

**Pupil Premium Strategy Statement
The Whartons Primary School**

Summary Information					
School	The Whartons Primary School				
Academic Year	2017/18	Total PP Budget	£32,840	Date of most recent PP review	June 2017
Total number of Pupils	191	Number of pupils eligible for PP	22	Date for next internal review of this strategy	November 2018

1. Current Attainment

KS1 [PP population in 2017: 3 children]

Phonics Y1- Children reaching expected standard (i.e. can read 32 out of a possible 40 real and nonsense words spelt phonetically)

	2015		2016		2017	
	School	National	School	National	School	National Benchmark (non PP)
% PP	0	66	67 (100% Y2)	70%	67% (100% Y2)	
% Non-PP	83	80	90 (100% Y2)	83%	93% (100% Y2)	84%
% Gap	-83	-14	-23% in school gap -26% with National Non-PP	(-13%)	-26% in school gap -27% with National Non-PP	No figures released for National PP children

- ✓ Gap has narrowed between pupil premium children reaching pass rate in 2016 and 2017 and national non PP children in 2015, in each case this is 2 out of 3 children
- ✓ % of PP children at the Whartons reaching pass levels in Y1 in 2016 is in line with (and slightly better than) the similar group nationally in 2015
- ✓ All children in 2016 and 2017 gained the required standard by the end of Y2 which is above national figures for disadvantaged and non disadvantaged children

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Key Stage 1 SATs Results 2017 Whartons [PP population in 2017: 3 children]

	School	LA Leeds	National	Pupil Premium	Not Pupil Premium	Not PP National	PP gap with National Non-PP
% children at expected standard in reading, writing and maths	73%	54%		67%	74%		
% children at expected standard in reading	90%	68%	74%	67%	93%	78%	-11%
% children at expected standard in writing	80%	59%	68%	67%	82%	72%	-5%
% children at expected standard in maths	80%	68%	75%	67%	82%	79%	-12%
% high level of attainment in reading, writing and maths	10%			0%			

- ✓ Whartons pupil premium children in line with national non pupil premium in terms of percentage at (or above) expected standard in each of reading, writing and maths (that is, within 10-12%; as only 3 children in group with each child representing 33% this gap can be considered in line with National non PP/Disadvantaged)
- ✓ Whartons pupil premium children closed the gap with National non PP children in relation to standards of writing from -33% in 2016 to -5% (negligible) in 2017
- ✓ Outside of the data above, note that the Phonics pass rate for Y2 PP was 100%

KS2

Key Stage 2 SATs Results 2016 Whartons [PP population in 2016: 3 children]

	School	LA (Leeds)	National	Pupil Premium	Not PP	Not PP Nationally	PP gap with National non-PP
% children at expected standard in reading, writing and maths	59%	55%	61%	100%	53%	57%	+43%
% children at expected standard in reading	77%	60%	71%	100%	74%	77%	+23%
% children at expected standard in writing	77%		76%	100%	74%	81%	+19%
% children at expected standard in maths	59%		75%	100%	53%	80%	+20%
% children at expected standard in GPS*	59%		77%	67%	58%	82%	-15%
Average progress in reading	-0.65		0	+1.99	-1.07	0	+1.99

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Average progress in writing	+0.25		0	+1.86	0	0	+1.86
Average progress in Maths	-2.2		0	-1.34	-1.24	0	-1.34
% high level of attainment in reading, writing and maths	14%	7%	9%				
Average scaled score in reading	103.6		104.1	105	105.9	105.4	-0.4
Average scaled score in maths	103.0		104.2	101.7	102.6	105.3	-3.6
Average scaled score in GPS*	102		106	100.7	102.3	107	-6.3

**GPS = Grammar, punctuation and spelling*

All KS2 PP students were at the expected standard in reading, writing and maths

The small KS2 PP population size makes drawing comparisons with other groups (or the performance of previous KS2 groups at the school) difficult, however the following comparisons can be noted:

