

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

Summary Information					
<b>School</b>	<b>The Whartons Primary School</b>				
<b>Academic Year</b>	2018/19	<b>Total PP Budget</b>	£45,860	<b>Date of most recent PP review</b>	June 2017
<b>Total number of Pupils</b>	186	<b>Number of pupils eligible for PP</b>	34	<b>Date for next internal review of this strategy</b>	November 2019

### 1. Current Attainment

#### KS1 [PP population in 2018: 3 children]

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

	2016		2017		2018	
	School	National	School	National	School	National Benchmark (non PP)
% PP	67 (100% Y2)	70%	67% (100% Y2)		100%	71.7%
% Non-PP	90 (100% Y2)	83%	93% (100% Y2)	84%	95%	85%
% Gap	-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	+5%	-13%

The small KS1 PP population size makes drawing comparisons with other groups (or the performance of previous KS1 groups at the school) difficult, however the following comparisons can be noted:

- ✓ % of PP children at the Whartons reaching pass levels in Y1 in 2018 better than non PP group nationally in 2018
- ✓ 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
- ✓ Gap 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

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**Key Stage 1 SATs Results 2018 Whartons [PP population in 2018: 5 children]**

	School	National	Pupil Premium	Not Pupil Premium	PP National	Not PP National	PP gap with National Non-PP
% children at expected standard in reading, writing and maths	74%	51%	40%/50%	88%	50%	69%	-29%/-19%
% children at expected standard in reading	80%	76%	60%/75%	100%	63%	79%	-19%/-4%
% children at expected standard in writing	74%	70%	40%/50%	88%	55%	74%	-34%/-24%
% children at expected standard in maths	74%	76%	40%/50%	88%	63%	80%	-23%/-30%
% high level of attainment in reading, writing and maths	11%	12%	0%		5%	13%	-13%

The small KS1 PP population size makes drawing comparisons with other groups (or the performance of previous KS1 groups at the school) difficult, however the following comparisons can be noted:

- ✓ When adjusting for children new to school close to the SATs window (indicated in red), the percentage of children reaching ARE increased especially in reading where 75% reached age related expectation. This is in line or above National PP and in line with National non PP for reading
- ✓ The majority of PP children reached the expected standard in reading, writing and maths combined (when adjusted for children new to school) which is in line with national averages.

**KS2**

**Key Stage 2 SATs Results 2018 Whartons [PP population in 2018: 4 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	60%	59.6%	64.4%	50% (67%)	64%	70.4	-20% (-3%)
% children at expected standard in reading	60%	71%	75.3%	50% (67%)	64%	80.1	-30% (-13%)
% children at expected standard in writing	70%	73%	78.3%	60% (67%)	76%	83.1	-23% (-16%)

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<b>% children at expected standard in maths</b>	63.3%	71%	75.6%	50% (67%)	68%	80.7%	-31% (-13%)
<b>% children at expected standard in GPS*</b>	63.3%	73.7%	73.8%	40%	68%	82.3	
<b>Average progress in reading</b>	-3.69	+0.2	0	-6.23 (-3.39)	-1.07	0.3	+1.99
<b>Average progress in writing</b>	-1.95	0	0	-3.96 (-3.39)	0	0.2	+1.86
<b>Average progress in Maths</b>	-2.78	+0.2	0	-2.29 (+1.13)	-1.24	0.3	-1.34
<b>% high level of attainment in reading, writing and maths</b>	10%	8.9%	9.9%	25% (33%)		12.2	+12.8% (+20%)
<b>Average scaled score in reading</b>	103.4	104.3	105.1	97.5 (101.3)	105.9	105.4	-0.4
<b>Average scaled score in maths</b>	102.1	103.6	104.4	101 (106)	102.6	105.3	-3.6
<b>Average scaled score in GPS*</b>		105.4	106.2	100.7	102.3	107	-6.3

*\*GPS = Grammar, punctuation and spelling*

The majority or large majority of 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:

- Percentage of children reaching greater depth across all subjects is above that of Non PP Nationally
- Removing children who joined school in the final year adjusts progress so that it is at least in line with the rest of the cohort and above national progress for maths at +1.13. Also average scaled score rises to above national non PP at 106

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

<b>In-school Barriers</b> (Issues to be addressed in school such as poor oral language skills)	
<b>A</b>	Fluency in basic skills and KPIs (key performance indicators) for year-appropriate objectives are lower, impacting on future learning
<b>B</b>	Lower levels of resilience when approaching learning is detrimental to progress and greater depth understanding
<b>C</b>	Poor spelling skills and Key Instant Recall Facts (KIRFs) are impacting on the overall quality of work
<b>D</b>	Lower retention of key concepts learned at an advancing level, reduces the ability of children to build on their knowledge and understanding. This restricts development of mastery and the ability to move learning on to Greater Depth
<b>External Barriers</b> (Issues which also require action outside school, such as low attendance rates)	
<b>E</b>	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
<b>F</b>	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
<b>G</b>	Low emotional well-being of some children is impacting on their academic progress and future opportunities.

**3. Outcomes**

	Desired outcomes and how they will be measured	Success Criteria
<b>A</b>	<p><b>Increased confidence with basic skills</b></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 retain Key Concepts when tested at a later date.</p> <p>Most PP children to reach daily objectives at least at basic/fluent standard against ARE (age related expectation).</p>

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<b>B</b>	<p><b>Improved pupil resilience and self learning</b></p> <p>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.</p> <p>PP children will engage in strategies planned for Metacognition such as self-challenge, planning, monitoring and improving their work, using models and worked examples to scaffold their learning and engage in purposeful learning conversations</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> <p>Children will understand and embrace the concept of a 'Growth Mindset' and use resilience when approaching challenges in order to make good progress.</p> <p>Children will actively engage in learning conversations, seek to review and improve their work and challenge themselves to build their own understanding and outcomes.</p>
<b>C</b>	<p><b>Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</b></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, including Times Tables. 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>
<b>D</b>	<p><b>Improved retention of key concepts</b></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>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>

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	PP children's foundations for learning will be strengthened enabling knowledge to be built upon and higher order understanding secured through challenging questioning. The embedding of differentiated success criteria, which are referred to throughout the lesson, will secure children's use to self-regulate and challenge.	The percentage of children in receipt of PP funding will reach greater depth/mastery understanding by the end of the year.
<b>E</b>	<b>Increased attendance rates and reduced persistent absence</b>	<p>The majority of PP children to hit or reduce the gap between school target (97%) and personal attendance.</p> <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>
<b>F</b>	<p><b>Improved working partnership with parents and Improved commitment to homework</b></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 school work 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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<b>G</b>	<p><b>Raised Emotional Well Being and timely targeted support for children when needed in order that children's progress and confidence does not suffer.</b></p> <p>Focused children receive support in times of crisis or challenge which supports their emotional well-being and mental health.</p> <p>Teachers proactively identify children who are in need of support and liaise with the Learning Mentor and KS leaders to secure timely intervention.</p> <p>Children's well-being and confidence rises following effective intervention. They build coping strategies and they engage fully in class learning.</p> <p>School builds effective and strong links with parents and carers which support children's well-being and reduce anxiety.</p>	<p>Termly focus children identified by teachers. Appropriate support staff and intervention secured by SLT (Senior Leadership Team) for the individual or group i.e. Nurture sessions, Seasons for Growth programme, daily Learning Mentor time, home school liaison plan, PSA and counselling sessions input through Cluster Targetted Services.</p> <p>Children show positive signs of improved engagement during sessions or class lessons as identified by pupil questionnaires or teacher observed behaviour.</p> <p>Pupils express a more positive approach to challenging situations; signs of good mental health and well-being evident.</p>
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<b>4. Planned Expenditure</b>					
<b>Academic Year 2018-19</b>					
The three headings below demonstrate how we are using Pupil Premium funding to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>A. Increased confidence with basic skills</b>	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 to 2 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 2016/2017/2018 showed promising 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. Streamlining and improving effectiveness 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. 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. £16,200
<b>C. Improved spelling and key Instant recall facts (KIRFS) in maths</b>	Embed Times Tables Rock Stars scheme. Children engage in fun times tables practice set to rock music and can progress to Rock Star status if they make good progress.	Research from other cluster school shows improvements for all but especially those who struggle with instant recall facts. This was echoed in 2017-2018 at The Whartons especially for	Scrutiny of Rock Stars progress charts for individuals against times tables grids. Bespoke intervention for those pupils (if any) who do not show benefit from this system	Maths leader	Half termly through scrutiny of individual records £150



