

Pupil Premium Strategy Statement 2018-2019

Part 1

PP received in 2018/2019 = 130,940

1. School Context: Whitchurch Primary School and Nursery					
Total number of pupils on roll.	776 (812 including Nursery)				
Number of PP Pupils with EHC Plans = 1	Number of PP pupils with SEN Support Plans = 23				
	Setting	PP Cohort	£1,320	£2,300/£300 (LAC)/(Service)	Total Amt £
	Reception	5/5%	6,600	300	6,900
	Year 1	9/10%	11,880		11,880
	Year 2	11/11%	14,520	4,600	19,120
	Year 3	8/8%	10,560	2,300	12,860
	Year 4	16/17%	21,120		21,120
	Year 5	15/16%	19,800		19,800
	Year 6	28/30%	36,960	2,300	32,960
	Overall % of pupil population eligible for PP	92 Pupils 11.33%			
Total Amount of Pupil Premium received			£121,440	£9,500	£130,940

2. Current Attainment and Progress – End of KS2		
	Whitchurch Pupils eligible for PP 2017 - 2018	Pupils not eligible for PP (National Average)
Percentage achieving Age Related Expectations or above in reading, writing & maths.	86%	70%
Progress in reading	1.3	0.31
Progress in writing	-0.6	0.24
Progress in maths	-0.1	0.31

3. Barriers to future attainment (for PP children)	
A	Pupil Premium Pupils who have English as an additional language
B	Limited involvement of Pupil Premium Pupils in extra-curricular clubs, activities and enrichment opportunities.
External Barriers	
c	Attendance of Pupil Premium Pupils to be in-line with National expectations.

4. Desired Outcomes & Success Criteria		
A	Diminishing differences /narrowing the gap between disadvantaged and non-disadvantaged pupils- middle attainers in attainment for reading and maths.	Reading above ARE (2.6 gap) Maths above ARE (2.6 gap)
B	Diminishing differences /narrowing the gap between disadvantaged and non-disadvantaged pupils- middle attainers in progress for reading and maths.	Reading (10.8 gap) Maths (10.8 gap)
C	Attendance of Pupil Premium Pupils is in-line with National expectations.	Attendance of Pupil Premium Pupils to be at least 97%

Part 2

5. Planned Expenditure 2018 / 2019		
i. Quality of teaching for all. ii. Targeted support. iii. Other approaches.		
i. Quality of teaching for all.		
Desired Outcome	Action	Pupil Premium Spend
A & B	Phonics training and updated RWI materials (Nursery to Year 2)	£3,650
A & B	Banded reading books purchased (Years 3 and 4)	£1,700
A & B	Bug Club purchased (Whole school)	£150
A & B	Mathletics purchased (Years 2 – 6)	£350
A & B	TA Training – CP / Welfare / Phonics / Clicker 7	£275
A & B	Setting in Y6 to prepare for SATs (Year 6)	£17,000
ii. Targeted support.		
Desired Outcome	Action	Pupil Premium Spend
A & B	Learning mentor to support emotional and social barriers. (Reception – Year 6)	£6,200
A & B	After school booster sessions (Year 2 and Year 6)	£1,400
A & B	Daytime booster sessions taught by qualified teachers and AHTs (Years 3,4,5,6)	£19,000
	Greater depth writing group (Y2)	£5,800
A & B	Phonics intervention (Year 2)	£1,200
A & B	Targeted phonics intervention (From Spring 2 nd Year 1)	£6,000
A & B	Targeted maths intervention (Year 1)	£2,300
A & B	Targeted reading intervention (Year 1)	£300
A & B	Targeted reading comprehension (Year 2)	£600
A & B	Targeted maths intervention (Year 2)	£2,250
	Greater depth writing group (Year 6)	£9,700
A & B	Greater depth reading group (Reading Gladiators) (Year 6)	£9,700
A & B	Greater depth reading group (Reading Gladiators) (Year 4)	£450
A & B	Reading Interventions (Years 3 & 4)	£5,050
A & B	Extra maths group (Year 4)	£9,500
	Assembly time writing interventions (Years 3 and 4)	£9,500
A & B	Avanti House Students Reading Intervention (Years 3 and 4)	£2,000
A & B	Year 5 interventions – Maths and Reading	£1,250
A & B	Year 6 interventions – Maths and Reading	£10,250
A & B	Spelling interventions (Year 5)	£700
	EYFS Fine Motor Interventions	£185
	Writing workshop (Year 6)	£250

