

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Whitburn Primary				
Academic Year	2018/19	Total PP budget	£74,600	Date of most recent PP Review	Commencing Sept. 2018
Total number of pupils (Y1-6)	138	Number of pupils eligible for PP	36 (19.7%)	Date for next internal review of this strategy	Sept. 2019

2. Current attainment

The Year 6 cohort consisted of 31 pupils. 19% of the class were eligible for pupil premium 6 children) 2018 data

2018 data	Pupils eligible for PP (6)	Pupils not eligible for PP (25)
Number of children attaining the expected standard in KS2 reading-cohort 77%	50% of pp chd met expected standard	84% met the expected standard
Reading progress measure	-3.3	-1.3
Reading scaled score	96.5	105.4
Number of children attaining the expected standard in writing-cohort 77%	33.3% of PP chd met the expected standard	88% met the expected standard
Writing progress measure	-8.88	0
Writing scaled score		
Number of children attaining the expected standard in maths-cohort 74%	66.7% of PP children met the expected standard	71% met the expected standard
Maths progress measure	-0.8	-1.5
Maths scaled score	98	104.5

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

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

A.	The children have developing inference and deduction skills that need further support.	
B.	The children need to be taught reasoning alongside fluency to access the reasoning papers more securely.	
C.	Children who are disadvantaged or have SEND need intervention to secure any gaps in basic skills in both English and Maths.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Parents have a lack of understanding of how to support their children's reading and numeracy skills.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	To improve the number of children at the expected level in reading in KS2.	2019 data increase to 84% (27) achieving expected standard in reading (84% - 10) PP
B.	To improve children's inference and deduction skills, by teaching the skills implicitly.	Children are able to read longer texts at speed and answer questions accurately. Comprehension and guided reading activities show children have a wider vocabulary and understanding of more complicated texts
C.	To improve basic maths skills and reasoning by covering this each lesson and also as extra intervention.	2019 data increase to 81% (26) achieving expected standard in mathematics (92% - 11) PP
D.	To arrange parental workshops to enable parents to support children's learning in reading, grammar and maths.	Improved attendance at meetings leads to higher levels of parental engagement and support for children

5. Planned expenditure

Academic year

2018-19

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?
84% Y6 PP children to meet expected outcomes in reading and 92% maths 2019	<ul style="list-style-type: none"> Reduce class size and increase adult support through target interventions Appropriate intervention identified, carried out and evaluated Additional one to one reading for less able readers 4 times per week Data tracking meetings analyse the performance of all groups of children half termly 	<ul style="list-style-type: none"> NFER report supporting the attainment of disadvantaged pupils showed an 18.8% increase in outcomes using paired or small group teaching NFER indicated a 15.6% increase in outcomes using one to one tuition NFER indicated that personalised learning plans enhanced outcomes by 2.0% NFER report highlights data driven schools which focus on early intervention rather than end of key stage raised attainment more effectively 	<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention mapping completed</p> <p>Fortnightly Y6 team meetings</p> <p>Half termly data analysis meetings</p>	<p>A Burden H Marshall G Maddock</p> <p>Phase leader monitoring</p>	<p>Half termly</p> <p>Fortnightly Y6 team meetings.</p> <p>Half termly data analysis meetings</p>

<p>To narrow the gaps in the performance of PP children in reading across the school</p>	<ul style="list-style-type: none"> Data tracking meetings analyse the performance of all groups of children half termly Half termly chronological reading tests to be undertaken, progress monitored and intervention planned School development plan to focus on the use of TAs to further enhance teaching of reading and target gaps through intervention. 		<p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention trackers completed</p> <p>Half termly data analysis meetings</p>		<p>Reading ages monitored termly with expectation of an increase of 4 months per child per term</p> <p>Half termly data review and intervention analysis.</p> <p>Bi-annual performance management meetings</p>								
<p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p>	<p>Targeted differentiation and challenge, high quality marking</p> <p>Reasoning type tasks for deeper thinking and mastery tasks for applying skills in other areas.</p>	<p>A successful strategy which was used in school last year.</p> <p>To maintain good outcomes at greater depth standard.</p> <table border="1" data-bbox="707 778 1151 890"> <thead> <tr> <th colspan="2">Target-greater depth</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38% (34% PP)</td> </tr> <tr> <td>Writing</td> <td>38% (34% PP)</td> </tr> <tr> <td>Maths</td> <td>38% (34% PP)</td> </tr> </tbody> </table>	Target-greater depth		Reading	38% (34% PP)	Writing	38% (34% PP)	Maths	38% (34% PP)	<p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p>	<p>A Burden G Maddock</p>	<p>Year 6 meetings fortnightly</p> <p>Half term data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p>
Target-greater depth													
Reading	38% (34% PP)												
Writing	38% (34% PP)												
Maths	38% (34% PP)												
<p>To ensure quality first teaching for all by increaseing the quality and focus of CPD in writing.</p>	<p>Staff training:</p> <ul style="list-style-type: none"> GPAS Spelling Moderation Intervention training 	<p>The NFER report reiterates that this can lead to an improvement of 18.7%</p> <p>This also proved a very successful strategy in school last year.</p>	<p>Training to be completed on planning for a writing curriculum.</p> <p>Training to be completed for the mechanics of teaching writing skill.</p> <p>CPD evaluations and post training expectations(i.e. work reflected in books, changes to practise in lesson observations etc)</p> <p>Performance management targets</p> <p>Changes to practise and impact on teaching and learning</p>	<p>A Burden H Marshall G Maddock</p>	<p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews</p> <p>Work scrutinies</p> <p>CPD audit</p>								

