetings Blink reviews ongoing Half termly SEND reviews of targeted interventions. COST: £35,143.82
	Assistant Head Targeted Boosters	Each year the school ensures that Year 6 pupils progress is supported ahead of the Statutory Assessment Tests. This helps ensure remains gaps for PP and other vulnerable groups are supported. The school deem this an appropriate use of PP funding.		DH / LS	Boosters from Dec to May/June – impact reviewed weekly COST: £1, 245.00
	Teaching Assistant performance Management	Following a full review of TA deployment, the school will seek to improve the quality and impact of the TA provision in school, particularly in relation to 'closing the gap' for key groups of pupils. It is deemed appropriate to provide release time to the SENCo who will drive this agenda.		TAs and LMc	TA impact will be reviewed in the Spring Term and this work will be supported by the EP and SENCo COST: £1,520.00

To ensure a higher proportion of PP are working at or above ARE in writing, and therefore make good or better progress in writing.	Educational Psychologist	The school has traditionally trade SEND services from the Local Authority. However, it is evident that the quality of the EP service offers a great deal to our children. Therefore this year the school will not be purchasing support from the Specialist Teacher Service but will be increasing the EP hours instead as this is deemed to have a great impact on our children's provision and wider support. Of these hours purchased, approximately 50% of this provision is spent on children identified on the PP register. Therefore it is deemed an appropriate use of allocated funding.	Pupils eligible for PP make good or better progress in writing each half term. Measured in by teacher assessments and moderation. This provision also supports children SEMH development.	DE / LMc EP Service	Impact will be reviewed in the Spring Term and this work will be supported by the EP and SENCo COST: £6, 672.00 (£13, 344.00)
Total budgeted cost					£ 44,580.00
Wider strategies					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	What is the intended impact?	Staff lead	When will you review implementation?
To continue to increase targeted support for PP children with an identified social and emotional difficulty, specially targeting their learning behaviour and attitudes to learning.	<p>CPOMS</p> <p>Thrive Training</p> <p>Thrive Subscription</p>	<p>In order to tackle and support children's SEMH needs the school requires a robust monitoring system which allows an individual oversight of children's precise needs and any incidents that have occurred. CPOMS allows this analysis and supports the school in ensuring swift action is taken for children where issues arise. The school deem this an appropriate use of PP funding to target SEMH need.</p> <p>Thrive supports children with their emotional health, wellbeing and social skills, all of which are needed to enable learning to take place. The Thrive Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour. Working with parents and class teachers, our Thrive practitioners carry out assessments of identified children's social, emotional and behavioural needs which help us to build an Action Plan of targeted strategies and activities to help children re-engage with learning and life. The school is committed to training staff annually to further embed and improve this provision. The school deem this an</p>	<p>Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).</p> <p>Pupils in receipt of PP are supported with social and emotional aspects of their learning, the impact that lockdown may cause and their wider SEMH needs linked to their own individual circumstances.</p>	<p>DE / DSLs / SLT / Teachers</p> <p>DE and Thrive Lead</p>	<p>Daily oversight Formulates part of the termly safeguarding report to governors and in-school DSL safeguarding reviews.</p> <p>S The school deem this an appropriate use of PP funding to target SEMH need.</p> <p>COST: £900.00</p> <p>Termly oversight of whole-class and individual action plans by Thrive Subject leader</p> <p>Subscription COST: £2,000.00</p> <p>Training COST: £2,700.00</p>

	Thrive Room Development	<p>appropriate use of PP funding to target SEMH need.</p> <p>As the school has invested heavily in Thrive over the last 4 years, we are keen to ensure the Thrive learning environment is a safe, welcoming and nurturing space for children with the highest level SEMH needs. Therefore, alongside allocated Capital Funding for the Thrive Room project for this financial year we deem it appropriate to allocate a one-off lump sum to provide the necessary resources for this space.</p>		DE / Governors/ Thrive lead	<p>To be reviewed alongside the capital project.</p> <p>COST: £23,000.00</p>
	SEMH Support	<p>An allocated pupil on role required additional direct 1:1 input for mental health which is not covered within the EHCP funding. As the needs of this pupil are relating to PP factors, it is deemed appropriate to support this cost through the PP funding allocation.</p>		DE/ LMc	<p>One off cost: £3,000.00</p>
	Forest School	<p>Forest School has been a proven SEMH intervention for children in our school over recent years. To ensure that all children are benefiting from this opportunity the school have widened the provision to ensure that every class has an opportunity for a curriculum linked Forest School provision throughout the year. This is deemed an appropriate enhanced learning opportunity funded by PP.</p>		DE / SLT	<p>A termly programme of Forest School is planned for all children. COST: £3,000.00</p>
	Art Enrichment	<p>The school has been successful historically in providing enhanced learning opportunities</p>		Curriculum Leads / DE / LMc	<p>To support targeted projects the school have allocated</p>

