



**Whitnash Primary School**

**'Learning, growing and succeeding together'**

# **Pupil Premium Review 2015-16**



### **The principal focus of the Pupil Premium Review / Action Plan**

- The purpose of this School Improvement Plan is to improve the quality of teaching and learning for children on the Pupil Premium register. in the school, so that greater numbers of children with PP achieve at least Age Related Expectations in the all subjects, but in particular the core academic subjects of English and Mathematics.
- This Review provides a framework for analysing problems, identifying underlying causes, setting targets and a whole-school focus to address barriers to and issues with children's progress and the success of the school.

### **The Context of the Pupil Premium Review / Action Plan**

- New head teacher has been in post since January 2016.
- Rapid improvement has been made in the areas of Health and Safety, school systems and structures and behaviour since January 2016.
- The school has under-gone a complete restructure with a reduction in FTE teachers. The school has lost a Home/School Link Worker, 4 Teaching Assistants and 4 teachers.
- This restructure has resulted in a balance in in-year spend for the school.
- The school remains in significant financial deficit as a result of the deficit carry forward from previous years.
- The school is being supported in school improvement by a Local Authority Task Group.
- The school has introduced a new system for tracking and monitoring safeguarding and behaviour concerns in February 2016 to ensure all incidents are dealt with swiftly, consistently and all concerns around incidents and safeguarding are effectively and efficiently communicated.
- The school has introduced a new assessment system (Target Tracker) in February 2016 so that the school can robustly monitor and analyse pupil progress (Ofsted recommendation from 2013 inspection).
- The school is introducing a new curriculum for September 2016-17 and a new planning guidance for Maths and English to help target issues in Pupil Progress , achievement and engagement, particularly in English and Maths.
- Pupil numbers have significantly increased for the September 2016-17 in-take and the reputation of the school is improving.

## School Improvement Plan 3 Year Over-view 2016-19

Development Area	Overall Objectives	Key Success Criteria	Key Actions
Leadership and Management	To improve and develop strategic planning at all levels so that leadership is focused on the robust achievement of school objectives.	<ul style="list-style-type: none"> <li>• The governors are a highly effective body for expertly challenging the head teacher and SLT and supporting the school to make progress.</li> <li>• All Subject Leaders are fully and expertly aware of the standards and expectations for their subjects.</li> <li>• Subject Leaders are confident and expertly lead their subject across the school.</li> <li>• Standards and attainment in all subjects is fully in-line with Age Related Expectations.</li> </ul>	<p>Continue to embed CPD for all Subject Leaders.</p> <p>Increase the links between Whitnash and other schools in the consortium to support the development of the curriculum and Subject Leadership.</p> <p>Ensure well-targeted financial investment in the development of core and foundation subjects in school, particularly Maths, English, Science, PE and ICT.</p>
Quality of Teaching and Learning	Ensure that teaching over time in all Year Groups is never less than consistently 'good' and 50% of teaching is 'outstanding'.	<ul style="list-style-type: none"> <li>• Lesson observations and monitoring show that teaching over time in all Year Groups is never less than consistently good with 50% outstanding.</li> <li>• All children make good progress in Maths and English.</li> <li>• % of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is fully in-line with national expectation.</li> </ul>	<p>Establish a specialist Coaching approach to the development of teachers and CPD</p> <p>Embed video lessons as a core approach to CPD.</p> <p>Broaden the</p>

		<ul style="list-style-type: none"> <li>The quality of children's work in books is consistently high and well-presented for all children.</li> </ul>	<p>opportunities for peer observation and Lesson study for all teachers.</p>
Personal Development, Behaviour and Welfare	Ensure that pupils' behaviour inside and outside of lessons is impeccable and the focus and expectations of 'learning behaviour' and level of pupil engagement in all lessons is high.	<ul style="list-style-type: none"> <li>Pupils' behaviour inside and outside of lessons is impeccable</li> <li>All pupils are fully engaged in learning and display resilience in challenging learning situations.</li> <li>All children have an awareness of 'Growth Mind-sets and are able to work with teachers to set themselves challenges.</li> <li>'Thrive' as an approach is fully embedded across the school and supports children effectively in overcoming barriers to learning.</li> <li>Whitnash is an example for other schools in the development and practice of children's social, emotional and mental health needs.</li> <li>All children are presented with a rich range of wider learning opportunities to support the development of their confidence and self-esteem.</li> </ul>	<p>Embed 'Thrive'</p> <p>Work with other schools in the consortium in the development of Thrive.</p> <p>Embed a whole-school approach to 'Growth Mind-sets'.</p> <p>Continue to develop the provision of after-school clubs and extra-curricular opportunities for all children.</p>
Outcome for Pupils	Ensure that all pupils make rapid and sustained improvement (good and better progress) to raise attainment and achievement in English and Maths.	<ul style="list-style-type: none"> <li>All children make expected or better than expected progress in Maths and English.</li> <li>% of children reaching Age Related Expectation in Reading, Writing, Maths, Phonics and SPAG is firmly in-line with national expectation and the school fully reverses the downward trends.</li> <li>Assessment is an embedded tool to inform teaching and learning and is</li> </ul>	<p>Embed Pre-teaching as an approach for children who are not achieving Age Related Expectations.</p> <p>Embed Targeted 1:1 tuition for children who are making less than expected progress through identification in data analysis and Pupil Progress Meetings.</p>

