

Whitley Village School



Reviewed Pupil Premium Action Plan 2020–21

September 2020

Summary information					
Academic Year	2020 -21	Total PP budget	£14,820	Date of most recent PP Review	November 2020
Total number of pupils	72	Number of pupils eligible for PP	3	Date for next internal review of this strategy	January 2021
		Number of pupils eligible for FSM	6		

Current attainment

Specific attainment of children with Pupil Premium is not shared publicly due to data protection; however governor challenge in meetings ensures accountability for spending to ensure it has maximum impact on the children.

In the academic year 2019/20, due to COVID19 school closure KS2 SATs were not taken and no data collected past the Spring Term, therefore no data has been included for the KS2 assessments. There were no PP children in KS2 in the academic year 2018/19.

2018/19 summer data

6 pupils	Below	On Track	Higher
Reading	2 (33.3%)	2 (33.3%)	2 (33.3%)
Writing	3 (50.0%)	2 (33.3%)	1 (16.7%)
Mathematics	2 (33.3%)	3 (50.0%)	1 (16.7%)

	Summer 2 2019 Data		Spring 1 2020 Data	
	PP	Non PP	PP	Non PP
% passed phonic screening	100%	86%	100% 2/2 children	83% 8/10 children

% achieving ARE or above KS1 reading	100%	75%	100%	50%
			1 child	4/8 children
% achieving ARE or above KS1 writing	100%	63%	100%	50%
			1 child	4/8 children
% achieving ARE or above KS1 maths	100%	75%	100%	63%
			1 child	5/8 children

No PP children are currently in Year 6, therefore KS2 data is not applicable.

Barriers to future attainment

A	<p>Individual needs are identified for academic achievement which are addressed for each child in different ways.</p> <ul style="list-style-type: none"> ● PP lead to conference pupils and staff to assess with needs of our individual children ● Termly meetings with SMT and teaching staff to review pupil progress ● First quality teaching ● Engagement with parents and carers. ● Book looks to see progress ● Pupil Voice
B	<p>Individual strengths and areas of interest are identified which can be supported, enhanced and further developed through a variety of approaches.</p> <ul style="list-style-type: none"> ● Planning to incorporate areas of interest which the children wish to pursue. ● Transition when starting new classes will be key to ensure new staff members know their new children well and can include these in planning.
C	<p>Support for the children and families are identified and addressed as and when necessary.</p> <ul style="list-style-type: none"> ● This will include lateness and attendance. ● Dealing with feelings and emotions. ● Dealing with past experiences and developing a sense of worth. ● Pursuing any additional support from outside agencies

Desired outcomes

Success criteria

Impact

<p>A.</p>	<p>Children achieve their academic potential.</p> <p>Children attend school regularly, they arrive in school on time, calm and ready to learn</p> <p>Teaching and learning in the classroom ensures that they make good progress from their starting points.</p> <p>Staff are highly confident to address the needs of the individual children with Pupil Premium in their class.</p> <p>Children with Pupil Premium have access to exceptionally high quality resources for learning, both in the classroom and at home.</p> <p>Provide opportunities for parents and carers to engage in workshops and further ways to support learning at home.</p> <p>Children are highly engaged in learning which is promoted through rich experiences.</p>	<p>Children will achieve their targets in Reading, Writing & Maths, closing the gap where needed.</p> <p>Application of these skills across other areas of the curriculum</p> <p>PWP fully embedded throughout the school and evidence in workbooks or the teaching sequence</p> <p>Staff are knowledgeable of potential barriers to learning and have a strong understanding of the children in their class who are eligible for Pupil Premium funding</p> <p>Pupil Progress meetings with SMT</p> <p>Monitoring and individual tracking, reviewed termly.</p> <p>Standardised test results are at least at national average for expected standard</p> <p>Children develop a better understanding of their own learning (Meta-cognition): they can articulate what they have already learnt, what they are learning now, their strengths and what they need to do to get better</p> <p>Knowledge retrieval opportunities to consolidate and revisit prior learning from all areas of the curriculum.</p> <p>Workbooks show high levels of engagement and progress over time.</p> <p>Provision in the classroom is thoughtful and enhances learning.</p> <p>Children are able to access resources at home to promote further learning.</p> <p>Monitoring of absences and persistent lateness. This to be completed ever other week.</p>	
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<p>B.</p>	<p>Children feel valued and their strengths/areas of interest are celebrated in school.</p> <p>Children access different resources or learning within the school day.</p> <p>Pupil voice to gauge areas of interest for the children.</p>	<p>Children’s wider learning, such as music, P.E or art, is supported.</p> <p>Children access quality resources to enhance a range of learning across the wider curriculum.</p> <p>Every child in Y2, Y4 and Y6 have been provided with an opportunity for overnight trips which provide rich and varied activities</p> <p>A range of activities, clubs, and experiences are provided both within and after school hours</p> <p>Parents invited to school every week to celebrate the children’s successes</p> <p>In-depth transition meetings held with paperwork completed with specific focus on these areas.</p> <p>Parents invited to performances – music, drama ect.</p> <p>Well resourced lessons to support quality first teaching.</p>	
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<p>C.</p>	<p>Children understand their emotions.</p> <p>Families feel well supported by school and empowered to help with their child's mental well-being.</p> <p>Physical education and active lessons to promote positive mental health and focus in lessons.</p> <p>Families are confident to support their child's academic learning. Financial restrictions do not impact on their child's experience at school.</p>	<p>Children will be able to express their emotions. Children to feel that they have secure relationships with adults in the school.</p> <p>Families are positive about the support their child receives.</p> <p>Feedback from parents and carers to indicate an improvement in behaviour.</p> <p>Children are able to share their wishes and feelings both formally (following a situation); through planned activities and at any time they need to. This means that children have someone and somewhere to go to if they are not feeling happy</p> <p>Pupils to have knowledge about how to be mindful and focused for lessons.</p> <p>Families having access to specialists with the federation including ELSA and SFLOs.</p> <p>Families to receive regular feedback and support regarding English and Maths. Extra work to be sent home as required to support the learning in school.</p> <p>Incidents of poor behaviour will be rare and tend to be low level from our PP children.</p>	
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Planned expenditure to show that:

