

Pupil premium strategy statement Whitchurch Primary School 2017/18

1. Summary information					
School	Whitchurch Primary				
Academic Year	2017/18	Total PP budget	£11,720	Date of most recent PP Review	n/a
Total number of pupils	135	Number of pupils eligible for PP	8	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
NB: Based on 3 year average due to small number of pupils	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100%	60%
% making progress in reading	100%	72%
% making progress in writing	100%	79%
% making progress in maths	100%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional development: academic progress of pupils across the school (mostly eligible for PP) being effected by social and emotional needs eg home circumstances
B.	Gaps in learning: pupils eligible for PP are not on track to reach national expected standard by the end of Key Stage. Currently on track: Reading 50% and Writing 38%
C.	Behaviour for learning: off task behaviour an lack of focus for a group of pupils eligible for PP is having a detrimental effect on their academic progress

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Provide pupils with skills to be enable them to build their emotional resilience.	Pupils eligible for PP are able to use skills for emotional resilience. Parents and pupils report positively about emotional well-being.
B.	Closing of the gap between pupils eligible for PP and those not eligible nationally.	Pupils eligible for PP make as much progress as other pupils nationally, using statutory results or standardised tests in reading.
C.	Less off task behaviour.	Pupils eligible for PP have fewer behaviour incidents recorded. QCA Behaviour Checklist shows improved score.

5. Planned expenditure					
Academic year					
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: Provide pupils with skills to be able them to build their emotional resilience.	On-going supervision for ELSA	EFF research identifies Social & Emotional learning as +4 months in its research. A number of children have been identified as benefiting from specific Emotional Literacy support	ELSA trained by Ed Psych Service. Regular supervision sessions. Review meetings in school	DC AC	January and June 2018
C: Behaviour for learning: off task behaviour an lack of focus for a group of pupils eligible for PP is having a detrimental effect on their academic progress	CPD for supporting children specific behavioural needs	EFF research supports behaviour interventions as having +4 months impact	Pupil progress meetings. Regular teacher and TA discussions.	DC	January and June 2018
Total budgeted cost					£300
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?
B: Closing of the gap between pupils eligible for PP and those not eligible nationally.	1:1 tuition to support pupils	1 to 1 tuition EFF research suggests +5 months based on extensive evidence. Prior evidence of this approach in school successful.	Observation of 1:1 tutors. Liaison time between class teacher and tutor. Planning time for tutor to ensure staff have sufficient preparation time.	DC PM	January and June 2018

A: Provide pupils with skills to be enable them to build their emotional resilience.	1 to1 or small group sessions with ELSA	EFF research identifies Social & Emotional learning as +4 months in its research. A number of children have been identified as benefiting from specific Emotional Literacy support	ELSA trained by Ed Psych Service. Regular supervision sessions. Review meetings in school	DC AC	January and June 2018
C: Behaviour for learning: off task behaviour an lack of focus for a group of pupils eligible for PP is having a detrimental effect on their academic progress	1:1 TAs to help support learning and behaviour	Certain children need 1:1 support to settle at key times in the day, to support with learning and to help integrate within the classroom.	Adapt timetable as necessary and ensure action plans are in place and change accordingly.	DC	January and June 2018
Total budgeted cost					£10,050
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?
Access to extracurricular activities and school trips.	Provide additional funds so no child misses out.	All children have access to extracurricular activities and school visits. No child misses out.	Discreetly ensure parents know that we offer this. All children take part in a range of activities.	FB	Termly
Total budgeted cost					£580.50

6. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Focus on pupils fluency and conceptual understanding in maths through increased use of manipulatives	Maths training	100% of pupils at KS2 met the expected standard in their SATS tests. 90% of pupils at KS1 met the expected standard in their SATS tests.	Continue to develop this approach. Training for TA's. Monitoring to ensure consistency. Further training for parents.	£1170
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Tuition to support English and maths across school – filling key gaps.	1 to 1 tuition to support teachers/pupils where necessary	Accelerated progress for pupils receiving 1:1 support.	Tutor training to keep up to date with school's current strategies and approaches.	£8165
Improved reading level, confidence and enjoyment	Establish & implement Reading Intervention for younger pupils to improve skills and confidence	Accelerated reading age for specific PP pupils	Use this intervention with other Non-PP pupils. Identify further resources as progress accelerates.	
Improved writing levels, confidence and enjoyment	Write away together, Handwriting and spelling interventions	Accelerated progress for pupils receiving this support.	Identify further resources for handwriting group.	

Children taught skills for emotional resilience	1 to1 or small group sessions with ELSA	Positive feedback from pupils, parents and staff. Improved friendship skills leading to less recorded behaviour for learning incidents.	Dedicated space for ELSA. Review timetable.	£2625
Pupils integrated into lessons	1:1 TAs to help support learning and behaviour	Behaviour monitoring demonstrated no increase in number of recorded behavioural incidents.	Strategies for supporting these pupils in small groups to develop PP pupils' independence and self-monitoring skills.	£1720
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children able to attend after school activities or clubs and go on school trips.	Pay for additional activities and school visits.	Children have been able to participate in guitar, swimming, street dance, Karate, Football club and supported counselling as needed. Every child attends school trips.	This will continue, where families are struggling to afford to send their children to additional activities that will benefit and develop their children.	£498

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

School consults with teachers, pupils and parents to help identify key areas and focuses for PP children.

School Uses EFF Teaching and learning toolkit to review international evidence on teaching 5-16 to help with inform judgements on how to target funding effectively.

School regularly carries out an audit of it's pupil premium provision.