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	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. Introduction of lunchtime Rock Stars Club run by Y6 leaders to facilitate children who do not access the programme at home.	those children accessing and consolidating skills at home.	Lunchtime Rock Stars Club in the study on school Laptops and ipads run by Y6 leaders for targeted children who do not access at home.		
<b>B. Improved Pupil Resilience and Self Learning</b>	DHT attend Metacognition Conference and cascade staff training, Parent Forum, adjusted planning and shared strategies to raise the profile of and embed Meta cognition opportunities/strategies across school.	DFE paper on 'Supporting the Attainment of Disadvantaged children' cited that successful approaches promoted attainment for all, no 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.	Learning Walks Lesson Observations Planning scrutinies Parent Forum feedback forms Pupil Voice	HT/DHT	Half termly through learning walks £200 Conference £100 resources for L2L Journals
<b>Total budget cost</b>					<b>£16,650</b>
<b>ii. Targeted support</b>					
<b>A. Increased confidence with basic skills</b>	Seasons for Growth small groups run throughout the year to support children in their ability to deal with significant impacts on their	Many children have experienced significant events, which can affect self-esteem and confidence in their own abilities.	Pre and post assessments against Seasons for Growth criteria and follow up sessions assessed by teachers and pupils themselves.	NK/CG	Termly £300 £150 (resources)

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<p><b>B. Improved pupil resilience and self learning</b></p> <p><b>G. Raised Emotional Well Being and timely targeted support for children when needed in order that children's progress and confidence does not suffer.</b></p>	<p>emotional wellbeing and thus ability to learn.</p>	<p>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.</p>			
<p><b>B. Improved pupil resilience and self learning</b></p> <p><b>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</b></p> <p><b>D. Improved retention of key concepts</b></p>	<p>Key workers allocated for individual pupil premium children to act as a mentor/coach. 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>Low resilience for many Pupil Premium children when faced with challenges or reaching their potential. 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>Impact of support sheets filled in by key workers TA Log Books filled in and shared weekly with Teachers Book scrutinies which show good progress against KPIs</p>	<p>HT Pupil Premium leader</p>	<p>Half termly  Weekly Meetings £3,000</p>
<p><b>A. Increased confidence with basic skills</b></p> <p><b>C. Improved spelling skills and Key Instant Recall</b></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 half termly TA meetings.</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 £4,300 half termly meetings to share good practice and cascade training Release Time for Best Practice Visits £500</p>

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<b>Facts (KIRFs) in maths</b>	Teacher training day – Metacognition. 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 ‘ and best practice visits for TAs across the cluster				
<b>A. Increased confidence with basic skills</b>  <b>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</b>	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 ‘keep 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.	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.	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.	SLT HT - PP lead School Improvement advisor Teacher leaders	Half termly monitoring  £1,000 FLT
<b>E. Increased attendance rates</b>	Breakfast club places offered to children as and when needed to support families and to prepare children to learn during the school day.	Some children do not arrive at school prepared and ready to learn. Previous case studies show improvements in outcomes and progress following this strategy.	Intervention and impact added to individual child’s case study	Pupil premium leader	Termly £420

