

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

### 1. Summary Information

<b>School</b>	<b>The Whartons Primary School</b>				
<b>Academic Year</b>	2016/17	<b>Total PP Budget</b>	£34,000	<b>Date of most recent PP review</b>	Nov 2015
<b>Total number of Pupils</b>	176	<b>Number of pupils eligible for PP</b>	22	<b>Date for next internal review of this strategy</b>	September 2017

### 2. Current Attainment

#### KS1 [PP population in 2016: 3 children]

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

	2014		2015		2016	
	School	National	School	National	School	National
% PP	40	63	0	66	67 (100%Y2)	N/A
% Non-PP	86.7	78	83	80	90 (100% Y2)	N/A
% Gap	-47	-15	-83	-14	-23	N/A (-13% compared with 2015)

- ✓ Gap has narrowed between pupil premium children reaching pass rate in 2016 and national non PP children in 2015
- ✓ % 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
- ✓ In school gap narrowing over time, despite the low results in 2015. None of the PP children reached expected standard in 2015, however these children all gained the required standard by the end of Y2

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**Key Stage 1 SATs Results 2016 Whartons [PP population in 2016: 3 children]**

	School	LA Leeds	National	Pupil Premium	Not Pupil Premium	Not PP Nationally	PP gap
% children at expected standard in reading, writing and maths	79%	49%	60%	33%	85%	63%	-30%
% children at expected standard in reading	90%	65%	74%	67%	92%	77%	-10%
% children at expected standard in writing	79%	54%	66%	33%	85%	68%	-33%
% children at expected standard in maths	90%	64%	73%	100%	89%	75%	+25%
% high level of attainment in reading, writing and maths	21%	6%	9%	0%	%		

- ✓ Whartons pupil premium children exceeded national non pupil premium in percentage at or above expected standard in maths (+ 25% above)
- ✓ Whartons pupil premium children exceeded LA in percentage at or above expected standard in reading (+2% above)
- ✓ Outside of the data above, note that the Phonics pass rate for Y2 PP was 100%
- Target for improvement – Whartons pupil premium children need to continue to close the gap to national non-PP expected standard in writing (-33%). Due to small numbers the gap of 10% is not significant in reading as 2/3 children reached ARE.

**KS2**

**Key Stage 2 SATs Results 2016 Whartons [PP population in 2016: 7 children]**

	School	LA (Leeds)	National	Pupil Premium	Not PP	Not PP Nationally	PP gap
% children at expected standard in reading, writing and maths	47%	47%	53%	14%	56%	60%	-42%
% children at expected standard in reading	59%	60%	65%	43%	64%	72%	-21%
% children at expected standard in writing	81%	67%	74%	43%	92%	79%	-49%
% children at expected standard in maths	56%	65%	70%	14%	68%	75%	-54%
% children at expected standard in GPS*	50%	69%	72%	14%	60%	78%	-46%
Average progress in reading	+1.4	-0.1	(-3.3 to 1.1)	+3.1			
Average progress in writing	+2.8	-0.7	(-7.8 to -3.2)	+0.4			
Average progress in Maths	-1.6	+0.1	(-2.4 to 1.4)	-4.7			
% high level of attainment in reading, writing and maths	9%		5%				
Average scaled score in reading	102.7	102	103	99.4	103.9	103	-3.6
Average scaled score in maths	100.2	102	103	91	102.6	104	-12
Average scaled score in GPS*	100.3	103	104	94.2	102.1	105	-9.8

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*\*GPS = Grammar, punctuation and spelling*

- ✓ Whartons pupil premium children made better average progress in reading than both LA and school non-PP children. Progress in reading was good, RAISE online data showed progress above national progress with the school ranked 14<sup>th</sup> for PP children progress in reading.
- ✓ Whartons pupil premium children made better than average progress in writing than LA and just above expected. RAISE online shows that progress in writing was significantly above national for PP children and in line with national progress for non-PP children.
- Attainment for PP children in maths was significantly below national levels (-61%) and non-PP pupils in school (-54%).
- Average scaled scores in all subjects were below non-PP children. 29% of PP children for this cohort were also SEN (children with Special Educational Needs) with low KS1 scores. 3/7 children had level 1 scores across all areas at KS1, 1/7 had level 1 score in one subject and low level 2c scores in the other subjects and 2/7 had low level 2c scores in all areas. 2/7 children were new to the school in Y5.

