

Pupil premium strategy statement (primary)

1. Summary information					
School	WHITEFIELD PRIMARY SCHOOL				
Academic Year	2016/17	Total PP budget	£42 800	Date of most recent PP Review	Oct 2016
Total number of pupils	362	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Oct 2017

2. Current attainment		
2 DAP children currently in Reception	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 17/29	59%	75%
% making progress in reading 20/29	69%	92%
% making progress in writing 18/29	62%	95%
% making progress in maths 16/29	55%	91%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Behaviour for learning for a group of PP KS2 children is having a detrimental effect on their attainment and progress – 46% are below expectations in 1 or more area (RWMa)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
B.	Attendance rates for children eligible for pupil premium are below 96% for 29% of the group, and below 97% for 47% of the group
C.	Non-routine admissions form 50% of the group with 23% of these arriving in KS2 – mobility within the area is increasing in last three years. FS, KS1 data and pupil info can be difficult to get hold of from feeder schools in a timescale that allows us to hit the ground running

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Positive behaviour for learning in all year groups, with a focus on KS2, is addressed	Fewer behaviour incidents with the pupils eligible for PP are recorded. Book scrutinies show children eligible for PP are challenging themselves to tackle difficult tasks, with failure experienced and positively acted on
B.	Increased attendance rates for pupils eligible for PP	Reduce the number of absences among pupils eligible for PP so that they are all above 97% and in line with non-PP children
C.	Higher rates of attainment and progress for NRA PP children based on accurate early judgements	Teachers/TAs assess pupils on entry as part of their induction programme in to school allowing teachers and TAs to begin working with the child at the known level of attainment as early as possible, ensuring progress is made

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved behaviour for learning, particularly across KS2	To become a GROWTH MINDSET school. Staff training from Rachael Ainsworth. Follow up CPD and pupil leadership team focus.	Monitoring and evaluation exercises have highlighted that many of our children are reluctant to push themselves out of their comfort zone; to try something new and difficult, experience failure and get back up and try again. We want to shift the attitudes of staff and children so that all of us try something new and show stickability and positivity in our learning. This is an approach we can see embedded across school.	Trainer selected due to evidence of effectiveness and case studies from other schools. INSET training and follow up COD Pupil leadership focus – what do the children think? Culture embedded in teaching and learning policy. Governor focus for January 2017 training day. Termly reports to governors.	Sarah Willers, AHT Curriculum Development Leader Sarah Foster Headteacher Pupil Leadership Team	Easter 2017 following Feb training. <i>Interim update June: Training taken place and Growth Mindset is being taught at least weekly in each classroom. A weekly assembly introduces the topic, displays are in place both in the classroom and in the hall. Children are responding well and assessment data will need to be analysed at the end of the year to measure the impact. Review: JULY 17</i>

Improved and accurate starting points for DAP non-routine admissions	Identified staff member (HLTA) to assess pupils as soon as they are admitted to school. Assessment fed back to Inclusion Manager and class teacher.	15 of the 31 children accessing PP monies are non-routine admissions to school. 7 of the 31 arrived in KS2. School has historically had difficulties obtaining accurate assessments from the feeder school and learning time is wasted.	The NRA induction to school procedure will be updated in line with this action. The identified HLTA will be released from her post in school to carry out the assessments needed so that accurate assessment is available at the start. NRA and PP review reported to governing body termly.	Janice Adams, AHT Inclusion Manager HLTA	Review October 2017 <i>Interim update June: N.R.A and Pupil Premium reviewed at governors.</i> <i>NRA induction procedure awaiting amendment</i>
Total budgeted cost					£7 800
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the rates of attainment and progress for NRA DAP children based on accurate early judgements	121 and small group provision additional to the daily maths and English lessons. Provided by skilled teaching assistants in consultation with class teacher and Inclusion Manager. IDL BRP Counselling service for children who have needs that require specialist support New maths intervention (Jan 2017)	Some of the NRA DAP children need targeted interventions to bring their learning in line with age related expectations. The programmes used in school are effective and have a proven track record. A specialist counselling service is needed for identified children who have specific social and emotional needs.	Termly review of data via the governor school standards committee Observations of interventions by the Inclusion Manager Conferencing with the teachers and children – do they feel the additional support is working and helping?	Sarah Foster, Headteacher to support Helen Williams, Middle Leader project	Easter 2017 <i>Interim update June: Helen Williams is recording data as part of her project. Observations of interventions and T.A. support has taken place. Pupil review meetings continue to assess need and progress. Data review at the end of the term will provide further evidence of progress.</i> <i>Review: JULY 17</i>
Total budgeted cost					£20 000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates of DAP children	School Business Manager to work with Helen Williams to monitor attendance of this group of children and act quickly when absences have been recorded.	Of the 24 DAP children who have been with us for a full school year 2015/16, 7 out of the 24 were below 96% attendance; 11/24 were below 97%. The HT and SBM have been working to improve attendance rates across the whole of school with support from Lancashire County Council Attendance Team.	Working with parents to ensure the children are in school as much as possible. Working alongside the school nurse for children who have medical absences relating to the same illness. Reviewing attendance of this group termly. Reporting information to governors termly.	Julie Garry, School Business Manager with Helen Williams, Middle Leader Project	December 2017 July 2017 <i>Interim update June: Close monitoring of attendance takes place with parents contacted when attendance falls below expectations.</i> <i>Review: JULY 17</i>
Total budgeted cost					£15 000