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<b>E. Increased attendance rates</b>	Learning Mentor employed to work together with focus children and families to secure strategies which raise attendance	Some children have low level absences or persistent absences which impact on progress due to missed learning of key concepts and milestones	Learning Mentor feedback to PP Leader Scrutiny of PP case studies	Pupil Premium Leader Learning Mentor	Weekly
<b>G. Raised Emotional Well Being and timely targeted support for children when needed in order that children's progress and confidence does not suffer.</b>	Learning Mentor timetabled to work with individual PP children and their families or small groups of children. Teachers, Inclusion Manager (DHT) and the HT, will identify key children each half term who need targeted support from the learning mentor. This will take the form of daily catch up sessions, daily liaison with parents/carers, in class support or regular nurture sessions	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.	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 Case studies updated Half termly meetings between LM and PP leader.	Pupil Premium Leader Learning Mentor	Weekly Learning Mentor £10,000
<b>G. Raised Emotional Well Being and timely targeted support for children when needed in order that children's progress and confidence does not suffer.</b> <b>A. Increased confidence with basic skills</b> <b>B. Improved pupil resilience and self learning</b>	Contribution and engagement with Cluster Targeted services enables school to refer key children for emotional support through counselling, family support through Parent Support Advisor, or learning support through speech and language therapist and Educational Psychologist input as and when appropriate.		SDQ score sheets Pupil and Parent feedback meetings Monitoring meetings with outside providers	SENCo HT	£6,000 per annum
<b>Total budget cost</b>					<b>£25,670</b>

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<b>iii. Other approaches</b>					
<b>A. Increased confidence with basic skills</b>  <b>E. Improved commitment to homework</b>	Bi weekly TT Rock Stars and Lexia homework club run by Y6 leaders at lunchtime.	A number of children do not engage in homework related to TT Rocks Stars and Lexia, 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 are ready for the next stage in the learning sequence.	Y6 leaders to run club in the Study area of the Library Timetable for homework clubs in staffroom, teachers add focus children to the register for each club.	HT	
<b>C. Improved spelling skills</b>  <b>F Improved working partnership with parents and Improved commitment to homework</b>	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 £2,160 + £3,000 Lexia
<b>F. Improved working partnership with parents and Improved</b>	Termly additional parents' meeting between PP children's parents/ carers and class teachers. The meetings will share children's progress,		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 Learning Mentor	

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<b>commitment to homework</b>	individual barriers to learning, how Pupil Premium funding is being spent and how all parties can work together to close gaps and remove barriers Learning Mentor to meet regularly with key parents and carers of focus PP children and implement joint plans.				
<b>Total budget cost</b>					<b>£5,160</b>
<b>Total budget for all areas of plan</b>					<b>£47,480</b>

<b>5. Review of expenditure</b>				
<b>Previous academic year 2017/18</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (And whether you will continue with this approach)	<b>Cost</b>
<b>A. Increased confidence with basic skills</b>	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.	Scrutiny of internal tracking highlighted that the large majority of children in receipt of Pupil Premium funding reached age related expectations and Key Performance indicator milestones at least at a basic, fluency level thus ensuring they did not slip behind their peers and were prepared to move on to their next steps in learning. Pre and Post learning supported appropriate challenge and support in a timely, daily approach which was very successful in ensuring PP children learn in line with peers and are not	Due to an increase in numbers of pupils in receipt of PP funding, there is less time in each class with a member of support staff to act as key worker for each of the children, especially in KS2 classes. Therefore very tightly timetabled short pre and post learning slots are identified by teachers and TAs. The addition of a Learning Mentor in 2018-19 will support with pastoral care for individual children and thus release time for teaching assistants to focus on pre and post learning sessions. The senior leadership team will be delivering training to all staff on the effective use of 'over learning' to support retention of key	