### 3. 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)

<b>A</b>	Fluency in basic skills and KPIs (key performance indicators) for the year appropriate objectives are lower, impacting on future learning
<b>B</b>	Lower levels of resilience when approaching learning is detrimental to progress
<b>C</b>	Poor spelling skills are impacting on the overall quality of work
<b>External Barriers</b> (Issues which also require action outside school, such as low attendance rates)	
<b>D</b>	Low attendance rate reduces the time actually spent in school, and is detrimental to progress
<b>E</b>	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

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<b>4. Outcomes</b>		
	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 to reach daily objectives at least at basic/fluent standard against ARE (age related expectation).</p>
<b>B</b>	<p><b>Improved pupil resilience and self learning</b></p> <p>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.</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>
<b>C</b>	<p><b>Improved spelling skills</b></p> <p>PP children's knowledge and understanding of spelling patterns to improve. Pupils will achieve age-appropriate spelling skills.</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>
<b>D</b>	<p><b>Increased attendance rates</b></p>	<p>The majority of PP children to hit or reduce the gap between school target (95%) 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>

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<b>E</b>	<b>Improved commitment to homework</b>  Increased homework completion rates among PP pupils, with homework to be completed to a high standard.	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.
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<b>5. Planned Expenditure</b>					
<b>Academic Year 2016-17</b>					
The three headings below enable schools to demonstrate how they 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	Individual children are failing to progress in lessons against age related expectations due to a lack of basic skills and have barriers to their understanding during whole class teaching. NFER report 'Effectively Supporting Disadvantaged	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.	HT/Assessment leader/ English and maths leaders	Half termly through a range of monitoring and triangulation between lesson observations, book scrutinies and data tracking.

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	<p>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.</p> <p>Pre teaching will boost confidence, pre assessment ensures children are challenged at correct level.</p>	<p>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.</p>	<p>Book scrutinies evidence children's working at ARE and displaying a basic understanding of KPIs</p> <p>Tracking data evidences children working at expected outcomes during pupil progress meetings.</p>		
<b>A. Increased confidence with basic skills</b>	<p>Rising Stars assessment will continue to be used but teaching sequences will be altered in order that children have been taught the objectives to be covered at each half termly assessment.</p> <p>KPIs will be grouped into termly sets by English and maths leaders and will be used by teachers when planning series of lessons.</p>	<p>NFER report 'Effectively Supporting Disadvantaged Children' and The Sutton Trust has shown that an ongoing, day-to-day monitoring of learning and correction in real time of any deficiencies can be a successful means of mitigating this problem.</p> <p>The impact of the regular assessment of children using Rising Stars was to improve the teacher's knowledge and understanding of progress of all children towards objectives (especially the key performance indicators) for their year group in the new national curriculum.</p> <p>The gap between non PP children and PP children's attainment against ARE in reading and writing across the school narrowed by 12%.</p>	<p>Scrutiny of ones and zeros grids completion. These grids identify any deficits for individuals in key skills/concepts through gap analysis.</p> <p>Planning cross reference against deficit areas from ones and zeros grids</p> <p>Book scrutinies for individuals to identify input following gap analysis</p>	English and maths leaders	Half termly through gap analysis and triangulation of books

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<b>Total budget cost</b>					<b>£14,000</b>
<b>ii. Targeted support</b>					
<b>A. Increased confidence with basic skills</b>  <b>B. Improved pupil resilience and self learning</b>	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.	Many children have low self-esteem and confidence in their own abilities. They lack the skills needed to work independently. Nurture group sessions over the past year have shown that this approach is successful in assisting pupils to develop their emotional skills and enable them to learn more independently (and thus make more progress in line with peers). Following success in developing self-esteem, we're not seeking to build emotional intelligence too.	Pre and post assessments against social and emotional aspects of learning criteria scales, assessed by teachers and pupils themselves.	TR/JB/CG	Termly
<b>B. Improved pupil resilience and self learning</b>	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. 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.	Impact of support sheets filled in by key workers Book scrutinies which show good progress against KPIs	HT Pupil Premium leader	Half termly
<b>A. Increased confidence with basic skills</b>	Improvements to the effective deployment of support staff to increase impact on pupil progress and the removing of barriers to learning for	NFER report 'Effectively Supporting Disadvantaged Children' and The Sutton Trust shows that more effective deployment of support staff will	Focus of performance management for teachers and support staff. Lesson observations which focus on effective in class support	SLT	Termly monitoring