- ✓ Whartons pupil premium children made better average progress in reading and writing than both National and school non-PP children.
- ✓ Whartons pupil premium children made better than average progress in maths than in 2016 and above the progress of Non-PP children in school. The gap in progress between National Non-PP children and Whartons PP children has narrowed again in 2017.
- ✓ Great improvement in attainment of Whartons PP children in reading, writing and maths to above National Non-PP children +20% Whartons PP children exceeded the performance of non-PP children nationally +43%
- All Whartons PP children met the expected standard in Maths; however, the progress gap (compared to National Non-PP children) could diminish further in 2018, through even higher attainment in this subject
- Average scaled scores in all subjects were below non-PP children both in school and nationally, however the gap has decreased in all subjects from 2016 and in all cases the average is above the scaled score of 100 which is Age Related Expectation (ARE).

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2. Barriers to future attainment (for pupils eligible for PP including high attainment)

In-school Barriers (Issues to be addressed in school such as poor oral language skills)	
A	Fluency in basic skills and KPIs (key performance indicators) for year-appropriate objectives are lower, impacting on future learning
B	Lower levels of resilience when approaching learning is detrimental to progress
C	Poor spelling skills and Key Instant Recall Facts (KIRFs) are impacting on the overall quality of work
D	Poor retention of key concepts learned, reduces the ability of children to build on their knowledge and understanding. This restricts development of mastery and the ability to move learning on
External Barriers (Issues which also require action outside school, such as low attendance rates)	
E	Persistent absence rate for some PP children is higher than that amongst non PP children which reduces the time actually spent in school. This is detrimental to securing key skills and so progress overall
F	The lack of a structured and focused partnership between home and school in supporting children's acquisition and consolidation of key concepts and skills, is failing to provide a joined up approach to closing children's gaps and removing barriers to learning. This alongside a higher rate of failure to complete homework means PP pupils are not practising the learning of basic skills and is detrimental to the fostering of a positive work ethic

3. Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	<p>Increased confidence with basic skills</p> <p>PP children to gain increased confidence with basic skills and KPIs (as appropriate to their class objectives), and to show greater fluency when introduced to new objectives. Children who do not understand new skills to be identified in real time and receive support to prevent slipping behind. Children will be well prepared to achieve objectives set for lessons and to move on to the next step in learning sequence with class peers.</p>	<p>Most PP children to reach KPI milestones identified for each term.</p> <p>Most PP children to reach daily objectives at least at basic/fluent standard against ARE (age related expectation).</p>
B	<p>Improved pupil resilience and self learning</p>	<p>Most PP children to exhibit increased independence skills and resilience, as observed by staff and as documented in the pupil's own learning journals.</p>

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	PP children to enjoy greater independence, learning-to-learn skills and a Growth Mindset, including having a tool box of strategies they can use to approach challenges before seeking an adult's support.	Children will understand and embrace the concept of a 'Growth Mindset' and use resilience when approaching challenges in order to make good progress.
C	<p>Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</p> <p>PP children's knowledge and understanding of spelling patterns and KIRFs to improve. Pupils will achieve age-appropriate spelling skills and KIRFs.</p>	<p>Most PP children will demonstrate significant progress in their phonetic and spelling skills, as measured through regular assessments by the Lexia bespoke spelling programme (which will be used to improve these skills).</p> <p>Most PP children choose and use age appropriate words in their writing, which are spelled correctly. Children's written work will be assessed through scrutiny against ARE in spellings and moderated with colleagues and by School Leadership Team (SLT).</p> <p>Most PP children will demonstrate significant progress in their acquisition of age appropriate KIRFs. They will progress at least as well as their peers through the 'passport' of maths skills, where KIRFs milestones are embedded before children move on.</p> <p>Most children's mental maths skills will be improved through the confident use of KIRFs, which are age appropriate.</p>
D	<p>Improved retention of key concepts</p> <p>PP children's retention of key concepts will be secured through 'over learning' in small focus groups (revisiting concepts, repeating learning by breaking learning down in to chunks in order to consolidate understanding) and concept checking.</p> <p>PP children's foundations for learning will be strengthened enabling knowledge to be built upon and higher order understanding secured</p>	<p>Through regular concept checking any gaps in knowledge and understanding of key concepts will be identified. Carefully planned pre and post learning sessions will ensure concepts are secure over time.</p> <p>PP children will build a firm understanding of the key concepts appropriate for their year group and will progress at the same rate as their peers.</p>
E	Increased attendance rates and reduced persistent absence	The majority of PP children to hit or reduce the gap between school target (97%) and personal attendance.

