

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		Number of pupils eligible	80	Date for next internal review of	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	
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.	

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	Staff	When will you 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 this.	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
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. Their progress is accelerated.	HOS to provide high quality CPD schedule. Staff to deliver CPD. MAT wide CPD. Planning parties across the MAT.	HOS Sub Leads	Termly
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 curriculum, through	Staff to plan lessons which incorporate new technology. HoS and SLT to continuously monitor engagement through trust wide monitoring policy.	HoS SLT	Termly
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 development.	HoS Eng Lead	Termly
Total budgeted cost					£48,720

i. Targeted support					
Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	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
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
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 and their non-PP peers. 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
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
Total budgeted cost					£37,000

i. Other approaches					
Action	Intended outcome	What is the evidence and	How will you ensure it is implemented well?	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 they will enjoy school. Belonging to a club will raise their self-esteem.	Ensure parents know what is available and how school can support funding.	PE Co-ordinator After school clubs manager HSSW	Termly
Provide funding for school 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 access the same curriculum as their peers.	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
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

6. Review of expenditure

Previous Academic Year

2018-19 £99,000

i. Quality of teaching for all

Action	Intended outcome	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
Purchase of ICT enrichment programs access at home.	All children have access to online curriculum programmes at home. Children embed their learning at home using technology.	All children have had the opportunity to access to online programs at home or in school. They have been used in lessons to enrich learning and embed the curriculum. Of those children who cannot access at these programmes at home, they have the chance to access in lessons and during homework club. Throughout the year, 17 pupil premium children attended homework club, in order to access these programs.	Through the use of technology at home and the online programs, parents have been more engaged with homework. It allows parents the confidence to work with the children at home. This strategy will continue. In order to be successful, children will need access to the learning in class more often, with the purchase of new hardware.	
Training for all staff on wider curriculum to embed learning and spaced repetition- to be used in quality first teaching.	All teaching staff are able to plan and deliver lesson which provide the best opportunities to embed the learning.	In the school evaluation form, the school rating has moved from good to outstanding for the quality of education. There is a new planning format and policy, which runs trust wide. There are numerous planning and curriculum parties, which run trust wide. The trust is building a wider curriculum to embed learning.	The children are becoming more confident learners and the wider curriculum is becoming evident across all lessons. This will be continued in line with the new policies put in place effective from September 2019.	
Purchase ICT hardware and Smartboards for every class.	Teachers to deliver high quality engaging lessons.	In the school evaluation form, the school rating has moved from good to outstanding for the quality of education. Iris connect has been used to showcase high quality engaging lessons across the school, for CPD purposes. Because lesson have become more engaging, behaviour incident have decreased. Out of 47 behaviour incidents, recorded on CPOMs, 9 children were pupil premium in comparison to the 23 non pupil premium children.	Engaging the children reduces low level behavioural problems. This target has been met. There is not the need for new Smartboards. However, there is a need for hardware to access the online systems.	

NEW TARGET: Purchase of ICT hardware to enrich the curriculum – allocate £16,000

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will e with this approach)	Cost
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.	Parents evening attendance has been tracked, if parents did not turn up, alternative arrangements were made, through the support of HSSW. CPOMs has logged these meetings and any meetings with HSSW working tracked and filed in the children's records. Regular meetings have been held with class teachers, HSSW and parents if needed.	Children, whose parents engage with the school, make accelerated progress. Continue this strategy.	
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.	Homework planned around the CGP books to embed the learning. Higher level has increased from the previous year.	Use of targeted books accelerates progress (higher level books). Continue to purchase the books in the future.	
To provide targeted intervention to PP children – outside of school hours (booster groups, Easter school, morning boosters).	Progress and attainment to be enhanced.	<p>Out of 18 PP pupils:</p> <ul style="list-style-type: none"> • 7 attended morning boosters • 17 attended evening boosters • 9 attended Easter school • All pupils (PP and Non- PP attended SATs breakfast) <p>Attainment of PP pupils (combined has risen from 81% to 94.4%). Attainment of non PP pupils had risen from 87% to 92% combined.</p>	Targeted intervention, for all pupils accelerated learning, attainment and progress. Continue this strategy.	
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.	<ul style="list-style-type: none"> • Throughout each term, five pupil premium children received personalised plans, four non pupil premium children also received 	Children feel calmer and ready to learn. Children are engaged and barriers to learning are reduced	

		personalised plans. This equates to (20 mins per week x 6 week programme = 18 hours).	and removed. This strategy will be continued, for current children and new joiners from September.	
iii. Other approaches				
Action	Intended outcome	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
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.	The school holds numerous extra-curricular activities. There were 16 pupil premium children who attended these clubs, with the use of this strategy. There were also numerous non pupil premium children, who had the experience of attending these clubs too.	This strategy has been very popular, with a wide range of activities being held, including boxercise and multi-skills. This strategy will be continued, with new clubs being added to the range of activities also.	
Provide funding for school trips.	Ensure children are able to participate fully in all areas of the curriculum.	Throughout the year, six places were paid for pupil premium children, This gave the children the opportunity to participate fully in the curriculum, and become engaged.	This strategy is going to be continued. In the future more class teacher need to be aware, if there is a child in their class who does not sign up for a trip. They need to ensure, it is not down to lack of funds from home. If it is funds can be provided.	

7. Additional detail

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