iii. Other approaches.		
Desired Outcome	Action	Pupil Premium Spend
C	Attendance Officer to specifically track attendance of Pupil Premium Pupils. The school's Attendance Policy should be adhered to and rapid procedures and actions for low attendance should be followed and undertaken in line with school Policy. (Nursery – Year 6)	£2,500
A & B	Curriculum workshop for parents (Year 1)	£200
A & B and C	Access to a broad range of educational experiences, including: educational visits, workshops, performances and visitors to engage children in their learning activities and to promote long-term curiosity and interest in learning. (Reception - Year 6)	£1,000
A & B and C	Additional resources including learning resources and materials /equipment (school uniform, sports kit, books, musical instruments). (Reception - Year 6)	£350
C	Access to a wide range of enrichment opportunities including breakfast club, after school clubs, musical instrumental lessons and swimming to enhance their life experiences. (Reception - Year 6)	£500
C	Additional opportunities to attend out of school activities (residential trips). (Years 4,5,& 6)	£4,000
A & B	Resources bought to support children at home (packs) (Year 1)	£700
A & B and C	Family learning/coffee mornings (Reception)	£500
TOTAL:		£136,460

Part 3

6. Review of Expenditure 2018 - 2019		
<p>i. Quality of teaching for all.</p> <p>ii. Targeted support.</p> <p>iii. Other approaches</p>		
	Impact of Pupil Premium Spending 2018-2019	Impact
i. Quality of teaching for all.		
A & B	Phonics training and updated RWI materials (Nursery to Year 2)	<p>Phonics training to those requiring this support was undertaken. All TAs undertook phonics training, delivered by fully trained staff and phonics lead as part of TA training 2018/2019.</p> <p>RWI materials were purchased to support the teaching and learning of phonics.</p> <p>Phonic setting allowed children to progress with their learning. Children sets were changed throughout the year in line with their learning needs. The phonics lead was able to monitor lessons to ensure high quality teaching and consistency.</p> <p>Data shows that 85% of all children passed their phonic screening test and of PP Pupils 56% passed.</p>
A & B	Banded reading books purchased (Years 3 and 4)	<p>Banded reading books were purchased for Years 3 and 4 allowing for improved progress in reading.</p> <p>Teaching Assistants provided successful target support with Reading comprehension interventions.</p> <p>Targeted interventions were closely monitored through pupil progress meetings and termly assessments and groups were adjusted to meet the needs of pupils.</p> <p>Data shows the following:</p>

		<p>Year 3: 84% of the year group achieved Secure+ and 57% of PP achieved Secure+</p> <p>Year 4: 77% of the year group achieved Secure+ and 47% of PP achieved Secure+</p>
A & B	Bug Club purchased (Whole school)	<p>All children were able to access Bug Club to support their reading and comprehension development. Teachers are able to set work according to ability level, supporting children's learning needs.</p> <p>Reading data shows: KS2=91% , KS1= 40% Expected Standard.</p>
A & B	Mathletics purchased (Years 2 – 6)	<p>As with Bug Club this intervention supported children learning. Teachers are able to set work according to ability level, supporting children's learning needs.</p> <p>Maths data shows: KS2= 86% KS1=60% Expected Standard</p> <p>Year 6 SATs: 92%</p>
A & B	TA Training – CP / Welfare / Phonics / Clicker 7	<p>TAs undertook training this year. Phonic training had positive feedback from TAs who felt their knowledge had increased. Positive feedback from Key Stage 2 TAs was also given. They felt that they were much more able to support the older children within this area, normally taught in KS1.</p> <p>TA Phonic teaching and learning was monitored through observations and Performance Management.</p> <p>Reading data in KS2 shows 32% PP Achieved Higher standard reading.</p> <p>One HLTA attend Clicker 7 training and will be training TAs on this software next academic year. This software is promoted by Educational Psychologists to support the writing of low ability children.</p> <p>All TAs undertook welfare and Child Protection training. They are aware of how to support children with whom they have concerns and how to deal with a disclosure by a child. Children are listened</p>

