



Pupil Premium Strategy / Self-evaluation

1. Summary information					
School	WHINNEY BANKS PRIMARY				
Academic Year	2018-2019	Total PP budget	£231,004	Date of most recent PP Review	Dec 2019
Total number of pupils	418+ Nursery	Number of Pupils eligible for PP	173 + Forces x 4 (173 plus 4 Forces only) + EYPP	Date for next internal review of this strategy.	March 2020
2. Current attainment 2018-2019					
			Pupils eligible for PP (school)	Pupils not eligible for PP (national)	
% achieving expected standard or above in reading, writing & maths			38%	71%	
% making expected progress in reading			44%	78%	
% making expected progress in writing			69%	83%	
% making expected progress in mathematics			78%	84%	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Low literacy levels on entry to school e.g. limited language and vocabulary / phonics gaps / basic reading / writing skills / entry levels low at Nursery.				
B.	Experience deficit (few, if any, experiences or opportunities outside the family home including limited experiences).				
C.	Emotional wellbeing / low self-esteem / lack of value for education / low aspiration / vulnerability / poor social skills / challenging behaviour.				
Additional barriers (including issues which also require action outside school, such as low attendance rates)					
D.	Low literacy and numeracy skills of some parents resulting in them being unable to support their children. Limited parental engagement. Unsupported learning habits at home including limited or no access to learning support materials at home.				

E.	Challenging family circumstances.	
F.	Lack of school readiness.	
G.	Poor attendance and punctuality.	
H.	Limited access to a nutritious diet.	
4. Intended Outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Ensure teaching and learning opportunities meet the needs of all pupils relevant to their individual needs. Raise the attainment of disadvantaged pupils of all abilities to reach their potential. Provision of external agencies to provide additional teaching and learning opportunities. Specialist Reading Recovery and intervention staff supporting pupils with difficulties in learning to read. Provide additional support to Y2 and Y6 SATs classes for target and more able pupils. Provision made for pupils who belong to vulnerable groups. 1:1 support and /or small group work focused on overcoming gaps in learning and achieving higher standards. Experienced staff providing English and Maths teaching to KS2 pupils with SEND in English and Maths.	All pupils making better than expected progress. Narrowing the gap between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes. Disadvantaged, more able pupils achieving higher standards including greater depth.
B.	Improved life experiences for children. They have access to a broad and balanced curriculum giving them the opportunity to develop life skills such as problem solving / communication skills / teamwork / decision making. High quality visits (including residential) and visitors to enrich the curriculum and support purposeful cross curricular links.	Children participate in extended learning opportunities, school trips and visits. They have a range of positive experiences to draw upon.
C.	Ensure all pupils are secure in their emotional wellbeing to support them to achieve academically. Children have positive attitudes to learning and behaviour. Provision of Pupil Wellbeing and Parent Support Team to help pupils make as much progress as possible and achieve their best in school. Employment of Educational Psychologist to work alongside children, parents and staff to enhance provision. Employment of a Learning Support teacher to support and assess children with SEND and particular needs across school.	Children feel happy and safe and can focus on their learning. Children are supported to reduce barriers to their achievement. Children have positive attitudes to learning and behaviour.
D.	Increase parental engagement with their child's education. Provide increasing opportunities for parents to engage in children's learning within school. Measured by parental attendance at open sessions, parent consultations and in school learning events.	Positive involvement with home learning and learning events within school. Children read regularly at home and complete home learning tasks. Parents value their child's education. Improved attendance at parents' evenings.
E.	Families are supported to reduce barriers to children's achievement. Parents are accessing Pupil Wellbeing and Parent Support Team and are being signposted to appropriate agencies e.g. Stronger Families / Early help / School Nursing Service / Counselling Services.	Case studies demonstrate where personalized support has been given to a pupil / family, this has a positive impact on the pupil's wellbeing and academic achievement.
F.	2YO provision is accessed by eligible families and early learning experiences are supporting all Prime Areas including early language development and social skills.	2YO provision is positively impacting on school readiness.
G.	Improve attendance to a minimum of 96% - measured regularly by individuals / year groups / specific groups in school (weekly & half termly). Parents are supported by Educational Welfare	96% attendance achieved. Whole school attendance on target and

	Officer with a positive outcome on attendance and punctuality. Intervention is recorded and tracked to ensure improvement.	improving. Increasing number of children accessing attendance and punctuality rewards. Reduced persistent absentees not specific to any group in school.
H.	Healthy eating habits and lifestyle encouraged e.g. School Food Standards. Breakfast foods offered daily to all children in school. School provide fruit for all KS2 children and participate in the government's Fruit and Vegetable Scheme for EYFS and KS1.	No Child Too Hungry To Learn. Children are aware of healthy eating habits and lifestyle and can make informed choices. Children can focus on their learning.

