

National Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Whybridge Junior School				
Academic Year	2019/2020	Total PP budget	£93,720	Date of most recent PP Review	October 2019
Total number of Pupils	262	Number of pupils eligible	80	Date for next internal review of this strategy	October 2020

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	94.4%	92.1%	70.7%
% making expected progress in reading (as measured in the school)	94.4%	92.1%	77.9%
% making expected progress in writing (as measured in the school)	94.4%	92.1%	83.1%
% making expected progress in mathematics (as measured in the school)	94.4%	94.4%	83.6%
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.	Engaging parents in importance of attendance and punctuality.		
B.	Mental and environmental wellbeing and associated behaviours		
C.	Parental engagement and support for disadvantaged children.		
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>			
D.	Changing demographic: staff understanding the changes of the cohort and how best they can support this.		

E.	High in year pupil mobility.	
4.	Intended outcomes (<i>specific outcomes and how</i>)	Success criteria
A.	Initiatives undertaken impact on the progress of PP children so they make the same or better progress than their peers, including greater depth.	Provide support for parents to show them how to support in English and Maths. HSSW to engage parents to attend workshops, parent's evenings and academic events. Higher attendance at curriculum clubs (boosters), Easter school and SATs breakfast. More children complete their homework. Parents understand the different strategies taught to the children.
B.	To ensure quality first teaching is being delivered through an aspirational curriculum that is ambitious for all.	Staff are more confident to deliver the curriculum. Attainment increases across the school. Lessons are engaging. Children enjoy school. Children are engaged. Writing becomes more engaging.
C.	To support the role of HSSW to ensure a positive and accountable impact is had.	HSSW to work with families to support the importance of attendance and punctuality so that PP children's attendance differences diminish, including persistent absenteeism, in line with the MAT development plan.
D.	To support the progress of children with multiple indicators.	Children with multiple indicators are tracked. Extra support is given to these children to support their progress. Progress for children with multiple indicators improves.

5. Planned expenditure		6.
Academic year	2019/2020	

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

Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff	When will you review implementation?	Review
Purchase of ICT enrichment programs to be accessed at home.	All children have access to online curriculum programmes at home. Children embed their learning at home, using online technology.	A number of PP children do not engage with their weekly homework. Parents do not support work at home.	Staff to set weekly homework. Staff to track amount of time it is used. Homework club is provided if a child does not have access at home.	All staff Eng Lead Maths Lead	Termly	Dojo: 143 messages this week 100% positive feedback 128 skills celebrated W.E 17.7.20 Votes for schools purchased TTRS purchased
Training for all staff on wider curriculum to embed learning and spaced repetition/ retrieval practice - to be used in quality first teaching.	All teaching staff are able to plan and deliver lessons which provide the best opportunities to embed the learning.	To ensure that PP children are provided with the best delivery of the curriculum, which embeds previous learning this should accelerate progress.	HOS to provide high quality CPD schedule. Staff to deliver CPD. MAT wide CPD. Planning parties across the MAT.	HOS Sub Leads	Termly	Suspended
Purchase ICT hardware for children to access an engaging, aspirational curriculum.	All children have access to technology which enhances their learning experience.	A number of PP children do not have the opportunity to become digitally literate, due to lack of technology within the home setting. To ensure that PP children are provided with the best delivery of the	Staff to plan lessons which incorporate new technology. HoS and SLT to continuously monitor engagement through trust wide monitoring policy.	HoS SLT	Termly	New chrome Books purchased Sept 2020 – set up for G suite

