

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

Summary Information					
<b>School</b>	<b>The Whartons Primary School</b>				
<b>Academic Year</b>	2019/20	<b>Total PP Budget</b>	£44,380	<b>Date of most recent PP review</b>	June 2017
<b>Total number of Pupils</b>	178	<b>Number of pupils eligible for PP</b>	29	<b>Date for next internal review of this strategy</b>	November 2020

## 1. Current Attainment

### Key Stage 1 SATs Results 2019 Whartons [PP population in 2019: 4 children]

	School	National	Pupil Premium	Not Pupil Premium	Not PP National Other	PP gap with National Non-PP
% children at expected standard in reading, writing and maths	81%	65%	50%	89%	%	-15%
% children at expected standard in reading	90%	76%	67%	94%	78%	-12% (<1 child)
% children at expected standard in writing	86%	69%	33%	94%	73%	-40%
% children at expected standard in maths	90%	76%	100%	89%	79%	+21%
% high level of attainment in reading, writing and maths	24%	11%	0%	28%	%	-11%

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:

- ✓ The percentage of children reaching ARE is in line with national outcomes in reading (where 75% reached age related expectations), above national outcomes in maths (where 100% of PP children reached ARE) and only one child away from exceeding ARE in writing (with each child representing 25%).
- ✓ The majority of PP children reached the expected standard in reading, writing and maths combined.

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**KS2**

**Key Stage 2 SATs Results 2019 Whartons [PP population in 2019: 7 children. Each child represents 14%]**

	<b>All School</b>	<b>LA (Leeds)</b>	<b>National</b>	<b>Pupil Premium School</b>	<b>Not PP School</b>	<b>Not PP Nationally/ National PP</b>	<b>PP gap with National non-PP/National PP</b>
<b>% children at expected standard in reading, writing and maths</b>	63%	62%	65%	29%	72%	71%/51%	-43%/-22%
<b>% children at expected standard in reading</b>	75%	71%	73%	43%	84%	78%/62%	-40%/-18%
<b>% children at expected standard in writing</b>	81%	73%	78.3%	57%	88%	83.1/68%	-26%/-11%
<b>% children at expected standard in maths</b>	72%	71%	79%	43%	80%	84%/67%	-41%/-24%
<b>% children at expected standard in GPS*</b>	72%	73.7%	78%	57%	68%	83/67	-24%/-10%
<b>Average progress in reading</b>	-0.59	+0.2	0.03	-1.63	-0.27	0.32/-0.62	-1.89/-1
<b>Average progress in writing</b>	-0.16	0	0.03	-1.73	0.32	0.27/-0.5	-2.05/-1.23
<b>Average progress in Maths</b>	-1.96	+0.2	0.03	-4.54	-1.18	0.37/-0.71	-4.91/-3.83
<b>% high level of attainment in reading, writing and maths</b>	19%	10%	11%	0%	13%	31%/5%	-5%
<b>Average scaled score in reading</b>	104.5	104.3	104.4	99.6	105.9	105.5/101.9	-6.7/-2.3
<b>Average scaled score in maths</b>	103.8	103.6	105	97.6	105.6	106/102.6	-8.5/-5
<b>Average scaled score in GPS*</b>	106.2	105.4	106.3	102.7	107.4	107/103.8	-5/-1.1

*\*GPS = Grammar, punctuation and spelling*

The majority KS2 PP students reached the expected standard in writing; for reading and maths less than one child difference between the majority reaching expected standard

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:

- The average progress score for PP children in 2019 rose significantly from -6.23 to -1.63 in reading and from -3.96 to -1.73 in writing, which narrowed gaps.
- The average scaled score in reading for PP children also rose in 2019 to 99.6 from 97.5 (a narrowed gap)

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- The average scale score for PP children rose in 2019 and the gap narrowed with both National non PP and with similar groups nationally
- Outcomes for PP children in EPGS rose to within one child of similar groups Nationally
- For all subjects outcomes, the % of PP funded children meeting age related expectations is in line with, or within 1 child of, achievements for similar children nationally

## 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)

<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>	Slower phonics acquisition hampering reading fluency and leading to poorer spelling skills and limited consolidation of Key Instant Recall Facts (KIRFs) in maths 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

### External Barriers (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.
<b>H</b>	Some children's experiences are curtailed by financial constraints and situational barriers eg transport. This can impact negatively on children's overall development.

