



Pupil Premium Strategy / Self-evaluation

1. Summary information					
School	WHINNEY BANKS PRIMARY				
Academic Year	2019-2020	Total PP budget	£235,560	Date of most recent PP Review	March 2021
Total number of pupils	419+ Nursery	Number of Pupils eligible for PP	175 + Forces x 2	Date for next internal review of this strategy.	July 2021
2. Current Attainment - Outcomes remain as 2019 due to Covid 19					
			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 (issues to be addressed in school, such as poor oral language skills)					
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.	<ul style="list-style-type: none"> • 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. • 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. 	<p>All pupils making better than expected progress. Narrowing the gap between disadvantaged (school) and non-disadvantaged (national) pupils meeting end of KS2 national outcomes.</p> <p>Disadvantaged more able pupils achieving higher standards including greater depth.</p>
B.	<p>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 / team work / decision making. High quality visits (including residential) and visitors to enrich the curriculum and support purposeful cross curricular links.</p> <p>Google Expeditions in light of Covid / virtual experiences (Now>Press>Play).</p> <p>Teamwork & sport alternatives e.g. daily mile / additional fitness sessions.</p>	<p>Children participate in extended learning opportunities, school trips and visits. They have a range of positive experiences to draw upon.</p>
C.	<p>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.</p> <p>Additional provision through Catch Up funding.</p>	<p>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.</p>
D.	<p>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.</p> <p>Opportunity to continue phoning, making contact with parents to build on relationships from lockdown. Offer training events e.g. curriculum linked.</p>	<p>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.</p>
E.	<p>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.</p>	<p>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.</p>
F.	<p>2YO provision is accessed by eligible families and early learning experiences are supporting all</p>	<p>2YO provision is positively impacting</p>

	Prime Areas including early language development and social skills.	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 Officer with a positive outcome on attendance and punctuality. Intervention is recorded and tracked to ensure improvement.	96% attendance achieved. Whole school attendance on target and 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
2019-2020**

Total PPG: £235,560

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. Tracking children who did not achieve standard on phonics screening. Targeted activities / visits including specialist visitors to complete storytelling activities.	<p>Reading will improve in line with national outcomes. Children will engage more readily. Children will sustain progress from targeted intervention. Due to Covid 19 and school closures, pupils did not sit any statutory tests this year.</p> <p>Y1 Phonics screening taken in Year 2 Autumn 2020 - 80% of children achieved the expected standard.</p> <p>Pupil outcomes were based on spring term data and projections.</p> <p>Year 2 % of children projected to achieve EXS+ in reading increased to 73% (LA 69.8 %, National 74.9% in 2019)</p>	<p>Tracking the sustainability of progress for RR children is a priority. Focus on clearly defined groups of children.</p> <p>Continue with this approach.</p>	£78000

		Year 6 % of children projected to achieve EXS+ in reading increased to 73% (LA 70 %, National 73% in 2019)		
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's emotional needs are catered for. Children make progress – evident in books / learning. Data over time Progress stats – not available for 2020 due to Covid 19.	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. Due to Covid 19 not all visits and experiences took place. Children find enrichment opportunities motivating and stimulating. This is evident in their subsequent learning.	£30000

ii. Targeted support

Action	Approach	Impact	Lessons learned	Cost
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 with early identification and ensuring appropriate support for individual children.	£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.	Year 2 In 2020, the combined reading, writing and maths results (based on projections) increased to 65.5%, exceeding the (2019) Local Authority and National figures.	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.	Improved outcomes in Year 6. 2019 - Above LA and national in writing 80% and maths 83%. Reading 56% and GPS 59% (case studies available). 2020 projections 73% in reading and writing and 85%	Continue this approach and increase reading and GPS outcomes as well as progress measures.	£26,000

		in maths. A significant increase in reading projected.		
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 – see above.	£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.	Successfully appointed a Pupil Wellbeing and Parent Support team. Increasing provision from Catch Up funding.	£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.	Continue this approach as proved successful. Early identification of needs a priority. Staff training has impacted positively on provision for children and will continue including training related to reintegration of children after lockdown.	£6000
Employment of Educational Welfare Officer.	To work with and support parents and children to improve attendance and punctuality.	Improved attendance and punctuality. There is no attendance data for this year due to Covid 19.	Priority on attendance next year following lockdown. Continue monitoring of the weekly attendance report which highlights issues to be addressed.	£4800
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. An increase in eligible families taking up places impacting positively on school readiness.	£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. Monitoring / challenging	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. Moving to Greggs Foundation Breakfast Club provision.	£1809

healthy packed lunches –
informing parents.

6. Planned expenditure

Year 2020-2021: Total PPG £231,960 (172 + 2 Forces only)

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 Staff training including reciprocal reading. Investment in books / book areas / whole book studies. Increasing provision from Catch Up funding.	Early reading intervention. Delivery of Reading Recovery based support to pupils who have difficulties in learning to read. Additional intensive intervention for targeted children. Tracking of children who did not achieve standard on phonics screening.	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. Continue with this approach.	SLT / Reading Intervention teachers	Improve reading outcomes to pupils by employment and training of specialist staff
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 are mapped into the curriculum and explicitly planned for. Opportunities and visits are evaluated with staff and pupils. Pupils' work.	HT & SLT	On-going and annually.

Pedagogy Staff training	Staff have access to high quality training opportunities and are able to explore, adopt and adapt innovative approaches to teaching and learning. Consider whole school strategies and learning without limits, developing resilience.	Importance of exploring current research. Reflecting on and developing practice to improve children's learning outcomes.	Regular monitoring and evaluation.	HT & SLT	On-going and annually.
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Total budgeted cost £150,000

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 development and social	On Entry data shows significant number of children well below in speech, language and communication.	Progress meetings.	AHTs, HT	Half termly

	skills.				
Total budgeted cost					£130,000
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 lifestyle and can make	On-going monitoring.	SLT, HT	Half termly and annually.

		informed choices. Children can focus on their learning.			
Opportunities for parents / families to come into school alongside staff and pupils Specific English & maths training.	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	£16,800