		<p>to and issues dealt with immediately, impacting on children's positive well-being and safety.</p> <p>Children with specific medical conditions are known to TAs and Epipen and Inhaler training has been given – TAs are able to support such conditions allowing children with such conditions to be safe at school.</p>
A & B	Setting in Y6 to prepare for SATs (Year 6)	<p>Quality First Teaching was monitored through observations and team teaching and lessons improved over the year impacting on pupil outcomes.</p> <ul style="list-style-type: none"> • Pupil premium: 79% (19/24) for reading, 88% (21/24) for writing, 96% (20/24) for Maths, 83% (23/24) for GPS <p>Targeted intervention was closely monitored through pupil progress meetings and sets adjusted to meet the needs of pupils.</p> <p>Year 6 setting in Maths began in January after three months of differentiated quality first classroom teaching. Children were identified through gap analysis and targeted accordingly.</p> <p>Year 6 cohort- Maths: 92% 84/91 achieved scaled score of 100+</p> <p>32 % of PP made expected and more than expected progress in all areas</p>
ii. Targeted support.		
A & B	Learning mentor to support emotional and social barriers. (Reception – Year 6)	<p>Pupil Premium Pupils benefited from the support of our Pastoral Lead and Pastoral Co-ordinator's 1:1 and small group sessions. Many children, through the support of the above staff, benefited through participation in year group social skills groups.</p> <p>Year 6 pupils also had the opportunity to take part in a Year 6 transition group, supporting pupils with their journey to High School.</p> <p>Feedback from notes of sessions highlights the children's concerns and how they are</p>

		supported with their self-awareness, self-esteem, confidence and mental health.
A & B	After school booster sessions (Year 2 and Year 6)	Booster sessions incorporated reading comprehension support for Year 6, comprehension and maths support in Year 2. The interventions were led by SLT, HLTAs and teaching staff
A & B	Daytime booster sessions taught by qualified teachers and AHTs (Years 3,4,5,6)	Daytime booster sessions incorporated reading comprehension support and maths support. Year 6 had a writing group specifically for children in receipt of pupil premium from September – December. The interventions were led by SLT, teaching staff and HLTAs Data shows that: 95% of all achieving expected level and higher than expected in Writing in KS2 32% of all achieving expected level and higher than expected in Reading in KS2 86% of all achieving expected level and higher than expected in Maths in KS2
A & B	Phonics intervention (Year 2)	As a result of continuous investment and training in phonics 71% of children achieved the expected level and 75% of the Pupil Premium Pupils who were retested in Year 2 also achieved the expected level.
A & B	Targeted phonics intervention (From Spring 2 nd Year 1)	Intervention targeted children who were highlighted as a concern with regard to passing the National Phonic Screening Test. Results show that out of the five PP pupils targeted for intervention, 20% passed the phonic screen.
A & B	Targeted maths intervention (Year 1)	Targeted maths intervention was carried out by teaching assistants and HLTA's, in conjunction with support from the Year Group Leader and the Assistant Head Teachers. Results show 34% of PP achieved Secure+
A & B	Targeted reading intervention (Year 1)	Targeted reading intervention was carried out by teaching assistants and HLTA's, , in conjunction with support from the Year Group Leader and the Assistant Head Teachers . Results show 56% of PP achieved Secure+

A & B	Targeted reading comprehension (Year 2) Targeted maths intervention (Year 2)	Targeted reading and maths intervention was carried out by teaching assistants and HLTA's, in conjunction with support from the Year Group Leader and the Assistant Head Teachers. Results show 100% of children (18) met end of year target. 100% of pupil premium children (6) met end of year target.
	Greater depth writing group (Year 6)	Children in receipt of pupil premium were supported to allow targeted children to achieve further confidence in greater depth writing. Those who achieved greater depth were 88% (21/24) for writing (pupil premium) and 87% 78/90 -overall Year 6 cohort.
A & B	Greater depth reading group (Reading Gladiators) (Year 6)	Small group support allowed targeted children to achieve further confidence in greater depth reading. Those who achieved greater depth were 84% (76/91) of the overall Year 6 cohort.
A & B	Greater depth reading group (Reading Gladiators) (Year 4)	This initiative targeted those children who were high ability, particularly underachieving PP pupils. The weekly half-hour intervention was carried out by PD and monitored. Data shows the following: Year 3: 84% of the year group achieved Secure+ and 57% of PP achieved Secure+ Year 4: 77% of the year group achieved Secure+ and 47% of PP achieved Secure+
A & B	Reading Interventions (Years 3 & 4)	Targeted reading interventions were carried out by a teaching assistant. Data shows the following: Year 3: 84% of the year group achieved Secure+ and 57% of PP achieved Secure+ Year 4: 77% of the year group achieved Secure+ and 47% of PP achieved Secure+
A & B	Extra maths group (Year 4)	A higher ability maths group was created which enabled the higher ability pupils in Year 4 to be challenged, and reduced the class sizes of the remaining 4 maths