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading and writing sessions.	Lexia Plus 1 Power of 2 Springboard One to one Read, Write Inc. Additional one to one reading	NFER indicates that paired or small group additional teaching had an impact of 18.8%	TA training Regular scrutiny Impact statements based on pupil observations and data analysis	G Maddock H Marshall	Half termly
Children in Y5/6 who are not meeting standard to be taught bespoke curriculum by extra teacher (ZP)	3 days per week bespoke teaching to children who are just below expected and need extra gap intervention of basic skills and reasoning.	NFER indicates that paired or small group additional teaching had an impact of 18.8%	Following teacher's planning but tailored to the needs/gaps of the children attending. 1:1 feedback to teacher each day and marking of work to ensure work is correct for children to meet standard.	H Marshall SLT Z Peart	Half termly
Tailored support for staff to improve the percentage of PP children attaining the expected standard in reading/Ma To narrow the gap in attainment of PP/non PP children in R/wr/Ma	Targeted CPD SMT/school to school support to improve quality first teaching Targeted interventions as above	Analysis of Y4 data (2017/18 – current Y5 2018/19) showed gaps in attainment and progress (impact of tumultuous staffing situation)	Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners	G Maddock A Burden	Half termly- and as part of the monitoring cycle Data reviews

<p>To further narrow the gap in attainment of PP children/non PP children to less than 33.3% in reading, writing, maths</p> <p>To improve the percentage of children attaining expected standard in reading, writing and maths</p>	<p>Quality first teaching</p> <p>Targeted interventions as above</p>	<p>Last year's Y2 data showed negligible difference for PP/non PP children using this model.</p>	<p>Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis</p> <p>Interventions will be monitored through intervention planners</p>	<p>G Maddock A Burden</p>	<p>Half termly- and as part of the monitoring cycle</p> <p>Data reviews</p>
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Total budgeted cost £36, 300

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To develop the whole child through broadening their real, life experience</p>	<p>Supporting after school clubs</p> <p>Supporting a Healthy eating agenda: Key Stage Two eating a daily healthy snack</p> <p>School trips and curriculum "Hooks" to broaden experiences and engage</p> <p>Change for life experiences boot camp, allotment, cooking</p> <p>Thurston and Bush craft experiences provided for KS2 children.</p>	<p>Successful last academic year and further developed to incorporate Change for Life experiences/Bush craft trip</p>	<p>Attendance at After school clubs</p> <p>Pupil voice</p> <p>Levels of pupil interest and engagement</p>	<p>Curriculum lead to co-ordinate</p>	<p>Termly</p>
<p>To enable children to develop their mechanics of writing. By focusing on writing structure and basic skills.</p>	<p>Staff training in planning for writing and subject knowledge of teaching the skill of writing and expanding GPS.</p>	<p>Analysis of within books across school shows a gap in provision for the teaching of writing structure skill.</p>	<p>Work scrutiny-evidence in work books. Conversations with children.</p> <p>Coaching sessions?</p>	<p>H Marshall</p>	<p>Half termly</p>

To enable children to develop their thinking skills with problem solving and reasoning.	Staff training for teaching the skill of mastery: problem solving and reasoning. Challenging the more able.	Analysis within book scrutiny. Talks with the children. Talks with staff.	Analysis within book scrutiny. Talks with the children. Talks with staff. Coaching sessions?	G Maddock	Half termly.
Total budgeted cost					£18,000