## 3. Outcomes

Desired outcomes and how they will be measured	Success Criteria
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<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>
<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 phonics acquisition, spelling skills and Key Instant Recall Facts (KIRFs) in maths</b></p> <p>PP children's knowledge and understanding of synthetic phonics, 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 <span style="background-color: yellow;">??????</span> bespoke spelling programme (which will be used to improve these skills).</p> <p>Most PP children reach expected standard in phonics screening by the end of year 2, in order that they have the phonetic knowledge base to support reading and spelling.</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>

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		<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 and through the regular use of <b>????</b> digital maths intervention programme.</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>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.</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> <p>The percentage of children in receipt of PP funding will reach greater depth/mastery understanding by the end of the year.</p>
<b>E</b>	<p><b>Increased attendance rates and reduced persistent absence</b></p>	<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>Termly meetings between teachers and parents ensure a joint understanding of children's needs, barriers and gaps.</p>

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	<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>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>
<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 Targeted 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>
<b>H</b>	<p><b>Building cultural capital and enhancing life</b></p> <p>A comprehensive programme of experiences developed for each child's journey through the Whartons. The experiences build cultural capital and widen encounters, which develop all children, including</p>	<p>All children during their journey through the Whartons will experience a wide range of cultural, inspiring and enriching experiences. These experiences are designed to build confidence, awe and wonder, understanding of the diversity in society and foster an ability to develop opinions and preferences.</p>

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	those in receipt of PP funding, to become confident and rounded citizens.	
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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	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. The 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	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	HT/Assessment leader/ English and maths leaders	Half termly through a range of monitoring and triangulation between lesson observations, book scrutinies and data tracking. <b>£16,200</b>

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	<p>designated in class support time for PP children pre and post learning 1 to 2 hour per day as a minimum.</p> <p>Pre teaching will boost confidence, pre assessment ensures children are challenged at correct level.</p>	<p>mitigating this problem. Use of this strategy since 2016 has been very successful compared to previous strategies, and we continue to monitor and refine our approach.</p>	<p>review progress and identify new areas.</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>C. Improved phonics, spelling and key Instant recall facts (KIRFS) in maths</b>	<p>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. 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.</p> <p>Introduction of lunchtime Rock Stars Club run by Y6 leaders to facilitate children who do not access the programme at home.</p>	<p>Other cluster schools showed significant improvements with this scheme. Introduced at The Whartons in 2017-2018, we have seen a significant improvement in instant recall facts among the majority of users, including those with PP funding – especially for those children accessing and consolidating skills at home. This is therefore a continued intervention.</p>	<p>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</p> <p>Lunchtime Rock Stars Club in the study on school Laptops and ipads run by Y6 digital leaders for targeted children who do not access at home.</p>	<p>Maths leader/Computing lead</p>	<p>Half termly through scrutiny of individual records</p> <p>£150</p>
<b>B. Improved Pupil Resilience and Self Learning</b>	<p>Revisit Metacognition training with teachers and support staff, Parent Forum, adjusted planning and shared strategies to embed Meta cognition</p>	<p>DFE paper on 'Supporting the Attainment of Disadvantaged children' cited that successful approaches promoted attainment for all, no stereotyping or limiting the</p>	<p>Learning Walks</p> <p>Lesson Observations</p> <p>Planning scrutinies</p> <p>Parent Forum feedback forms</p> <p>Pupil Voice</p>	<p>HT/DHT</p> <p>T&amp;L Committee governor</p>	<p>Half termly through learning walks</p> <p>£200</p> <p>£100 resources for L2L Journals</p>