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		<p>Staff feedback will reflect that PP children have a positive attitude to being at school and a resilience in their approach to attendance.</p> <p>Attendance for each class will be measured through whole class involvement in the Otleyopoly game, while individual attendance will be tracked through School Information Management Systems (SIMs).</p> <p>Incidents of persistent absence will decrease for focus children</p>
F	<p>Improved working partnership with parents and Improved commitment to homework</p> <p>Improved parental understanding of children's progress, barriers to their child's learning, strategies used by school to remove barriers and close gaps. Parents and schoolwork together to improve outcomes for children through improving attitude, consolidating and practicing new concepts thus reducing gaps in key skills.</p> <p>Increased homework completion rates among PP pupils, with homework to be completed to a high standard.</p>	<p>Termly meetings between teachers and parents ensure a joint understanding of children's needs, barriers and gaps.</p> <p>Parents understand and agree approaches to use at home, which supports children's learning in school.</p> <p>Teacher feedback will reflect that PP children are approaching homework with a positive attitude, and completing all homework to a high standard / the best of their ability. Where necessary they will access lunchtime homework clubs, as well as completing tasks independently at home to support the learning of key skills.</p> <p>Pupil Premium Parent Survey at the end of the academic year will reflect positive response by parents to the input in school and greater engagement between school and home</p>

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4. Planned Expenditure					
Academic Year 2017-18					
The three headings below demonstrate how we are using Pupil Premium funding 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. Increased confidence with basic skills	Bespoke pre and post learning against KPIs (key performance indicators) for individual children identified. Same day in class support, through pre and post learning, in order to remove the barriers disadvantaged children may have enabling them to access learning with their peers and reach age related expectations in line with non-disadvantaged children. Each class has designated in class support time for PP children pre and post learning 1 hour per day as a minimum. Pre teaching will boost confidence, pre assessment ensures children are challenged at correct level.	Individual children struggle to progress in lessons against age related expectations due to a lack of basic skills, and had barriers to their understanding during whole class teaching. NFER report 'Effectively Supporting Disadvantaged Children' and The Sutton Trust has shown that an ongoing, day-to-day monitoring of their learning and correction in real time of any deficiencies can be a successful means of mitigating this problem. Use of this strategy in 2016/2017 showed promising initial results	Annotated planning scrutinies which identify those children who need same day/next day intervention. Lesson observations evidence pre assessment and learning and differentiated input and or support. Introduction of TA log book where teachers and TAs can identify children's barriers to learning, strategies to overcome and targets related to gaps in learning. Teachers and TA meet weekly to review progress and identify new areas. Following initial trials in 2016/2017, the role of the Teacher in driving this process has been increased, where appropriate. Book scrutinies evidence children's working at ARE and displaying a basic understanding of KPIs Tracking data evidences children working at expected outcomes during pupil progress meetings.	HT/Assessment leader/ English and maths leaders	Half termly through a range of monitoring and triangulation between lesson observations, book scrutinies and data tracking. £756
C. Improved spelling and key	Purchase and introduction of Times Tables Rock Stars scheme. Children engage in	Research from other cluster school shows improvements for	Scrutiny of Rock Stars progress charts for individuals against times tables grids. Bespoke intervention for those	Maths leader	Half termly through scrutiny of individual records