		<p>classes. This took place for 5 hours a week and was taught by the Assistant Headteacher.</p> <p>Data highlights the success of the group with 100% of children in the group achieving expected or greater than expected progress.</p>
	Assembly time writing interventions (Years 3 and 4)	<p>All class teachers held 30 minute writing interventions on a weekly basis, targeting PP and SEN pupils.</p> <p>Data shows that in year 3, 71% (5/7) of PP pupils made expected or greater than expected progress in writing, and 79% of the year group made expected or greater than expected progress.</p> <p>Data shows that in year 4, 71% of PP pupils made expected or greater than expected progress in writing, and 82% of the year group made expected or greater than expected progress.</p>
A & B	Parents and High School Students Reading Intervention (Years 3 and 4)	<p>Parent volunteers read with specific pupils on a weekly basis. The chosen pupils included PP pupils.</p> <p>Students from a local high school read 1:1 with specific pupils on a weekly basis. This included pupil premium pupils. This was supervised by the assistant headteacher.</p> <p>Data shows the following:</p> <p>Year 3: 84% of the year group achieved Secure+ and 57% of PP achieved Secure+</p> <p>Year 4: 77% of the year group achieved Secure+ and 47% of PP achieved Secure+</p>
A & B	Year 5 interventions – Maths and Reading	<p>Small group interventions for reading and maths allowed pupils to focus on key areas of weakness. Successful strategies were used to ensure positive outcomes for PP Pupils and all pupils at the end of KS2</p> <p>Year 5 data:</p> <ul style="list-style-type: none"> • Reading: 90% (81/90) at secure+ (mastered 43% 39/90) • Maths: 81% (73/90) secure+ (mastered 44% 40/90) • GPS: 94% (85/90) are secure+ (mastered 64% 58/90)

		<ul style="list-style-type: none"> • Writing: 64% (58/90) secure+ (mastered 20% 18/90) <p>Pupil premium:</p> <ul style="list-style-type: none"> • 93% (11/14) for reading • 36% (5/14) for writing • 57% (8/11) for Maths • 86% (12/14) for GPS
A & B	Year 6 interventions – Maths and Reading	<p>Small group interventions for reading and maths allowed pupils to focus on key areas of weakness.</p> <p>Successful strategies were used to ensure positive outcomes for PP Pupils and all pupils at the end of KS2.</p> <p>Pupil premium: 79% (19/24) for reading, 88% (21/24) for writing, 96% (20/24) for Maths, 83% (23/24) for GPS</p> <p>All pupils</p> <ul style="list-style-type: none"> • Reading: 84% (76/91) at secure+ (mastered 31% 28/91) • Maths: 92% (84/91) secure+ (mastered 21% 19/90) • GPS: 92% (84/91) are secure+ (mastered 53% 48/90) • Writing: 87% (78/90) reached expected standard (one child discounted as new to the school and no evidence) (mastered 21% 19/90)
A & B	Spelling interventions (Year 6)	<p>Spelling interventions, daily spellings, weekly tests and mini spelling bees contributed to significant increase in spelling attainment.</p> <ul style="list-style-type: none"> • 95% (86/91) achieved a score of 10+ out of 20 (over 50% of the spellings) • 53% (48/91) achieved a score of 16+ out of 20 (over 80% of the spellings)
	EYFS Fine Motor Interventions	<p>Fine motor interventions were carried out twice a week for targeted children by two members of staff. These sessions were in small groups of 6 children for 30 minutes. Children accessed activities to build their muscles in their hands and fingers, these included scissor skills, funky fingers with playdough, finger gym, threading and activities using tweezers as well as letter formation using sensory materials.</p> <p>Data for Physical Development (Moving & Handling) was monitored and these interventions showed progress was made</p>