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	opportunities/strategies across school. Refresh L2L journals and agree a whole school approach to regular opportunities for children to build and discuss their learning skills. Map some of the skills to subject specific pedagogy.	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.			Staff training workshops
<b>H. Building cultural capital enhancing life experiences and embedding opportunities to debate and form opinions</b>	Develop an experiences 'map' for children at the Whartons which includes cultural experiences eg theatre trips; widening horizons eg African voices workshops and careers and aspirations week; developing life skills eg traveling by public transport and outdoor adventures and embedding a programme of opportunities to debate and hone self-confident opinions	The Chartered College of Teaching discussed in Impact Magazine issue 4 the importance of providing knowledge beyond a child's own experiences, which can support social mobility. This alongside a set of rich engaging experiences planned across year groups supports whole child development and prepares children to access successfully for their next steps.	Evolve trip paperwork Medium term plans including experiences Learning wall in hall Learning walks Pupil voice	DHT/HT	Staff training Subsidised trip donations £500 Visiting experts fees £500 Transport costs £300
<b>Total budget cost</b>					<b>£17,950</b>
<b>ii. Targeted support</b>					
<b>A. Increased confidence with basic skills</b>  <b>B. Improved pupil resilience and self learning</b>  <b>G. Raised Emotional Well</b>	Seasons for Growth 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 continue to follow the Seasons for Growth materials and approach to assist pupils to	Pre and post assessments against Seasons for Growth criteria and follow up sessions assessed by teachers and pupils themselves.	NK/CG	£300 termly + £150 for individuals' resource packs =£1,050

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<b>Being and timely targeted support for children when needed in order that children's progress and confidence does not suffer.</b>		develop their emotional skills and coping strategies, which our experience has shown enables 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.			
<b>B. Improved pupil resilience and self learning</b>  <b>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</b>  <b>D. Improved retention of key concepts</b>	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.	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 TA Log Books filled in and shared weekly with Teachers Book scrutinies which show good progress against KPIs	HT Pupil Premium leader	Half termly  Weekly Meetings £3,000
<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 half termly TA meetings. Teacher training day – Metacognition. Release time for teachers and TAs to share good practice	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.	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	SLT	Termly monitoring half termly meetings to share good practice and cascade training £4,300 Release Time for Best Practice Visits £500

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	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 phonics, spelling skills and Key Instant Recall Facts (KIRFs) in maths</b>	We will continue holding out-of-class interventions 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>C. Improved phonics, spelling skills and Key Instant Recall Facts (KIRFs) in maths</b>	Additional Focused Learning group for phonics weekly in Y1. This group will be teacher lead and focus on over learning		Phonics screening outcomes	Y1/2 teachers KS1 leader/DHT	£342
<b>E. Increased attendance rates</b>	Breakfast club places will continue to be offered to children as and when needed to support families and to	Some children do not arrive at school prepared and ready to learn. Previous case studies – and our own experience using this	Intervention and impact added to individual child's case study	Pupil premium leader	Termly £420 = <b>£1,280</b>

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	prepare children to learn during the school day.	approach – show improvements in outcomes and progress following this strategy.			
<b>E. Increased attendance rates</b>	Learning Mentor employed to work together with focus children and families to secure strategies which raise attendance	Reasons for absence will vary significantly between children and no one-size-fits-all solution will exist. Our Learning Mentor can assess the situation and propose tailored solutions in discussion with families, and over the past year has seen significant success in targeting absenteeism.	Learning Mentor feedback to PP Leader Scrutiny of PP case studies	Pupil Premium Leader Learning Mentor	Weekly provision, totalling £3,200
<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. This has been confirmed by our employment of a dedicated Learning Mentor over the past year, who will build on her initial success over the coming year.	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, totalling £6,400
<b>G. Raised Emotional Well Being and timely targeted support for children when needed in order that children's progress and</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	The school has seen valuable results from participation in these Cluster services and are very happy to continue contributing to them.	SDQ score sheets Pupil and Parent feedback meetings Monitoring meetings with outside providers	SENCo HT	£7,000 Contribution  Termly meetings for Guidance and support sessions and steering group workshops

