



Pupil premium strategy statement:

| 1. Summary information | | | | | |
|------------------------|--|----------------------------------|---------|--|----------|
| School | Whitwick St John the Baptist CE Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £91,800 | Date of most recent PP Review | Feb 2015 |
| Total number of pupils | 343 | Number of pupils eligible for PP | | Date for next internal review of this strategy | May 2018 |

| 2. Current attainment year 6 outcomes 2017 | | |
|--|-----------|-------------------------------|
| meeting expected standard | <i>PP</i> | <i>Non PP school/national</i> |
| Reading | 79 | 50 / 77 |
| Writing | 93 | 66 / 81 |
| Maths | 86 | 63/ 80 |
| Reading,writing,maths | 71 | 44 / 67 |
| Grammar Punctuation and Spelling | 86 | 47/ 82 |
| 3. Progress Measures | | |
| Reading | -2.89 | -2.12 / |
| Writing | | / |
| Maths | -2.08 | 1.27 / |

| 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. | Poor language acquisition and communication skills leading to poor reading skills | |
| B. | Emotional and mental well being | |
| C. | Specific learning difficulties (dyslexia) affecting progress in writing and maths | |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| D | Lack of cultural experience (art, music, multicultural) | |
| E | Lack of routine (sleep, food, homework,) | |
| F | Low aspiration as a result of low levels of higher education in adults, poor experience of the wider world | |
| 4. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Language and communication improves so that children can understand and process information in lessons more effectively. EYFS GOOD LEVEL OF DEVELOPMENT Y1 PHONICS Y2 ASSESSMENTS Y3-5 ASSESSMENT AGAINST AGE RELATED BAND Y6 SATs | Parents and children communicate more effectively Children understand instructions Children process information and respond clearly Children make good progress from their starting point PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve at least in line with non-PP children. |
| B. | Children are better prepared for school and able to cope with their emotional needs to reduce negative behaviours. They take a more active part in their learning | Children build stronger relationships Children develop empathy and have higher self esteem Children have fewer fall-outs |

| | | |
|-----------|--|--|
| | <p>REFERRALS TO FAMILY WORKER REFERRALS TO ELSA TEAM POINTS STRIKES LEARNING OUTCOMES – AGE RELATED BANDS</p> | <p>Children need less support in class time to resolve friendship issues Children manage their emotions more effectively Children are more active learners Children make good progress from their starting point</p> |
| C. | <p>Children receive appropriate resources and support as a result of specialist intervention AGE RELATED BANDS - WRITING One to one teaching allows children to have gaps in learning diminished through personal intervention plans AGE RELATED BANDS MATHS</p> | <p>PP children become more confident writers Staff are able to support more effectively due to training and resources One to one teaching diminishes gaps in prior learning and children make good progress from their starting point Outcomes in maths assessments improve Children are able to access age related concepts more confidently The difference between PP and non PP diminishes</p> |
| D. | <p>Children are given opportunities to learn an instrument; take part in a performance; take part in art activities and learn about other cultures through visits and visitors; take part in sporting activities and residential visits. This has an impact on children's confidence and awareness of wider opportunities and has a positive impact on learning. NUMBER OF CHILDREN LEARNING AN INSTRUMENT PERFORMANCE ATTENDANCE PARTICIPATION IN VISITS</p> | <p>Children show more confidence in themselves as learners Children take part in shared events and bond with peers Children develop resilience through practice Children show better understanding and tolerance of other cultures</p> |
| E. | <p>Support for parents improves punctuality and attendance. Children attend breakfast club and start the school day ready to learn. Behaviour management improves at home which impacts positively in school. Homework is supported which improves outcomes and attainment. ATTENDANCE REGISTER ATTENTION IN LESSONS BEHAVIOUR LOG FAMILY WORKER LOG</p> | <p>Attendance and punctuality improves Behaviour is improved Homework is completed and outcomes improve</p> |
| F. | <p>Opportunities to visit other schools, cultural experiences, residential visits. Visitors to school to talk about careers, inspirational activities with scientists, engineers and others RECORD OF VISITS, VISITORS</p> | <p>Outcomes for children are improved as they see a purpose for learning. Tolerance for other cultures is improved. Children are more involved in their lessons</p> |

| | | |
|--|--|--|
| | | |
|--|--|--|

5. Planned expenditure

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? |
|--|---|--|---|------------|--------------------------------------|
| Quality first teaching ensures the difference diminishes | IRIS in class lesson video system to support improvements and developments in quality of teaching | The teacher has the most impact on the children. They need to be able to reflect on their practice and identify strengths and where development is needed. | Lesson observations; CPD programme. Coaching partnerships will have this as a focus. | HN JP LP | July 2018 |
| Improved outcomes for those disadvantaged children with additional needs | Resources; LSA support; Professional Development | Some children require additional resources to ensure their progress is good. Training staff at all levels in order to meet needs is essential. Talk Boost and Early Talk Boost are being provided in Pre-school and EYFS | CPD action plans; monitor use of resources / budget; observations, pupil interviews; monitoring activities, time for training to be shared. | SF CK | February 2017 June 2017 |