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Instant recall facts (KIRFS) in maths	fun times tables practice set to rock music and can progress to Rock Star status if they make good progress. There is no competition between children and number of tables they know rather charting their own improvement. This will slot in to a daily Key Instant Recall Facts slot. Practise, which is short and often, will help to secure memory.	all but especially those who struggle with instant recall facts.	pupils (if any) who do not show benefit from this system		£150
C. Improved spelling and key Instant recall facts (KIRFS) in maths	Purchase and introduction of No Nonsense Spelling scheme	Research from other cluster schools and LEA schools show improvements for all but especially those who struggle with building spelling bank of age related spelling patterns and key words	Half termly spelling tests against age related expected spellings. Book scrutinies to monitor if children are using their age group spellings within their own writing.	English Leader	Half termly £200
D. Improved Retention of Key Concepts	Purchase, staff training and introduction of 'STOP' approach to problem solving in maths. The key skills in problem solving eg trial and error, systematic investigation and acting the problem out, are taught in a systematic way and over learnt through practise, group problem solving and consolidation	Research from other cluster schools show improvements for all but especially those who struggle with confidence to start tricky problems. Improved confidence, self-esteem and enjoyment of maths.	Book scrutinies to evidence progress in maths problem solving. Pupil voice to capture attitudes towards maths and challenge. Rising Stars assessments, SATs papers, White Rose reasoning questions all to be scrutinised to ensure improvements in outcomes for all groups of children.	KS1&2 leaders	Half termly through a range of monitoring and triangulation between lesson observations, book scrutinies, pupil voice, assessments and data tracking. £200
B. Improved Pupil Resilience and Self Learning	Staff training, Parent Forum, Assemblies and a focused series of 6 Personal, Social Health and citizenship Education lessons focused on	DFE paper on 'Supporting the Attainment of Disadvantaged children' cited that successful approaches promoted attainment for all, no	Learning Walks Parent Forum feedback forms Pupil Voice	HT	Pupil voice Teacher assessment £100 resources

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	Growth Mindsets in order that all stakeholders understand and embrace the Growth Mindset approaches across school and towards out of school learning.	stereotyping or limiting the possibility of success for any group. Research backed Teaching and learning tool kit from the Education and Endowment Fund suggests Meta cognition (Learning to Learn) approaches have high impact on accelerating progress.			
Total budget cost					£1,406
ii. Targeted support					
A. Increased confidence with basic skills B. Improved pupil resilience and self learning	Training for Key member of staff in Seasons for Growth intervention. Small groups run throughout the year to support children in their ability to deal with significant impacts on their emotional wellbeing and thus ability to learn.	Many children have experienced significant events, which can affect self-esteem and confidence in their own abilities. They lack the skills needed to work independently. Nurture group sessions will follow the Seasons for Growth materials and approach to assist pupils to develop their emotional skills and coping strategies enabling them to learn more effectively and independently (and thus make more progress in line with peers). Following success in developing self-esteem, we are now seeking to build emotional intelligence too.	Pre and post assessments against Seasons for Growth criteria and follow up sessions assessed by teachers and pupils themselves.	NK/CG	Termly
B. Improved pupil resilience and self learning	Key workers allocated for individual pupil premium children to act as a mentor/coach.	Low resilience for many Pupil Premium children when faced with challenges or reaching their potential.	Impact of support sheets filled in by key workers TA Log Books filled in and shared weekly with Teachers	HT Pupil Premium leader	Half termly

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<p>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</p> <p>D. Improved retention of key concepts</p>	<p>Concept checking training for teachers and TAs in order to reduce the occurrence of concept loss over time. Over learning sessions carried out with children who need to consolidate key concepts.</p>	<p>NFER report 'Effectively Supporting Disadvantaged Children', The Sutton Trust and cluster school research projects have shown that individual coaching by key workers can have a significant impact on a child's resilience and self-reliance.</p>	<p>Book scrutinies which show good progress against KPIs</p>		
<p>A. Increased confidence with basic skills</p> <p>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</p>	<p>Improvements to the effective deployment of support staff to increase impact on pupil progress and the removing of barriers to learning for disadvantaged pupils. This will include: support staff training via closing the gap conference and cascaded training from LCC Inclusion leader. Teacher training day – 'Best practice in supporting Disadvantaged children'. Release time for teachers and TAs to share good practice and measure impact; planning time for TAs and level 2 allowance. Introduction of and recording in TA Log Books; HT time for collaborative best practice sharing with family of school HTs '</p>	<p>NFER report 'Effectively Supporting Disadvantaged Children' and The Sutton Trust shows that more effective deployment of support staff will impact directly on raising the progress of disadvantaged groups.</p>	<p>Focus of performance management for teachers and support staff. Lesson observations which focus on effective in-class support Progress of children against KPIs for each term is in line with cohort. Scrutiny of TA Log Books</p>	<p>SLT</p>	<p>Termly monitoring</p>