A: Our children’s individual needs are identified for academic achievement which are addressed for each child in different ways.

B: Their individual strengths and areas of interest are identified which can be supported, enhanced and further developed through a variety of approaches.

C: We have support in place for the children and families who have needs identified.

Academic year	2020-2021
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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?
Continued rapid progress in English and	PWP	PWP engages children speaking and listening first. Our children need this. Shared and	English & Maths leader evaluation	HB ND	Through MER and data. Pupil progress meetings.

<p>Maths so that children with PP achieve their potential. Children to make 6 steps progress over the year or more if not currently working at ARE.</p>	<p>Small class sizes TA to support in classes and provide opportunities for small group work.</p>	<p>Guided Writing are integral to this. All teaching, not only of English, will benefit from this. Daily word and grammar games will ensure that children have a secure grasp of the English language which will ensure that any gaps in punctuation are addressed quickly. <i>(See PWP rationale for further detail)</i> Additional support will be provided as required in the form of small group work, individualised feedback, 1:1 sessions.</p> <p>Children will receive a language rich curriculum which is modelled by all adults in school throughout the school day.</p> <p>Mastery approach to teaching maths. Linger for longer. Same day interventions.</p>	<p>Pupil voice Target Tracker data Staff to be updated and refreshed on the TFW teaching sequence with adaptations made to improve teaching. CPD training for all staff from county or in-house.</p>		<p>PP lead to assess data on a termly basis. Book looks to see if the required progress is being made. Target tracker data.</p>
<p>Total budgeted cost £2500</p>					
<p>Impact</p>					

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?
Formative and summative assessment provides teachers with information to close gaps in writing & maths and improve daily classroom practice	The Literacy Company & First 4 Maths moderation process; tailored marking and planning	Moderation through The Literacy Company & First 4 Maths will enhance practice. Teachers will have focused targets to develop learning further ensuring more children are reaching EXS. Provide an opportunity to develop further subject leader knowledge and this information will be shared through staff meetings.	1:1 moderation Further English focussed CPD led by English lead based on findings from moderation sessions. Further Maths focussed CPD led by Maths lead based on findings from moderation sessions.	ND (Math Leader) (English Leader) RD (HoS)	Termly Moderation to feed into half termly monitoring / support
Total budgeted cost					£2250
Impact					
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?
Children read a wide range of books	Resources to support teaching and for at home Further books purchased which engage the individual.	Reading is integral to all other subjects. Inspiring children to read is essential. This in turn will lead to stronger outcomes across the curriculum.	MER programme Extra reading with TA or class teacher to engage the pupil. Reading buddies.	Class teachers ND	Pupil Voice Accelerated Reader and star reader data
Total budgeted cost					£600