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	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.	disadvantaged by missing class learning time to attend intervention groups.	skills by children. Sharing of good practice approaches will feature in staff meetings.	
<b>C. Improved spelling and key Instant recall facts (KIRFS) in maths</b>	Purchase and introduction of Times Tables Rock Stars scheme. Children engage in 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.	Impact of the use of Times Tables Rock Stars has been significant in raising mental agility with recalling tables for the large majority of children, including those with PP funding.	The increased use of paper necessary to run the TT rock stars programme is significant and will need to be factored in to the costings moving forwards unless alternative approaches can be found. This approach will be continued. Engage in cross schools competitions next academic year. Set up TT rock stars club after school or at lunchtime for those who struggle to access at home (Learning Mentor led) supported by Y6 Times Tables Champions Individual tracking of PP identified group on TT Rock Stars programme would enable quantitative rather than just qualitative/anecdotal analysis.	
<b>C. Improved spelling and key Instant recall facts (KIRFS) in maths</b>	Purchase and introduction of No Nonsense Spelling scheme	Target Tracker identifies that most children in receipt of PP funding are reaching age related expectations in spelling objectives for their year group (age related expectations). No Nonsense is being used consistently through Years 2 to 6; EYFS and Year 1 use Letters and Sounds Years 2-6 children have spelling journals (core recommendation in No Nonsense programme) which are used regularly.	Continue to use this resource through school and target PP funded children as part of key worker time.	

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		However in test situations there is a gap between acquisition of spellings from PP funded children and non PP funded children.		
<b>D. Improved Retention of Key Concepts</b>	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	'STOP' maths problem solving scheme was used over the last academic year by end of key stage classes ie Y2 and Y6. This had a positive impact on children's confidence and resilience when faced with problems in maths.	To ensure continuity in use of this resource designated timetabled slots need to be introduced each week or fortnight. Some teachers are not as confident in leading a session with this approach. Maths leader to run drop in sessions for teachers to access.	
<b>B. Improved Pupil Resilience and Self Learning</b>	Staff training, Parent Forum, Assemblies and a focused series of 6 Personal, Social Health and citizenship Education lessons focused on Growth Mindsets in order that all stakeholders understand and embrace the Growth Mindset approaches across school and towards out of school learning.	Children have a good understanding of Growth Mindsets as evidenced in pupil voice gathering by senior leaders and governors. All teachers are using the Growth Minset lessons and this has impacted positively on children's approaches to challenges. Lesson observations highlight children's independent learning behaviours as a strength or major strength in all classes, with no discernible difference in learning behaviours between PP and non PP chn. A focus on Metacognition next academic year will enhance this approach.	This approach will be continued and embedded over the next academic year. Also enhancing the approach with the introduction, training and best practice sharing of Metacognition approaches. Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. (EEF)	
<b>Total budget cost</b>				<b>£1,406</b>



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<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (And whether you will continue with this approach)	<b>Cost</b>
<b>A. Increased confidence with basic skills</b>  <b>B. Improved pupil resilience and self learning</b>	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.	A HLTA at school attended Seasons for Growth training and ran two Seasons for growth sessions during the year. The programme had a significantly positive impact on children's emotional well-being.	In order to embed and run this intervention more proactively rather than reactively each term over the academic year. Teachers will be asked to identify children who need input due to a significant event in their lives. This will be monitored by the Senior Leadership Team and interventions identified at pupil progress meetings each term.	
<b>B. Improved pupil resilience and self learning</b>	Key workers allocated for individual pupil premium children to act as a mentor/coach.	Teaching Assistants have worked with teachers to focus on those children in receipt of pupil premium funding alongside those with SEND. Setting targets and tracking of children's progress both academically and socially/emotionally has been recorded and discussed through the updating of TA log books and daily /weekly meetings. However time has focused more this year on pre post learning with less time overall for coaching and mentoring.	With a larger number of children in receipt of PP funding the role of the TA as coach and Mentor has been stretched. A new role of Learning Mentor (LM) has been secured for 2018-19 to work alongside the TAs and support/encourage children through coaching and mentoring approach. The LM will work with groups of PP children over the year making links between home and school. The LM will support. and challenge children through daily meetings and small group interventions.	
<b>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</b>	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.	Teaching assistants and teachers routinely check key concepts over the course of the lesson through targeted and probing questioning. Lesson starters link new learning to prior understanding. These techniques feed in to post learning sessions for PP children and others who are not secure with concepts	Training on strategies, which support checking key concepts and overlearning alongside pre and post learning, is an area for continued focus next academic year. Ongoing training for teachers and support staff from English and maths leaders and monitoring impact of strategies planned in to monitoring timetable.	