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	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'	impact directly on raising the progress of disadvantaged groups.	Progress of children against KPIs for each term is in line with cohort.		
<b>A. Increased confidence with basic skills</b>	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.	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 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 UPS teacher leaders	Half termly monitoring

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<b>D. 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
<b>Total budget cost</b>					<b>£17,818</b>
<b>iii. Other approaches</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.	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 are ready for the next stage in the learning sequence.	Timetable for homework clubs in staffroom, teachers add focus children to the register for each club.	HT	Termly
<b>C. Improved spelling skills</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 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	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

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		against age related expectation in writing.			
<b>Total budget cost</b>					<b>£7,360</b>
Total budget for all areas of plan					<b>£39,178</b>

6. Review of expenditure				
Previous academic year 2015/16				
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
Children will be well prepared to achieve objectives set for lessons and to move on to the next step in learning sequence.	Bespoke pre and post learning against KPIs (key performance indicators) for individual children identified. Progress towards targets identified for interventions discussed with TAs.	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 and writing in 2015-16 by 11%	Although when used in class this approach was positive a lack of in class support time limited the use of the strategy, especially in maths. 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	Weekly 20 minute catch up sessions between teachers and TAs to plan and adjust interventions. <b>Total £1,000</b>

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			support all children, including more able, to make good progress.	
<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>
Individual children will develop emotional skills which will enable them to learn more independently and to make progress in line with peers.	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.	Nurture sessions have had a positive impact on self-esteem and children's perceptions of their own wellbeing and improved motivation. Expand to include resilience and self regulation.	HLTAs run weekly group nurture sessions develop learning skills. Interventions spans 6-8 weeks. £15 per week @ 8 sessions= £120 per child. <b>Total £2,880</b>
Children's resilience and 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.	Key workers allocated for individual pupil premium children to act as a mentor/coach	The attainment gap in Reading and writing for PP children as a group has closed by 11% overall against age related expectations.	Key workers have improved children's ability to talk about themselves and their work; to see the value in trying hard at school. This initiative will be carried on but a greater focus on specific next steps against KPIs for the year group will be a focus for these learning conversations and coaching role will be adopted	15-20 minutes daily 1:1 coaching conversations to raise self-esteem and aspirations. Cost £12.50 per week per child = £437.50 per year. <b>Total £10,938</b>
Children develop a fluency in key skills and are ready for the next stage in the learning sequence.	Bi weekly homework club run by key stage leaders at lunchtime.	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.	Lunchtime group sessions run on a Tuesday and Thursday cost £12 per week per child. With an average of 5-8 PP

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				children attending the cost per year is: <b>£3,360</b>
Improved basic skills Pre teaching Post teaching Better progress	A half termly programme of interventions at wave 1, 2 and 3 are identified during pupil progress meetings. TAs run additional intervention groups to close the gaps any children are experiencing in reading, writing or maths. TA timetables and wave provision maps show individual children in each intervention, many of whom are PP children.	Average progress of PP children across all year groups was in line with or better than the rest of the school for reading, writing and maths. Gaps closed in reading and writing across school by 11% but gap overall in maths did not close.	The majority of interventions had a positive impact however Intervention groups were sometimes disrupted due to class events as they were spread across the week. 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. Interventions will be overseen by a teacher, a narrower range of new intervention schemes purchased to support delivery, TAs will have dedicated planning time allocated for preparation and feedback.	<b>In excess of £15,000</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>
Improve maths and English levels and attainment	Purchase Rising Stars assessment materials and carryout gap analysis to inform next steps in planning.	The impact of the regular assessment of children using Rising Stars was to improve the teacher's knowledge and understanding of progress of all children towards objectives (especially the key performance indicators) for their year group in the new national curriculum. The gap between non PP children and	Rising Stars assessment will continue to be used but 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.	7% of: Rising Stars assessment materials £3,000. TA to analyse questions and gaps per term (2 days/10 hours) £200 x 6= £1,200

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		PP children's attainment against ARE in reading and writing across the school narrowed by 12%.		<b>£300</b>
Children arrive in class ready to learn.	Breakfast club places offered to children as and when needed to support families and to prepare children to learn during the school day.	Positive impact on children's readiness to learn for key children.	Will continue on a needs basis.	Breakfast club places at £3 per day. Average of 3 or 4 children across the year for a term each. <b>Total £360</b>
<b>Total</b>				<b>£33,478 +</b>

**7. Additional Details**

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