Impact					
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?
Children will receive targeted intervention to remain in line with their peers.	Intervention from HLTA	<p>Due to COVID school closures from March 2020, some children have gaps and areas to revisit to ensure that they are able to access the curriculum for this year.</p> <p>There has been varying engagement during time studying from home therefore some children have missed areas of learning.</p>	<p>Intervention sheet for all PP children who academically need to access the intervention with HLTA. These created with class teachers import to ensure the most effective use of time.</p> <p>Gap analysis and tracking grids.</p> <p>Paper packs prepared for further closures due to concerns with accessing technology.</p>	HB	<p>Tracking data specific to the individuals needs.</p> <p>HLTA evaluations, termly</p> <p>Evidence in books during monitoring time</p>
Total budgeted cost					£HLTA intervention time

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?
Children in years 2, 4 and 6 perform well on statutory testing in line with their peers nationally	Purchase of interactive learning resources	<p>Based on current baseline assessments, children need more regular access to Times Tables Rock Stars to improve their speed and accuracy of recalling multiplication facts by the end of Year 4.</p> <p>Online resources can provide instant feedback from SATs style questions so that</p>	<p>Children will have daily opportunities to access online resources</p> <p>Teachers will set child specific challenges when needed</p> <p>Tables to be set specific for individual children.</p>	ND RD (HoS)	<p>Termly multiplication assessments</p> <p>Application in other areas of mathematics will be visible in workbooks.</p> <p>Book looks each half term.</p>

		children can progress quicker and achieve better at the end of KS2 results.	<p>Constant tracking of progress made easier by using the right online programmes</p> <p>Teachers are aware of the pitch of lessons and activities to ensure children have developed appropriate skills and knowledge.</p> <p>Unit and termly assessment activities. Premium subscription to White Rose Maths.</p>		
Total budgeted cost					£212.88

Impact					
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?
Children feel safe and confident in school	2 full time School Family Liaison Officers	As a result of the Federation, we are able to offer our families access to SFLOs for further support. There is no cost to Whitley for this other than time. To ensure that safeguarding is exceptional for all members of staff. Children need to be in school, on time to achieve their potential	Feedback from all stakeholders Reduction in outbursts, challenging behaviours (including at home); increased engagement in lessons and school life.	HB RD ND	ND to collect reports and liaise with parents and SFLOs on a half termly basis to evaluate the effectiveness of these interventions. Feedback from class teachers Inform HoS and HT of persistence lateness and absences from school.
Total budgeted cost					£0 (time)
Impact					
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?
Children access learning to enhance areas of interest	Lessons or resources Music lessons	We listen to our children and families and offer learning to support areas of interest.	Pupil and parent feedback Engagement across other areas of the curriculum which will in turn Confidence and self-esteem to be raised	ND	Feedback from tutors Pupil voice

Total budgeted cost					£1500
Impact					
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?
Children's learning in class is well resourced and planned for. Children are able to access learning at home.	Resources for specific areas Training	We identify the individual needs of the children and resource appropriately. Due to the very differing needs of the children, we will ensure that teaching and learning is enhanced through bespoke planning. Hook lessons to initially engage children in subject area.	Pupil and parent feedback	ND	Termly assessments Pupil feedback
Total budgeted cost					£3000
Impact					
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?
Children enjoy a range of visits, visitors and clubs which ensures that they can draw upon a variety of experiences in work and in their lives	Subsidised and free visits, experiences and clubs	Where there is a need, children will be subsidised or offered free residential so that it does not affect home life and they are confident to access the trips. Additionally visitors will be sourced which will promote their interests and enhance learning.	Pupil voice Enjoyment and engagements in lessons. Children offered experiences during the school day alongside after school opportunities.	HB	ND to ensure that termly that these are well planned and meaningful visits with appeal to our PP children. Annual review to review overall success.

Total budgeted cost					£1000
Impact					
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?
Attendance and punctuality of children eligible for PP to improve	Invitation to Wake and Shake club.	Children need to be in school if we are to have an impact on their academic attainment. Evidence suggests that schools that set up rapid response systems to address poor attendance are more successful.	Thorough discussions with teachers. How has this impacted on teaching and learning? Monitor uptake Wake and Shake club to check that targeted children accessing and engaging.	ND HB	Fortnightly PP children absence and punctuality. At end of each term review impact of strategies on overall attendance levels.
Total budgeted cost					£TBC
Impact					