To promote and develop language, vocabulary and reading skill development across the curriculum from pupils relative starting points.	Accelerated development for children's vocabulary.	Demographically, the children enter the school with a reduced bank of vocabulary.	Head of subject to deliver CPD. HoS to monitor vocabulary development within the classroom, during learning walks. Staff to plan high quality experiences for vocabulary	HoS Eng Lead	Termly	Suspended
Total budgeted cost					£48,720	
i. Targeted support						ii.
Action	Intended outcome	What is the evidence and	How will you ensure it is	Staff	When will you review	
Parents are engaged and supporting their children with their learning.	HSSW to liaise with identified families and support them in engaging with school – thus removing the barriers to learning.	Children who are supported at home by their families make greater progress than those who are not.	Regular meetings with the HSSW and class teachers to discuss things that are working for these children. Parents evening attendance is tracked.	HSSW CTs	Termly	Caseload calling Home visits Thrive Calling list Chn back to school: SG:98% TA 100% MT 38% FO 52% LS 98%
Purchase of textbooks to support children's and parent's understanding of the Maths and English curriculum. – to support homework.	Every PP child to receive a CGP Maths and English textbook. Year 6 receive SATs textbooks and Higher level learners receive higher level books.	Historically homework was not being completed or was often incomplete. Parents could not support the children with their homework as they did not understand the concepts.	Homework is linked to CGP books. Use of them in lessons too.	SENDCo Class	Yearly	Suspended

To provide targeted intervention to PP children – outside of school hours (booster groups, Easter school, morning boosters).	Progress and attainment to be enhanced.	To diminish the difference between PP children non pupil premium pupils nationally. Non-PP have historically performed better.	Gap analysis on need of the children to be completed. Interventions to target needs of children.	Teachers	Half Termly	FFT data report Reading: FSM 107.2 SS +0.5VA NFSM 109.5 SS +1 VA Writing FSM 109.1 SS +2.4 VA NFSM 110.3 SS + 2VA Maths FSM 106.6 SS + 0.3 VA NFSM 109.1 SS +1.2 VA
To implement Thrive approach.	To ensure all children are ready to learn. To remove barriers to learning. To address mental health problems as a barrier to learning.	If children have emotional barriers to learning, it is thought that progress and achievement will be to the child's full potential.	Thrive club to run during each lunchtime to provide a safe place for children. Thrive club will run after each lunch time to address any issues that may have arisen during the day and to help the children regulate; therefore, they are ready to learn. Thrive club will also provide personalised sessions to targeted children. Behaviour tracked by teachers.	Thrive practitioner Class teachers SENDco	Half termly	Thrive sessions throughout COVID Reintegration back to school TA, GM, FM
Total budgeted cost					£37,000	
Other approaches						
Action	Intended outcome	What is the evidence and	How will you ensure it is	Staff	When will you review	
To provide opportunities for children to join after school clubs e.g. football, dance and multi-skills.	Children are more engaged with school and their peers. To develop their enjoyment of school activities and build positive relationships.	Children who enjoy school are more likely to have improved attendance and engagement. The more positive relationships children create the more	Ensure parents know what is available and how school can support funding.	PE Co-ordinator After school clubs manager HSSW	Termly	Some Suspended 10.25% Football attendance

Provide funding for trips and experiences.	Ensure children are able to participate fully in all areas of the curriculum.	Children are not left out or unable to attend out of school learning opportunities. PP children have equal access to the curriculum	Class teachers to liaise with the office and HSSW about who has not paid – this is to be raised with SENDCo and finance officer	HSSW CTs SENDCo Finance	Before trips	Egypt HMS Belfast Kidzania Football 29.48% access to trips Suspended
To ensure that the Curriculum Intent provides children with engaging, enrichment experiences to improve their capital, preparing them for the next stage in their education and life in the wider world.	To expand and broaden the wide range of enrichment and extra-curricular opportunities offered to the children; in particular, disadvantaged students would not normally have access to these experiences outside of school.	Developing the cultural capital of all pupils is a clear focus for the academy, linked to our curriculum intent.	Subject leaders to monitor the engagement of pupils within their subject, through learning walks and interviews with children. Staff to plan culturally enriching activities and experiences for children.	Sub Leads HoS	Termly	
Total budgeted cost					£8,000	