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<p>A. Increased confidence with basic skills</p> <p>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</p>	<p>We will continue the new approach to intervention where all out-of-class interventions take place at one specific time in the week and all other intervention work will be same day, pre/post learning in the classroom. Daily catch up sessions and annotated planning will facilitate timely in class support. All children will be assigned to an out-of-class focused learning group which will support all children, including more able, to make good progress.</p>	<p>NFER report 'Effectively Supporting Disadvantaged Children' and The Sutton Trust shows that more effective deployment of support staff will impact directly on raising the progress of disadvantaged groups.</p>	<p>Impact of support sheets filled in by intervention leaders Scrutiny of TA Log Books Book scrutinies which show good progress against KPIs Learning Walks to monitor children's engagement Target setting and progress towards targets meetings half termly lead by UPS teacher leaders and intervention staff.</p>	<p>SLT HT - PP lead School Improvement advisor Teacher leaders</p>	<p>Half termly monitoring</p>
<p>E. Increased attendance rates</p>	<p>Breakfast club places offered to children as and when needed to support families and to prepare children to learn during the school day.</p>	<p>Some children do not arrive at school prepared and ready to learn. Previous case studies show improvements in outcomes and progress following this strategy.</p>	<p>Intervention and impact added to individual child's case study</p>	<p>Pupil premium leader</p>	<p>Termly</p>
<p>Total budget cost</p>					<p>£25,000</p>
<p>iii. Other approaches</p>					
<p>A. Increased confidence with basic skills</p> <p>E. Improved commitment to homework</p>	<p>Bi weekly homework club run by key stage leaders at lunchtime.</p>	<p>A number of children do not engage in homework which consolidates learning in the classroom. This impacts on understanding, readiness for next steps and fluency of reading and key maths recall facts. Feedback from teachers has shown that at school homework clubs can help ensure children</p>	<p>Timetable for homework clubs in staffroom, teachers add focus children to the register for each club.</p>	<p>HT</p>	<p>Termly £1000</p>

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		are ready for the next stage in the learning sequence.			
C. Improved spelling skills F Improved working partnership with parents and Improved commitment to homework	Purchase Lexia spelling intervention programme for up to 50 children; accessed by all PP children and other key groups/individuals. Training for teachers and support staff in the use of this intervention tool Daily TA run Lexia sessions for small groups Children will also build their age appropriate spelling skills through twice weekly spelling/phonics sessions using new whole school spelling scheme.	Spelling has been identified as a barrier in reaching new higher expectations in national curriculum writing against age related expectations, especially for some groups including disadvantaged children Evidence from partner schools and cluster alliances indicates that the Lexia programme has a positive impact on improving spelling and writing skills, and thus in raising achievement against age related expectation in writing.	Monitoring of individual progress of children via Lexia's regular assessments profile. Children's written work will also be assessed through scrutiny against ARE in spellings and moderated with colleagues and by SLT.	CG English leaders, SLT	Half termly £3,675 + £3,000 Lexia
F. Improved working partnership with parents and Improved commitment to homework	Termly additional parents' meeting between PP children's parents/ carers and class teachers. The meetings will share children's progress, individual barriers to learning, how Pupil Premium funding is being spent and how all parties can work together to close gaps and remove barriers		Parent feedback forms at the beginning and end of year Scrutiny of Target Tracker to monitor closing of gaps Completion of homework monitored	JD Class teachers	Termly £300
Total budget cost					£7,975
Total budget for all areas of plan					£32,840