		for the targeted children, with many meeting the Early Learning Goal.
	Writing workshop (Year 6)	<p>Parents were invited to an evening workshop to discuss ways in which they can help with writing at home.</p> <p>The TAF was shared and examples of EXS and GDS writing examples were also shared. A child-friendly checklist was given to parents and we explained how to move children forward through the TAF.</p> <p>Writing: 87% (78/90) reached expected standard (one child discounted as new to the school and no evidence) (mastered 21% 19/90)</p>
iii. Other approaches		
C	Attendance Officer to specifically track attendance of Pupil Premium Pupils. The school's Attendance Policy should be adhered to and rapid procedures and actions for low attendance should be followed and undertaken in line with school Policy. (Nursery – Year 6)	<p>Due to specific measures reviewed and put into place this academic year the attendance of PP Pupils is 96%</p> <p>This has increased compared with last year. The school will continue, next academic year, to closely track attendance and implement policy in order to maintain good attendance for all, including PP Pupils.</p>
	PP SEN workshop for parents (Year 1)	A reading, writing and maths workshop was organised for parents of pupils with PP and SEND on 18 th March 2019. This was to support parents in ways they can help their children at home. Thirteen parents attended. Results of (9) parent evaluations all show an 'excellent' rating with regard to the overall session.
A & B and C	Access to a broad range of educational experiences, including: educational visits, workshops, performances and visitors to engage children in their learning activities and to promote long-term curiosity and interest in learning. (Reception - Year 6)	<p>All children were able to attend / participate in the broad range of educational experiences offered at Whitchurch, regardless of economic status. This enabled our children to maximise the learning opportunities available within the curriculum.</p> <p>We will continue to offer subsidies to PP Pupils next academic year to ensure all who wish to participate are able to do so.</p>
A & B and C	Additional resources including learning resources and materials /equipment	As a result of Pupil Premium Funding (PPF), children had priority access to clubs.

	(school uniform, sports kit, books, musical instruments). (Reception - Year 6)	<p>Some items of school uniform are also offered to PP Pupils free of charge.</p> <p>PP Pupils are offered the opportunity to hire musical instruments at a reduced cost of 50%.</p> <p>Ofsted (January 2018), judged the school's work to promote pupil's welfare as outstanding.</p>
C	<p>Access to a wide range of enrichment opportunities including breakfast club, after school clubs, musical instrumental lessons and swimming to enhance their life experiences. (Reception - Year 6)</p>	<p>Our PP Pupils continued to be given the option of receiving fully funded places at the school's breakfast and after school club.</p> <p>PP Pupils who wish to participate in instrumental lessons, once again have the opportunity to do so at a 50% reduction in cost.</p> <p>All Year 4 pupil participate in swimming lessons for one term and progress with their swimming skill and confidence in the water. The lessons and coaches are paid for by the school.</p>
C	<p>Additional opportunities to attend out of school activities (residential trips). (Years 4,5,& 6)</p>	<p>PP Pupils who wish to attend residential trips have the cost subsidised by the school to allow participation. This allows pupils to progress with their social and emotional development, team building, confidence and self-esteem.</p> <p>Children and staff commented on the opportunities created through attendance on residential. 100% of pupils were able to participate in all activities. Photos of trips were tweeted and comments left were all positive.</p>
A & B	<p>Resources bought to support children at home (packs) (Year 1)</p>	<p>A pack was created to support PP and SEND pupils at home and handed to parents at the workshop for the same. Resources include:</p> <ul style="list-style-type: none"> ● Whiteboard/marker/eraser ● Letter formation whiteboard ● 100 Number Square ● Stationery

		<ul style="list-style-type: none"> • Other laminated resources made in school to support learning for Reading, Writing & Maths <p>Feedback at the end of the session was very positive and parents appreciated the packs given. Verbal feedback from parents the following half term was very positive and the general feel to staff was that the resources in the packs were being used at home to support learning.</p>
A & B and C	Family learning/coffee mornings (Reception)	<p>Parent School partnership is integral to progress and ongoing part of the assessment process. The school offers an open door policy and provides a programme of varied workshops and coffee mornings for all parents and for targeted groups including Pupils Premium Families The feedback from these sessions are highly positive and is then used to plan future sessions.</p> <p>Data shows the impact of these sessions as many of the children whose families attended the sessions met the Early Learning Goals for Literacy and Maths.</p> <p>The school has achieved the Family School Partnership Award (July 2019) and this was achieved through our continued work with parents in the EYFS.</p>