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<b>confidence does not suffer.</b> <b>A. Increased confidence with basic skills</b> <b>B. Improved pupil resilience and self learning</b>	speech and language therapist and Educational Psychologist input as and when appropriate.				£ 850
<b>Total budget cost</b>					<b>£28,922</b>
<b>iii. Other approaches</b>					
<b>A. Increased confidence with basic skills</b>  <b>E. Improved commitment to homework</b>	Weekly TT Rock Stars and IDL homework club run by Y6 Digital leaders at lunchtime.	A number of children do not engage in homework related to TT Rocks Stars and IDL, 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 Digital 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	TA support at lunch for 30mins weekly £200 per year
<b>C. Improved spelling skills</b>  <b>F Improved working partnership with parents and Improved commitment to homework</b>	Purchase IDL Literacy and maths 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 IDL sessions for small groups	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 IDL programme has a positive impact on improving	Monitoring of individual progress of children via Lexia's regular assessments profile. Children's written and maths work will also be assessed through scrutiny against ARE in spellings and moderated with colleagues and by SLT.	CG  English leader, maths leader and SLT	Half termly £2,160 + £1,000 New programme +£200

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	Children will also build their age appropriate spelling skills through twice weekly spelling/phonics sessions using new whole school spelling scheme.	spelling, writing and maths skills, and thus in raising achievement against age related expectation in writing.			
<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 Learning Mentor to meet regularly with key parents and carers of focus PP children and implement joint plans.	Greater communication with parents helps the school to better understand the difficulties faced as well as help find solutions which can be implemented both at school and at home. After one year of focusing on improving communication – and collating feedback – we already have new strategies for improvement in this area.	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	Three hours teacher time 3x yearly at parents' evenings £1,725
<b>Total budget cost</b>					<b>£4,285</b>
Total budget for all areas of plan					<b>£51,157</b>

5. Review of expenditure				
Previous academic year 2018/19				
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

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<b>A. Increased confidence with basic skills</b>	<p>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.</p> <p>Pre teaching will boost confidence, pre assessment ensures children are challenged at correct level.</p>	<p>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.</p> <p>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 disadvantaged by missing class learning time to attend intervention groups.</p>	<p>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 has supported with pastoral care for individual children and thus released time for teaching assistants to focus on pre and post learning sessions. The more focused use of B squared materials, which identify small targets/steps of progress, will be introduced for TA log books by teachers. This will support TAs in focusing on small steps to close gaps.</p>	£16,200
<b>B. Improved Pupil Resilience and Self Learning</b>	<p>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.</p>	<p>Lesson observations, learning walks and pupil voice monitoring has evidenced a growing confidence in all children, including those in receipt of PP funding, towards self-challenge and engagement with learning conversations. Children understand how a growth mindset can aid their learning and are actively engaged in reviewing and improving their work as part of independent target time activities.</p>	<p>The use of Learning to Learn Journals has been difficult to incorporate regularly into the children's learning journeys due to class time constraints. Moving forwards, we will share ideas to allow a more structured approach to engaging children in this tool for self-evaluation.</p>	<p>£200 Conference £100 Staff training £200 monitoring</p>
<b>C. Improved spelling and key</b>	<p>Embedding Times Tables Rock Stars scheme. Children</p>	<p>Impact of the use of Times Tables Rock Stars has been significant in raising</p>	<p>An adjustment in paper usage to include all days' tests on one sheet is having a positive impact on</p>	£150

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<b>Instant recall facts (KIRFS) in maths</b>	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.	mental agility with recalling tables for the large majority of children, including those with PP funding.	costs. This approach will be continued. 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>Total budget cost</b>				<b>£16,850</b>
<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>  <b>G. Raised Emotional Well Being and timely targeted support for children</b>	Seasons for Growth 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.	Seasons for Growth sessions have run throughout the year and have supported many children, with PP funding and without. The sessions have been well received and have had a positive impact on children's well-being and their ability to share with each other coping strategies. Reports from teachers and parents each course have been unanimously positive with relation to	This programme has had huge benefits for all individuals. It will therefore be carried forward as a priority.	£300 termly + £150 for individuals' resource packs =£1,050