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5. 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
PP children to gain increased confidence with basic skills and KPIs (as appropriate to their class objectives), and to show greater fluency when introduced to new objectives. Children who do not understand new skills to be identified in real time and receive support to prevent slipping behind. Children will be well prepared to achieve objectives set for lessons and to move on to the next step in learning sequence with class peers.	Bespoke pre and post learning against KPIs (key performance indicators) for individual children identified. Same day in class support, through pre and post learning, in order to remove the barriers disadvantaged children may have enabling them to access learning with their peers and reach age related expectations in line with non-disadvantaged children. Each class has designated in class support time for PP children pre and post learning 1 hour per day as a minimum. Pre teaching will boost confidence, pre assessment ensures children are challenged at correct level.	The pre and post learning opportunities in class had a positive impact on the confidence of many PP children and their ability to progress at the same rate as the rest of the class. The gap between the percentage of PP children reaching age related expectations and the whole school percentage reaching age related expectations narrowed in reading in 2016-17 by 6% and in maths by 8% across school.	A reorganisation of Focus Learning Time groups so that teachers lead the 'closing the gap' small groups with vulnerable children who had not met age related expectations was more successful in closing specific gaps in learning. This model will be continued in to next year. Pre and post learning is becoming more established and is having an impact, keeping children on track with their peers and enabling them to access learning in line with ARE. This strategy will be continued and recording of sessions developed further.	Weekly 20 minute catch up sessions between teachers and TAs to plan and adjust interventions. Total £1,000
As above	Rising Stars assessment will continue to be used but	Close monitoring of planning for and progress against termly KPIs by English	Continuation of this monitoring and planning to cover the important milestones throughout the	

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	teaching sequences will be altered in order that children have been taught the objectives to be covered at each half termly assessment. KPIs will be grouped into termly sets by English and maths leaders and will be used by teachers when planning series of lessons.	and maths leaders evidenced that more children reached the termly milestones	year will be continued through the next academic year and any children not reaching these will be assigned to weekly teacher led Focus Learning groups in order to over teach and close any gaps in knowledge and understanding.	
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
Improved pupil resilience and self learning PP children to enjoy greater independence and learning to learn skills, including having a tool box of strategies they can use to approach challenges before seeking an adult's support.	All pupil premium children assessed against social and emotional aspects of learning criteria. Areas of emotional deficit are identified and children engage in nurture intervention to develop learning skills such as confidence.	Nurture group session impact of support analysis shows 90% children who received nurture over the year made improvements in their social literacy scores, as identified by self entry and exit questionnaires. There was an increase in 90% of children's motivation towards their class work following the intervention as identified by class teacher beginning and end evaluations.	All Pupil Premium children have now received SILVER SEAL nurture input. A more focused approach to nurture sessions over the next academic year will use the barriers identified by teacher and TA during their weekly meetings and annotation of TA Log Books. Research in to effective nurture approaches will be carried out through best practice sharing sessions at Family of School senior leader meetings. Training of a TA in Seasons for Growth programme was carried out in 2016-17 and one small group followed the programme with positive impact, although this test group was too small to measure impact accurately. Unfortunately the trained TA relocated and therefore more training needs to be embarked upon to continue the programme.	HLTAs run weekly group nurture sessions develop learning skills. Interventions spans 6-8 weeks. £15 per week @ 8 sessions= £120 per child. Total £2,880
Children's resilience and	Key workers allocated for individual pupil premium	The attainment gap in Reading and maths for PP children as a group has	Key workers adopted a more coaching role over the last academic year and used gaps in KPIs (Key	15-20 minutes daily 1:1 coaching