5. Review of expenditure

**Previous Academic Year
2018-2019**

Total PPG: £231,004

i. Quality of teaching and learning for all

Action	Approach	Impact	Lessons learned	Cost
Improve reading outcomes to pupils by employment and training of specialist staff.	Early reading intervention - Deliver Reading Recovery based support to pupils who have difficulties in learning to read. Additional intensive intervention for targeted children. Targeted activities / visits including specialist visitors to complete storytelling activities.	Reading will improve in line with national outcomes. Children will engage more readily. Children will sustain progress from targeted intervention.	Tracking the sustainability of progress for RR children is a priority. Focus on clearly defined groups of children. Continue with this approach.	£78000
Improve English & Maths progress for SEND targeted pupils.	Employment of experienced staff to provide English and Maths teaching to smaller groups of KS2 pupils. Class sizes as small as possible to enable this.	Children receive a curriculum that meets their needs. Children make progress.	Will continue this approach as proved successful.	£62000
Subsidies to curriculum enrichment activities.	Provide opportunities for all pupils to access and enjoy curricular enrichment, including whole day visits and residential trips (e.g. London, Edinburgh, Robinwood).	Children have a range of first- hand positive experiences to draw upon, develop vocabulary and are able to apply this into their learning in school.	Continue this approach and increase budget allocation. Children find enrichment opportunities motivating and stimulating. This is evident in their subsequent learning.	£30000

ii. Targeted support

Action	Approach	Impact	Lessons learned	Cost
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Employment of learning support teacher.	To support and assess children with SEND and particular needs across school	Children received regular assessments to inform staff of particular needs and suggested resources to support these.	Will continue this approach as proved successful.	£6300
Year 2 additional teacher support (0.5)	Intervention group of mixed ability children who would benefit from a smaller group. Reduces main class sizes.	Improved outcomes in writing and Reading, Writing and Maths combined 63% above LA (61%) and closing the gap on national (65%)	Continue this approach as proved successful. Staffing permitted, will adopt this approach in other year groups.	£26000
Year 6 additional teacher support (0.5)	Intervention group of mixed ability children who would benefit from a smaller group.	Improve outcomes. Above LA and national in writing 80% and maths 83%. Reading 56% and GPS 59% (case studies available) - significant improvements expected for next cohort.	Continue this approach and increase reading and GPS outcomes as well as progress measures.	£26000
Year 2 & Year 6 SATs support	Additional TA support for borderline and more able children.	Enabled children to be targeted for specific intervention.	Continue this approach.	£25000
Employment of Family Liaison Officer to help pupils make as much progress as possible and achieve their best in school.	Provide bespoke pupil / parent support to reduce barriers to children's learning.	Parents and staff reported improved attitudes to learning in most cases. Children were signposted to support e.g. emotional well-being, bereavement counselling etc.	Review this approach to provide a Pupil Wellbeing and Parent Support team.	£21000

iii. Other approaches

Action	Approach	Impact	Lessons learned	Cost
Employment of Educational Psychologist.	Work alongside children, parents and staff to enhance provision for targeted pupils.	Children received regular observations/intervention. EP met with staff and parents of particular needs and suggested resources to support these. This led to a shared understanding of needs and the curriculum could be adapted accordingly. Where relevant, EHCP provision accessed.	Will continue this approach as proved successful. Early identification of needs a priority.	£6000
Employment of Educational Welfare Officer.	To work with and support parents and children to improve attendance and punctuality.	Improved attendance and punctuality. Attendance 95.8%, above LA and equal to national. Late marks below	Monitoring of the weekly attendance report highlights issues to be addressed. Continue individual and class	£4800

		3000, a reduction on the previous year.	rewards to keep high profile.	
2YO Provision	Provided for eligible families. Early learning experiences are supporting all Prime Areas including early language development and social skills.	2YO provision is positively impacting on school readiness.	Continue this approach as proving successful.	£8500
Healthy Eating	Participate in The Magic Breakfast providing breakfast foods and the government's Fruit and Vegetable Scheme for EYFS and KS1. Fruit / Vegetables provided additionally for KS2 children.	Children are aware of healthy eating habits and lifestyle and can make informed choices. Children can focus on their learning.	Continue this approach as proved successful. Early starts enable children to eat breakfast foods and settle in class ready for the start of the school day.	£1809