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when needed in order that children's progress and confidence does not suffer.		children's ability to engage with peers and in their learning.		
<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) was secured for 2018-19 to work alongside the TAs and support/encourage children through coaching and mentoring approach. The LM worked with groups of PP children over the year making links between home and school. The LM has supported and challenged children through daily meetings and small group interventions.	Weekly Meetings £3,000
<b>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</b> <b>D. Improved retention of key concepts</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 covered. Short focused and timely post learning sessions support children's 'keeping' up with their peers.	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.	
<b>A. Increased confidence with basic skills</b> <b>C. Improved spelling skills and Key Instant Recall</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	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.	Continue to improve and embed best practice and engage with future cluster project.	£4,300

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<b>Facts (KIRFs) in maths</b>	will include: support staff training via half termly TA meetings.	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.		
<b>A. Increased confidence with basic skills</b>  <b>C. Improved spelling skills and Key Instant Recall Facts (KIRFs) in maths</b>	We continued 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.	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. 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.	This is a focus area which is working well and will be kept in 2019-20	£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.	<b>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</b>	This is a focus area which is working well and will be kept in 2019-20	<b>Termly £420 = £1,280</b>

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		rise in attendance of over 5% from 81.3% to 86.1%		
<b>E. Increased attendance rates</b>	Learning Mentor employed to work together with focus children and families to secure strategies which raise attendance	The learning mentor has established very positive working partnerships with key families. The outcomes have been a reduction in persistent absenteeism for all of her focus families.	This intervention has had a positive impact on improving attendance for children. As the learning mentor has limited time allocations, it was necessary to focus on a group of children and families. For the next academic year, a new focus group will be identified for support with light touch catch up meetings for the existing partnerships already established. More time will be given over for the learning mentor to track absenteeism and so plan timely intervention independently.xxx	<b>£2,600</b>
<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	The work of the learning mentor has been varied over the year. She has supported children in closing specific basic skills gaps in maths and phonics, support children with physical impairments through repetitive exercises and engaged with key children to support their mental health and well-being. The impact of these targeted support sessions has enabled children to access their learning more effectively whilst back in class, build confidence, resilience and to keep up with their peers.	This intervention has been very positive and will continue in to 2019-20	<b>£5,200</b>
<b>G. Raised Emotional Well Being and timely targeted support for children when needed in order that children's progress and</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	The positive impact of the range of support packages, which pupils and their families have accessed through the cluster this year, has been great. There have been numerous TAMHS counselling programmes with very positive improvements identified from SDQs, successful Parent Support adviser input	The school will continue to support Targeted Services through its annual contribution and half termly steering group meetings, to ensure the services are secured	<b>£7,000 Contribution Termly meetings for Guidance and support sessions and steering group workshops £ 850</b>

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<b>confidence does not suffer.</b> <b>A. Increased confidence with basic skills</b> <b>B. Improved pupil resilience and self-learning</b>	support through speech and language therapist and Educational Psychologist input as and when appropriate.	with families, speech and language therapy sessions and subsequent staff training as well as focused Educational Psychology sessions for individual children.		
<b>Total budget cost</b>				<b>£26,180</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. Especially Times Tables Rock Stars and IDL will be trialled in 2019-20.	
<b>C. Improved spelling skills</b>  <b>F Improved working partnership with parents and Improved</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	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 means that other children have not made the progress it was hoped.	The new electronic package IDL will be rolled out over the 2019-20 academic year with training for staff taking place over the autumn/spring terms.	<b>£2.600 staffing + £3,000 Lexia subscription</b>

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<b>commitment to homework</b>	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.	Having considered the cost effectiveness of Lexia it was decided to change the online support package to a different programme, which covers both English and maths. The new package is considerably cheaper and potentially covers more learning gaps.		
<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.  In 2018-19, extended meeting slots were planned in to the termly parents' evenings which ensured that discussions about learning and next steps were linked to progress.	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. Purchase of an electronic parents evening package, which allocates PP parents, extended sessions automatically at parents conferences.	Three hours teacher time 3x yearly at parents' evenings £1,725
<b>Total budget cost</b>				<b>£7,375</b>
<b>Total</b>				<b>£50,405</b>