	Art Therapy	to children in Art. This has targeted pupils with Art talents on the PP register. The sense of achievement and wider enrichment from this provision is to the benefit of many PP children. This is deemed an appropriate enhanced learning opportunity funded by PP.			funds which will be reviewed after each project. COST: £1,800.00
	One Day Creative Workshops	The school is keen to invest in provision for Anti-bullying and wide SEMH support for children. The OneDay Creative workshops held last year were an ideal way to promote key messages and deliver a quality resource relating to Anti-Bullying. For the subscription the school has access to resources to support the targeted work on wider SEMH needs.		Curriculum Leads / DE	A termly programme is planned for all children. COST: £450.00
To continue to increase the targeted extended school opportunities for PP pupil, with a particular focus on health and well-being, and promoting home learning during lockdown and term time in general.	Breakfast Club	Some parents who wish to access Breakfast Club to enable them to work find the costs associated a challenge. In order to support families to be able to access this provision and therefore work, the school deems it appropriate to support the costs for this provision. Other families have children in 2 schools and therefore need this support to enable them to get both children to school on time. They are disadvantaged by the costs of this provision, so school deem it appropriate to support families with identified PP with this barrier. Supporting families in this way ensures that these identified children are in school and punctual.	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, the impact that lockdown may cause and their wider SEMH needs linked to their own individual circumstances.	DE / JH	Reviewed as part of termly finance meetings and cost centre analysis £665.00 x 7 children COST: £4,655.00
	School Milk			JH	Reviewed as part of termly finance meetings and cost centre analysis

	Sundries support	<p>School Milk is a paid for from PP funding. Children are entitled to free milk up until they are 5 years old. Parents can pay for it after this date. So not to disadvantage PP children, the school continues to offer this free provision for milk to support the health and well-being of PP children.</p> <p>Many families need support during term time for issues relating to a range of financial difficulties from taxis, uniform, after-school provision etc. It is deemed appropriate to ear-mark a proportion of PP funding to support these occurrences.</p>		SE / SLY / JH	<p>COST: £150.00</p> <p>Reviewed as part of termly finance meetings and cost centre analysis</p> <p>COST: £500.00</p>
	Trips and Residential	<p>Many families need support during term time for issues relating to a range of financial difficulties, in particular school trips and residential outings can place a burden on families. School wants to enable equality of opportunity for all children. Therefore, it is deemed appropriate to ear-mark a proportion of PP funding to support these occurrences.</p>		JH / DE / SLT	<p>Reviewed as part of termly finance meetings and cost centre analysis</p> <p>COST: £500.00</p>
	Bayleaf Cookery	<p>The school have been successful in previous years in supporting children with their general health understanding. It is recognised that many PP children in our school have a limited diet. The school is trying hard to promote healthy eating and food education. Therefore, all classes are targeted for cookery lesson through the BayLeaf Cookery School with high quality cookery lessons. This is deemed an</p>		DE / SLT	<p>Will be reviewed after each term.</p> <p>COST: £2010.00</p>

		appropriate enhanced learning opportunity funded by PP.			
To continue to increase the attendance and punctuality of PP pupils through increased monitoring and engagement with families.	Office Assistant – Attendance Monitoring	The school know the importance of tracking and monitoring school attendance. This is often a time-consuming task and requires daily monitoring. Therefore, the school deem it appropriate to assign a proportion of the Office Assistants time to undertaking this role (1 hour per day)	Raise attendance of PP children to 95%. Reduce lateness of PP to the same as non-PP children. Reduce the % of authorised and non-authorised absence of PP to bring this in line with non-PP children.	NT / DE /	Reviewed daily – checking first day absence, patterns and persistent absence. COST: £70.00 per week = £2, 730.00
Total budgeted cost					£47, 395.00

Total allocation from this plan	£99, 295.00
Difference in allocation to planned expenditure (contingency)	£4,925.00