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aspirations raised to support children to reach their potential and close the attainment gap to at least age related expectations by the end of the year.	children to act as a mentor/coach	further closed by 6-8% overall against age related expectations.	Performance Indicators) to shape pre and post learning sessions with the children. This approach has impacted on much more focused learning conversations where children understand the gaps they have and their next steps. The introduction of a TA Log Book and weekly planning meetings between teachers and TAs over the next academic year. Training for TAs and teachers in concept checking will ensure knowledge is not lost over time.	conversations to raise self-esteem and aspirations. Cost £12.50 per week per child = £437.50 per year. Total £10,938
PP children to gain increased confidence with basic skills and KPIs (as appropriate to their class objectives), and to show greater fluency when introduced to new objectives. Children who do not understand new skills to be identified in real time and receive support to prevent slipping behind. Children will be well prepared to achieve objectives set for lessons and to move on to the next step in learning sequence with class peers.	Improvements to the effective deployment of support staff to increase impact on pupil progress and the removing of barriers to learning for disadvantaged pupils. This will include: support staff training via closing the gap conference; engagement in EEF project (Education Endowment Fund) collaborative approaches to effective support; release time for teachers and TAs to share good practice and measure impact; planning time for TAs and level 2 allowance; DHT time to attend EEF project workshops and cluster meetings; HT time for collaborative research project with family of school HTs 'Developing Resilience for Disadvantaged Children'	Children's engagement with homework has improved for those children who came to homework club.	These sessions will run again, however target children need to be requested in order that the most vulnerable children do attend and access the support. The addition of a termly parent catch up meeting with teachers was introduced in the summer term with the aim of closer collaboration and shared strategies. This will be continued in to 2017-18 and monitored through parent questionnaires at the beginning and end of the year.	Lunchtime group sessions run on a Tuesday and Thursday cost £12 per week per child. With an average of 5-8 PP children attending the cost per year is: £3,360 Teacher time for parent meetings in the summer term: £3,000

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As above	There will be a new approach to intervention next year where all out-of-class interventions take place at one specific time in the week and all other intervention work will be same day, pre/post learning in the classroom. Daily catch up sessions and annotated planning will facilitate timely in class support. All children will be assigned to an out of class focused learning group which will support all children, including more able, to make good progress.	Closing of key gaps for most children was established as indicated in half termly Impact of support sheets.	Through regular monitoring of Focus Learning Group interventions and pupil progress meetings it became apparent that the most progress was made in closing gaps when the teacher led the small group interventions. Part way through the year FLT groups were reorganised so that children who had not reached all the KPIs from the previous year were assigned to a teacher led group. The focus of these groups was to close the gaps in knowledge and understanding. The TAs then led mastery and reasoning sessions for the rest of the children which developed a deeper understanding and application of key reading writing and maths skills. The planning for these sessions was carried out in collaboration between TAs and the HT. The approach was successful in developing reasoning skills and will be built upon over the next academic year.	In excess of £15,000
Increased attendance rates	Breakfast club places offered to children as and when needed to support families and to prepare children to learn during the school day.	This had a positive impact on individual children with a reduction in persistent absence and individual children displaying more focus in class.	This strategy will be continued with individuals as the need arises. Collaboration with the After School Club manager in order to support daily reading practice and homework tasks will be embedded in 2017-18	Breakfast club places at £3 per day. Average of 3 or 4 children across the year for a term each. Total £360
iii. Other 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
Improved commitment to homework Increased homework	Bi weekly homework club run by key stage leaders at lunchtime.	Homework clubs had a varied success due to the fact some children saw the lunchtime groups as a hindrance to their playtime and so lacked enthusiasm and commitment. For those children who	A closer more productive partnership with parents through termly teacher parent meetings will focus on strategies which parents can employ at home to support extended learning and consolidation	Teacher led clubs £900

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completion rates among PP pupils, with homework to be completed to a high standard.		embraced the intervention the impact was very positive however.	Structuring the homework sessions to make them more appealing to children eg snacks, music etc.	
Improved spelling skills PP children's knowledge and understanding of spelling patterns to improve. Pupils will achieve age-appropriate spelling skills.	Purchase Lexia spelling intervention programme for up to 50 children; accessed by all PP children and other key groups/individuals. Training for teachers and support staff in the use of this intervention tool Children will also build their age appropriate spelling skills through twice weekly spelling/phonics sessions using new whole school spelling scheme.	Children enjoyed their Lexia programmes and the impact on confidence and spellings was good overall. Analysis of the data produced by the programme was limited due to expertise. Training will need to be given next academic year.	Lexia sessions were difficult to monitor and as children worked individually at different times in the day the opportunity for adult input when necessary was limited. In 2017-18 class Lexia group interventions led by TAs will be timetabled daily and groups will use ipads and headphones in order to facilitate a small group where children can progress in a bespoke programme. This will also enable a more accurate tracking of added value and progress data can be better analysed. Training in the data analysis for Teachers and TAs will need to be delivered and outcomes more closely monitored in 2017-18	Lexia licences: £3,000
Total				£40,438 +