		<p>being used robustly to raise attainment in all subjects.</p> <ul style="list-style-type: none"> <li>• All vulnerable learners make 'good' progress through well-targeted support.</li> <li>• The school is successful in narrowing the gap between all vulnerable groups.</li> </ul>	<p>Embed a robust whole-school approach to teaching problem solving and reasoning.</p> <p>Embed robust whole-school approaches to teaching phonics, reading and writing.</p>
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**School Improvement Plan 1 Year Over-view 2016-17**

Development Area	Overall Objectives
Leadership and Management	Set challenging targets through a robust system of staff Performance Management to secure accountability and raise pupil attainment.
Quality of Teaching and Learning	Ensure that teaching over time in all Year groups is never less than consistently 'good' and 20% is 'outstanding' through the development of the school curriculum and approaches to learning.
Personal Development, Behaviour and Welfare	Establish a shared understanding and whole-school approach to address difficulties in children's social, emotional and mental health.
Outcome for Pupils	<p>To robustly address pupil attainment, achievement and progress in Maths across the school.</p> <p>To continue to embed a robust approach and focus on raising</p>

	pupil's attainment and achievement in Phonics.
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## Pupil Premium - Review

1. Summary information					
<b>School</b>	Whitnash Primary School				
<b>Academic Year</b>	2015-16	<b>Total PP budget</b>	£94,140.00	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	198	<b>Number of pupils eligible for PP</b>	61	<b>Date for next internal review of this strategy</b>	October 15 April 16

Review of expenditure £91879.16 (2015-16)				
<b>i. Quality of teaching for all</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>

To reduce the attainment gap between PPG pupils in reading, writing and maths.	One to one tuition delivered by qualified teacher using Every child counts and Reading Recovery	Children were supported by the Every Child Counts teacher from April 2015 to April 2016. These children made progress and completed the programme. 3 more children are now under-going the programme. These children have all made significant progress with their Maths. This has been assessed through the assessment monitoring form from this Intervention programme. However, this programme was interrupted due to lead being required to teach in Year 1.	This seemed to be most effective when the identified and targeted pupils were determined by the class teacher based on their observations/assessments of the pupil. We will continue next year. However, the Every Child a Counter teacher will not be available. This will therefore become a Teaching Assistant led intervention (by the TA with the most experience of this programme) drawing on the resources available from this programme and Talking Maths.	£9000 part salary for Every child a Counter and Reading Recovery
	Early intervention support Works with over 20 pupils in school personalising learning. Supporting teachers to align practice to individual needs  Educational psychologist service  Target Tracker	4 children were supported by the Reading Recovery teacher from April 2015 to April 2016. These children have all made significant progress with their Reading. This has been assessed through the assessment monitoring form from this Intervention programme. 1 of these children has completed the programme fully. However, this programme was interrupted due to lead being required to teach in Year 1.  The school have been able to draw upon the advice from EIS to target learning more appropriately for 7 children. 5 children are currently being supported through a Behaviour Action Plan. This work has started since January 2016. This behaviour of all of these children in significantly improving. This is being evidenced through the use of CPOMS.  2 children were supported by the EP service between April 2015 and April 2016. These children have received an EHCP as a result of this targeted assessment and intervention.  Success criteria: partially met. Targeted intervention had impact with individual children. However, overall the progress and attainment of pp children was below that of non-pp children. 43% of the school's PP register are also SEND.	This seemed to be most effective when the identified and targeted pupils were determined by the class teacher based on their observations/assessments of the pupil. We will continue next year. However, the Reading Recovery teacher will not be available. This will therefore become a Teaching Assistant led intervention (by the TA with the most experience of this programme) drawing on the resources available from this programme. The school will also introduce Read Write Inc to support children's wider development of phonics and reading.  The school will continue to use EIS and EP service. This seemed to be most effective when the identified and targeted pupils were determined by the class teacher based on their observations/assessments of the pupil, alongside the SENCo. However, the school will improve the systems for identified children through more focused Pupil Progress Meetings and Individual Education Plan Reviews. 2 further children will be targeted for an EHCP for 2016-17.  The school needs to improve the tracking and monitoring of PP progress through targeted Pupil Progress Meetings.	£8489.21 + £9558.00 EIS / EMTAS  EP £2848.00

