



Pupil premium strategy statement:

1. Summary information					
School	Whitwick St John the Baptist CE Primary School				
Academic Year	2018/19	Total PP budget	£91,980	Date of most recent PP Review	Feb 2015
Total number of pupils	345	Number of pupils eligible for PP	71	Date for next internal review of this strategy	Mar 2019

2. Current attainment year 6 outcomes 2018		
meeting expected standard	<i>PP</i>	<i>Non PP school / national non PP</i>
Reading	69%	76% / 80%
Writing	85%	77% / 83%
Maths	62%	88% / 81%
Reading, writing, maths	62%	64% / 70%
3. Progress Measures		
Reading	-1.45	0.29
Writing	1.39	1.07
Maths	-2.13	0.74

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.	37% of pupil premium children also have 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	A lot of parents had negative experiences at school.	
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.	Narrow progress gaps between PP pupils and no-PP pupils EYFS Data Phonics outcomes End of Key stage 1 outcomes End of Key stage 2 outcomes	Pupils eligible for PP identified as behind with progress in Reading, Writing or Maths make rapid progress by the end of the year so that the gaps closes in % of ARE and Greater Depth between PP and non-PP pupils
B.	All PP children regardless of their starting point make progress in line or better than non PP children. Progress scores for PP children at End of Key stage 2	PP pupils SEN needs are identified and met through successful intervention or additional funding request. PP children make progress towards Boxall targets. PP children make progress towards Passport targets / show progress using small steps tracking systems. PP children make expected or better than expected progress. Progress scores for PP children are in line or better than non PP children at end of Key stage 2.
C.	Improve CLL, Reading and Writing outcomes for PP children in EYFS (be at ARE) EYFS Data	PP pupils achieve ARE in CLL, Reading & Writing. PP pupils achieve GLD or 6 steps progress. PP children achieve Phase 4 phonics by end of EYFS.

D.	<p>Improve parental engagement, support and confidence. Registers taken at parental events Outcomes at end of Key stages. Referrals to Family support worker.</p>	PP parents attend school events. FLO support offered to all PP families with regards, financial, economic and social issues.
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5. Planned expenditure

Academic year	2018 -19
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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?
<p>Narrow progress gaps between PP pupils and no-PP pupils</p> <p>All PP children regardless of their starting point make progress in line or better than non PP children.</p>	<p>Ensure quality first teaching in all classes. Ensure that the needs of all individuals are being met in every class.</p> <p>A clear school improvement schedule will identify how practice will be developed.</p> <p>School tracking systems will identify those PP children who are not making progress at least in line with their peers. 1:1 support or group interventions will be put in place where needed.</p>	<p>EEF clearly identifies the positive impact that quality first teaching has on pupil progress.</p> <p>The use of IRIS will continue to play an important part in this.</p>	<p>Overview of T and L will identify where practice needs to be developed further.</p>	<p>HN / LS</p>	<p>July 2019</p>

Improve CLL, Reading and Writing outcomes for PP children in EYFS (be at ARE)	Ensure quality provision across all areas in EYFS, particularly with regards early reading, writing and maths.	Achieving secure foundation is paramount in ensuring children are able to make progress at least in line with their peers.	EYFS to be identified on SDP. EYFS SLE to be used to complete a review.	HN / LW	July 2019
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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?
Narrow progress gaps between PP pupils and no-PP pupils All PP children regardless of their starting point make progress in line or better than non PP children.	Small groups e.g 3:1 groups to target the gaps in learning that are preventing progress in line with peers.	EEF recommended interventions/support. 1:1 and small group access to teacher targeting gaps/areas for development in learning.	Internal tracking systems will identify where this intervention is needed and then continue to track the progress of these individuals, checking that any gap has been narrowed.	LS / PP Champ (TBC)	July 2019
Improve parental engagement, support and confidence.	Identify individual's families where parental engagement is not strong. PP champion and Family liaison worker to target those families.	EEF identified that parental support has an impact on progress over time. Some lack of engagement is due to parent's own experiences of school and this can result in a negative cycle being passed down through families.	PP champ will monitor engagement of PP families. She will contact them individually.	PP champ (TBC) HN	July 2019

6. Review of expenditure				
Previous Academic Year		2017-18		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost
Quality first teaching ensures the difference diminishes	IRIS in class lesson video system to support improvements and developments in quality of teaching	KS 2 outcomes showed that PP children achieved less well than their peers in reading and maths. The outcomes also showed that PP children made less progress than their peers in reading and maths. Further analysis showed that PP children who were predicted to achieve standard and didn't missed the threshold by one or two marks, thus showing that they were no secure.	Plan, do, review cycle to be used with the individuals who are not making progress in line with their peers and who are not securely at ARE.	IRIS: £5835 Breakfast / after school club £4,018 additional resources and CPD including IRIS lease Trips and residential visit contributions £6032
Improved outcomes for those disadvantaged children with additional needs	Resources; LSA support; Professional Development	Out of the 3 children who were PP and SEN, 1 achieved standard in reading and maths and two in writing.	As above.	£71,135 per year staffing (teacher, ELSA, LSA, PP champ) Alternative resources and provision £2,058
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact	Lessons learned (and whether you will continue with this approach)	Cost

<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>Across school, children who have had access to an LSA are making progress in line with their peers.</p>	<p>Further enhance this by introducing targeted intervention for PP children who are not making progress in line with their peers.</p>	<p>Staffing costs included in the above cost. CPD £620</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>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 disadvantage</p>	<p>ELSA time is limited due to staffing changes. Therefore, an additional TA is being employed so that the ELSA can be out of class full time and work with children in small groups, individually and in class.</p>	<p>ELSA costs included in the above staffing costs.</p>
<p>Engagement with art, music and multicultural experiences raises aspirations and awareness of the wider opportunities available.</p>	<p>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</p>	<p>Having access to a wide curriculum has had a positive impact on the children. Attendance has improved as has engagement in lessons.</p>	<p>Continue to offer financial support for PP children.</p>	<p>£3002 music lessons</p>
<p>Total</p>				<p>£91,980</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.