6. Planned expenditure

Year 2019-2020: Total PPG £235,560

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching and learning for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Year 2 additional teacher support (0.5) Year 6 additional teacher support (0.5). Smaller class sizes enabling more targeted intervention.	All pupils making better than expected progress. Narrowing the gap between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes. Disadvantaged, more able pupils achieving higher standards including greater depth.	Data shows that the need to continue to improve outcomes in English at both KS1 and KS2, and especially at greater depth.	Regular monitoring and evaluation.	SLT / Class Teachers	Termly assessment data and moderation / progress meetings.
Improve reading outcomes to pupils by employment and training of specialist staff.	Early reading intervention. Delivery of Reading Recovery based support to pupils who have difficulties in learning to read. Additional intensive intervention for targeted	Reading will improve in line with national outcomes. Children will engage more readily.	Tracking the sustainability of progress for RR children is a priority. Focus on clearly defined groups of children.	SLT / Reading Intervention teachers	Improve reading outcomes to pupils by employment and training of specialist staff.

	children.		Continue with this approach.		
Subsidies to curriculum enrichment visits and experiences.	Provide opportunities for all pupils to access and enjoy a wide range of 'real' experiences to draw upon in their learning and when developing life skills.	Continue to provide a wide range of opportunities and experiences including whole day visits and residential trips (e.g. London, Edinburgh, Robinwood). Increase budget allocation.	Opportunities mapped into the curriculum and explicitly planned for. Opportunities and visits evaluated with staff and pupils. Pupils' work.	HT & SLT	On-going and annually.
Total budgeted cost				£165,000	
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Employment of experienced staff to provide English, maths and science teaching to smaller groups of KS2 pupils.	Children receive a curriculum that meets their needs. Children make progress.	Improve English, maths and science progress and attainment for SEND targeted pupils.	Progress meetings. Pupils' work. Termly assessment data.	AHTs, HT	Half termly
Year 2 and Year 6 additional SATs support. Additional TA support for borderline and more able children.	Higher attainment at the end of KS1 and KS2 in reading, writing and maths for all pupils.	Data shows that we need to continue to improve outcomes in reading & grammar in KS2.	Progress meetings.	AHTs, HT	Half termly
Employment of Pupil Wellbeing and Parent Support Team (PWPS Team)	Ensuring all children are secure and happy in their emotional wellbeing in order for them to then achieve and make progress academically. Limiting any impact on the day-to-day teaching and learning.	High % of pupils including those eligible for PP needing support with their wellbeing. Sign posting to agencies to support families e.g. CAMHS referrals; Mentoring; Specific intervention; Social care involvement.	Regular supervision. Case studies.	AHTs, PWPS Team, HT	On-going
2YO Provision provided for eligible families	Early learning experiences support all Prime Areas including early language	On entry data shows significant number of children well below in speech, language and	Progress meetings.	AHTs, HT	Half termly

	development and social skills.	communication.			
				Total budgeted cost	£119,500
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Employment of Language and Learning Support teacher.	Higher attainment at the end of KS2 in reading for PP pupils.	The language and support team provide assessments for any KS2 pupils that teachers have concerns for in English. They provide a diagnosis of dyslexia and detailed reports of individual child for class teachers to support them day to day.	Class teacher reports. Implementation of recommendations. Progress meetings.	SENCO	Annually
Employment of Educational Psychologist.	Children are supported to reduce barriers to their achievement.	Staff are better informed about children's barriers to learning and more able to support children with specific needs.	Regular follow up meetings.	SENCO	Half termly
Employment of EWO to support and challenge poor attendance / punctuality.	Ensure all children are in school to achieve where possible.	Ensure children maximise learning opportunities. Continued need to ensure attendance does not drop below 96%. Attendance is regularly monitored and appropriate intervention is deployed. Ensure no regular trend between groups of children e.g. PP.	Regular weekly dialogue between EWO / Pupil Wellbeing and Parent Support Team Head Teacher. Attendance meetings with parents. Attendance monitoring reports and data analysis.	SLT, EWO, HT	Half termly and annually.
Healthy eating	No Child Too Hungry To Learn.	Children attended school without breakfast or a healthy nutritious diet. Children are aware of healthy eating habits and	On-going monitoring.	SLT, HT	Half termly and annually.

		lifestyle and can make informed choices. Children can focus on their learning.			
Opportunities for parents / families to come into school alongside staff and pupils	Increase parental engagement to support learning at home.	Parental participation to encourage learning at home.	Increased levels of engagement e.g. positive involvement with home learning and learning events within school.	SLT, Class teachers	On-going
				Total budgeted cost	£14,409