ii. Targeted support				
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

<p>Support underachieving pupils in English and Mathematics by providing quality first teaching, supported by well-trained classroom support. Staff</p> <p>Support PPG pupils with identified barriers to learning</p>	<p>Training classroom support staff and teachers through a programme of targeted support</p> <p>Additional teacher in year 5/ 6 for booster groups.</p> <p>Range of targeted interventions with All stars (nurture group) counselling service, 1:1 support, personal integration plans.</p>	<p>The school focused on addressing: behaviour management improving the provision for teaching phonics establishing a more focused time table Making key changes to planning systems Improving the teacher understanding of Success Criteria and Lesson Objectives.</p> <p>Year 6 children have received intense targeted support. All children have made significant progress from their starting points.</p> <p>The school introduced a range of lunchtime clubs, after school clubs and improved the arrangements and provision for after-school club (Go Go Makers) There were a number of children identified for targeted Behaviour Action Plans (BAPs) and Individual Education Plans were reintroduced for SEND pupils. The school introduced a range of targeted Social Skills and well-being groups.</p>	<p>5 children received Nurture Room support between April 2015 and April 2016.</p> <p>13 children were targeted with behaviour action plans. Of these 13 children ---% were PP.</p> <p>Behaviour in the school has significantly improved.</p> <p>The school is making significant headway with improving the targeted support for children with social, emotional and mental health needs. Of the children receiving social intervention ___% were PP.</p> <p>The school needs to continue to embed this work and focus on the wider well-being of pupils through Thrive. This will enable and deeper and long-term solution to the issues of children's barrier to learning.</p>	<p>£ 36,000 Year 6 provision</p> <p>Nurture Provision £3,149.25</p>
<p>To increase the punctuality of PPG pupils through increased monitoring and engagement with families.</p>	<p>Home School Link Worker</p> <p>Breakfast Club Provision</p>	<p>This provision has benefited 49 families at Whitnash between April 2015 and April 2016.</p> <p>Success Criteria – Partially met</p>	<p>Attendance improved in 2015-16.</p> <p>The school no longer has a Home School Link worker. The decision was made as it will be more cost effective to target attendance through robust office structures and procedures.</p> <p>The school needs to tighten first day absence calls, letters through a graduated response to parents and targeted</p>	<p>£16, 948.00</p> <p>Cost of Home School Link worker for Breakfast Club 1.5 hours per day</p>

			attendance meeting with parents.  The school needs to continue to raise the profile of attendance.  The breakfast club continues to be effective in targeting all pupils – of the 49 children who attend _____% are PP.	£1,828.10
<b>iii Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
To increase targeted extended school opportunities for PPG pupils	Forest School - Opportunity for all children to experience outdoor learning	High for the children participating: positive impact for students who attended but many did not. Improved behaviour of children that have undertaken Forest School.  These children have increased confidence resulting from this provision. An impact report for each individual child that has taken part has been provided by the Forest School facilitator.	Next year we will try to provide after-school support as well, with Forest School being targeted again at PP children and wider classes through better curricular links. This will enable this highly effective provision to reach more children, whilst also benefitting children on the PP register.	£1410.00
To increase the range of services available to support the wellbeing of PPG pupils	Counselling service to support individual children	2 children have received specialist targeted counselling from April 2015 to April 2016. This has supported these highly vulnerable children to build confidence. Both of these cases have been closed due to the positive impact. A review of this provision took place in January 2016. Approximately 15 children have now been referred to this service. 6 children are currently having support from this service and new cases have been put on the waiting list for 2016-17.	Next year there will need to be better liaison between the counselling service with parents and staff. This communication has been mainly with the Home School Link Worker. Staff being more directly involved with this discussion will enable a more direct link between the advice given for the child and their day-to-day experience in the classroom.	£2918.50
<b>Total Expenditure: 92,149.00</b>			<b>Actual Allocated: £96,148.28</b>	