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<b>D. Improved retention of key concepts</b>		covered. Short focused and timely post learning sessions support children's 'keeping' up with their peers.		
<b>A. Increased confidence with basic skills</b>  <b>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</b>	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>Through shared good practice and training in key strategies to support disadvantaged children, Teachers and TAs work together to rigorously identify children's gaps, highlight specific targets, plan interventions and share tracking of progress.</p> <p>Teachers and TAs meet weekly to review progress of all individuals through scrutiny and review of TA log books which are a daily record of measurable targets and annotated progress towards these. As a result the large majority of children in receipt of PP funding reached daily objectives at least at a basic/fluent level against ARE.</p> <p>The cluster TA best practice sharing project was not established last year and is planned to run next academic year through the cluster plan.</p>	Continue to improve and embed best practice and engage with cluster project.	
<b>A. Increased confidence with basic skills</b>  <b>C. Improved spelling skills and Key Instant Recall</b>	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	Focus Learning Time (FLT) once per week with class teacher facilitating small group 'catch up' closing the gap sessions has been successful. Most children in these small focused groups reached their targets of learning objectives identified, thus closing key skills gaps with the rest of the cohort.	This is a focus area which is working well and will be kept in 2018-19	

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<b>Facts (KIRFs) in maths</b>	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.	Daily interventions through pre and post learning are embedding and supporting children to 'keep up' with their peers ensuring that the vast majority of children reach daily objectives at a basic/fluent level in line with age related expectations.		
<b>E. Increased attendance rates</b>	Breakfast club places offered to children as and when needed to support families and to prepare children to learn during the school day.	Attendance rates overall for PP children as a group across school rose in 2018 to 97.3% from 96% in 2017. This was above the rate of attendance across the whole of school which was 97.1% There was a reduction in persistent attendance of focus children with a net rise in attendance of over 5% from 81.3% to 86.1%	This is a focus area which is working well and will be kept in 2018-19	
<b>Total budget cost</b>				<b>£25,000</b>
<b>iii. Other support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (And whether you will continue with this approach)	<b>Cost</b>
<b>A. Increased confidence with basic skills</b>  <b>E. Improved commitment to homework</b>	Bi weekly homework club run by key stage leaders at lunchtime.	This strategy was difficult to implement consistently due to key stage leaders needing to be redirected during lunchtime to support other vulnerable children. A more 'open house' facilitation of in school homework club maybe more successful moving forwards.	This strategy was not consistently effective due to other lunchtime commitments of the Senior Leadership Team during their weekly lunchtime duty slots a lunchtime assistant relocating and leaving the Whartons and no replacement being secured compounded this. A re planned approach to this strategy, where facilities are provided for children to access homework in the library study at school.	

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			Especially Times Tables Rock Stars and Lexia will be trialled in 2018-19.	
<b>C. Improved spelling skills</b>  <b>F Improved working partnership with parents and Improved commitment to homework</b>	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.	All children enjoy using Lexia and have made some good progress through the levels. However, those who access at home as well as at school have made particularly accelerated progress through the levels.	This approach has been largely successful and will be continued. However, strategies to further support those children who do not access Lexia at home, via a lunchtime facilitation group will be trialled in 2018-19.	
<b>F. Improved working partnership with parents and Improved commitment to homework</b>	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	Analysis of questionnaires show that the large majority of parents now know about PP spending and the majority understand what the funding is spent on in school and that their children have benefitted. However, only a third read the strategy and this could be because as one parent stated, they have not been directed towards it.  Very few parents offered suggestions as to how school could support their child further.	Send all PP parents the finished strategy document Send out a repeat questionnaire Fill in the final section of the questionnaire with parents at the parents evening which identifies what school could do more.	
<b>Total budget cost</b>				<b>£7,975</b>
				<b>Total £32,840 +</b>

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