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? |
|-----------------|------------------------|---|---|------------|--------------------------------------|
|-----------------|------------------------|---|---|------------|--------------------------------------|

| | | | | | |
|--|---|---|---|------------------------------|------------------------------------|
| <p>Improved outcomes for reading, writing, maths</p> | <p>additional learning support; LSA support in class. SENCo support for those with additional needs; Ed Psych assessment additional resources purchased – reading books, study support books</p> | <p>Individual children need specific intervention to narrow gaps in learning</p> | <p>Monitor outcomes for children receiving support; lesson observations</p> | <p>SF CK</p> | <p>February 2018 July 2018</p> |
| <p>Emotional and mental wellbeing improves self esteem and engagement with learning</p> | <p>ELSA role working with individual children and groups. Family support worker helps parents to engage with school and support their children with consistent routines and homework. Engagement in the Route to Resilience Project enhances opportunities for mental wellbeing TLR role for Route To Resilience Project Leader</p> | <p>Children have social and emotional problems which interfere with their capacity to learn. Reducing these issues enables them to be more confident in class and thus more involved in lessons. Mental health issues are growing due to academic pressures, family breakdown and external social pressures</p> | <p>Lesson observations; pupil progress meetings Reports and analysis from the R to R project and its impact on disadvantaged children</p> | <p>MA. CK. HN,LW, LP</p> | <p>February 2018 July 2018</p> |

| | | | | | |
|--|--|--|---|-------|-----------|
| Engagement with art, music and multicultural experiences raises aspirations and awareness of the wider opportunities available. | Whole class ensemble teaching of instruments; individual instrument tuition; trips and visits to places of interest / residential visits; events and visitors to school. WCET in Y4 violins and djembe drums; vocalease Y3 singing project | Giving children the opportunity to widen their views of the world beyond the local environment will allow them to develop greater aspirations. | Registers of involvement; records of visits | CK LP | July 2018 |
|--|--|--|---|-------|-----------|

| 6. Review of expenditure | | | | |
|---|--|--|---|---|
| Previous Academic Year | | 2016-17 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action/approach | Impact | Lessons learned | Cost |
| Language and communication improves so that children can understand and process information in lessons more effectively. EYFS GOOD LEVEL OF DEVELOPMENT Y1 PHONICS Y2 ASSESSMENTS Y3-5 ASSESSMENT AGAINST AGE RELATED BAND Y6 SATs | Early Talk Boost and Talk Boost implemented. SENCO attended 'Train the Trainer' sessions to enable CPD to take place in school and collaboratively. Additional phonics sessions supported by HLTAs. Additional reading resources purchased | Outcomes for PP children in KS2 SATs showed better attainment than non PP. Additional reading materials improved children's attitudes to reading. KS 1 phonics disadvantaged pupils performed less well than non disadvantaged however, | Additional reading material has led to improved attitudes to reading. This is evidenced in the number of books being read as well as through pupil interviews. Further investment in resources is needed. | £3347 music lessons £485 Breakfast / after school club £16157 additional resources and CPD including IRIS lease Trips and residential visit contributions £6132 |
| ii. Targeted support | | | | |
| Desired outcome | Chosen action/approach | Impact | Lessons learned (and whether you will continue with this approach) | Cost |

| | | | | |
|--|--|--|---|--|
| <p>Disadvantaged children make at least expected progress from similar starting points to non-disadvantaged children nationally.</p> <p>Family Support Worker to work alongside families to improve engagement with learning Pupil Premium Lead appointed as temporary TLR3 to work with local schools involved in the East Midlands Challenge Pupil Premium review carried out to advise future expenditure</p> | <p>One to one tuition ELSA intervention Alternative provision for disaffected children LSA support TA support PP Lead to work with children and parents to improve engagement with learning and use specific resources. Family worker visits families to improve engagement with learning.</p> | <p>Individuals who received one to one tuition with a teacher showed that they made better progress than without the support. The ELSA intervention has seen a significant impact on well-being for the children involved. The involvement of wider groups of children enhances the provision for the disadvantaged.</p> | <p>One to one tuition has had a positive impact on individuals who have had support for mathematics. They are still not meeting expected standards but the gaps they have in learning have been reduced and in the long term it is expected that their attainment will improve. This role will not be continued due to a reduction in PP grant as a result of falling numbers. Teachers and TAs will support these children with resources in class. ELSA role has become more important as we have an increasing number of children in need of this support. An additional ELSA will be trained as we have had to use the HLTA for class cover more and this has had an impact on the time available for the children. The additional opportunities for children have seen an improvement in attitude to learning and better progress.</p> | <p>£62800 per year staffing (teacher, ELSA, LSA) Alternative resources and provision £4683</p> |
|--|--|--|---|--|

7. Additional detail

The Pupil Premium Review showed that we are providing good value for money with our use of the Pupil Premium Grant. Appointing a member of staff to lead on pupil premium provision has been of value. We continue to struggle with some parental engagement particularly with academic events, however parents are very supportive of the school in general matters. This remains an area for development and is the focus of the East Midlands Challenge project within our locality.
A member of SLT is responsible for tracking and analysing the impact of the Pupil Premium Grant spend on individual pupils and a separate folder of information is available.