



Pupil Premium Strategy Statement 2018/2019

1. Summary information					
School	Whitehill Junior School				
Academic Year	2018/2019	Total PP budget	£30980	Date of most recent PP Review	n/a
Total number of pupils	240	Number of pupils eligible for PP	22 (9%)	Date for next internal review	Spring 2019

2. Outcomes for Year 6s in 2018 (4 pupils)		
<i>(*progress figures below are based on FFT estimates and actuals. It is important to state that with such small group numbers the figures are suppressed on ASP)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	75% (3/4)	80%
No of pupils making at least expected progress in reading	75% (3/4) *	77%
No of pupils making at least expected progress in writing	50% (2/4) *	81%
No of pupils making at least expected progress in maths	50% (2/4) *	80%
Barriers to future attainment (for pupils eligible for PP) Relatively small numbers of pupil premium pupils in each year group can have a significant impact on data measures		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Low prior attainment pupils and/or those with SEND support eligible for PP are making less progress compared to the cohort as a whole.	
B.	Significant impact upon pupils' concentration and engagement due to a variety of difficult personal and home circumstances.	
C.	Reduced engagement in enrichment activities and extra-curricular opportunities.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		

D.	Parental engagement in the pupils' learning can be variable – whether through support of homework or attendance at school events.
E.	Lack of capacity, for a variety of reasons, for parents to support learning outside school.

4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Better rates of progress for pupils eligible for PP	<p>Pupils identified as coming from a 'low starting point' eligible for PP funding to be making expected progress in all subjects. Progress will be tracked termly in Pupil Progress Meetings in all year groups and then when compared to others nationally with the End of Key Stage tests.</p> <p>Care needs to be taken when monitoring pupils with dual disadvantage of PP and SEND to ensure a healthy balance of support and intervention. Comparison to be made against the progress made by other pupils with SEND provision who are not eligible for PP funding. Careful review of the baseline and intervention tracking will ensure progress can be monitored.</p>
B.	Pupils will be better prepared to interact with their peers and engage in all learning opportunities in school.	Pupils eligible for PP will demonstrate a better attitude to learning and / or social relationships and become more engaged with all aspects of learning due to increased resilience. This in turn will contribute to an increase in attainment and progress in all aspects of the curriculum.
C.	Pupils will take advantage of the many enrichment opportunities available in school to enhance their learning experience.	There will be an increase in uptake for pupils eligible for PP in extra-curricular activities and enrichment opportunities. A representative proportion will hold positions of responsibility throughout the school.
D.	Parental Engagement in school events will increase.	<p>Parents will attend the curriculum evenings and parent consultation evenings so that progress and expectations can be discussed.</p> <p>Parents will feel supported by the school and have access to external agencies and school point of contact.</p>

E.	Pupils will have opportunities to complete home-learning tasks during the school day with support.	Pupils will not feel disadvantaged compared to their peers with regards to ability to complete tasks and access learning opportunities at home thus increasing feelings of well-being and self-esteem.
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5. Planned expenditure

Academic year **2018/2019**

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

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A - Better rates of progress for pupils eligible for PP B - Pupils will be better prepared to interact with their peers and engage in all learning opportunities in school. C - Pupils will take advantage of the many enrichment opportunities available in school to enhance their learning experience.</p>	<p>Through investment in time and staffing in the Pupil Progress Meetings, teachers will have a better all-round understanding of the individual needs of the key pupils and how they might be supported in class. These meetings will allow all staff to consider the most effective learning opportunities and enrichment opportunities for each pupil and ensure the PPG remain a priority focus group.</p>	<p>The most effective outcomes for any pupil are through the provision of quality first teaching and initial feedback. Books for our Pupil Premium pupils will be given priority when it comes to marking. Ensuring pupils are motivated to engage in their learning both in class and through targeted support will ensure these opportunities are kept at a maximum.</p> <p>Through enrichment opportunities we hope to be able to motivate and encourage pupils to take ownership of their learning and increase enjoyment of learning in general.</p> <p>It is imperative that we look beyond the learning which takes place in the core curriculum and ensure opportunities are provided in all aspects of the extended opportunity.</p>	<p>A clear timetable for these meetings to take place and an investment of time to ensure staff are released to take part.</p> <p>Evaluate the effectiveness of the provision for all pupils on a regular basis including formal lesson observations and learning walks.</p> <p>Analysis of enrichment clubs and opportunities for PPG pupils.</p> <p>External validation of impact through termly HIP meetings.</p>	<p>AMS and AB to lead PPMs with SM then monitoring the effectiveness of provision.</p> <p>AMS to look at extension opportunities for PPG pupils.</p>	<p>Ongoing. Termly through the Pupil Progress Meetings with feedback brought to SLT.</p> <p>Analysis of clubs and other enrichment opportunities carried out termly and when places are allocated.</p> <p>Link governor(s) to review provision and meet with SLT as well as PPG pupils to carry out pupil voice.</p>

A - Better rates of progress for pupils eligible for PP	Externally sourced and locally arranged INSET and CPD for all staff to ensure attainment is raised for ALL pupils and progress measures are monitored closely, particularly in English and Maths. INSET day arranged for Teaching Assistants to look specifically at their support roles and opportunities for group work. Subject leads to attend HfL training and national training sessions and then disseminate ideas to all staff.	It is imperative that PPG pupils with similar starting points as their peers are given the same opportunities to progress and attain. Disadvantage alone must not provide barriers to learning. For that reason quality first teaching must be accessible by all pupils, with regular reviews to ensure progress is at least equivalent. PPG alone must not be a factor preventing pupils from making at least expected progress throughout the school.	Careful analysis of courses selected and then feedback sought from staff after each session. Evidence of strategies implemented or initiatives used evaluated on a termly basis through discussion at Pupil Progress Meetings and also through lesson observations and learning walks. External validation of impact through termly HIP meetings.	AB as Curriculum Coordinator to oversee the training provision. AMS to monitor through PPMs. SLT to carry out termly data analysis to ensure progress is at least good.	At least termly through data analysis and Pupils Progress Meeting timetables. (Usually week before half term)
Total budgeted cost					£23000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Better rates of progress for pupils eligible for PP	Use of specific resources chosen to compliment other assessment methods and materials which are designed to support and close attainment gaps of all groups of pupils. Purchase of Rising Stars scheme.	Whilst it is imperative quality first teaching is a priority, there are going to be certain groups of pupils and individuals who require more focused or targeted support to ensure that gaps are closed and pupils can access whole class learning. By purchasing and then implementing a specific scheme such as Rising Stars, we are replacing dated material which predates new curriculum as well as supporting the existing new assessment resources in school.	Targeted time given to evaluate, plan and implement the new resources thus ensuring they are given the focus and attention they merit. Intervention timetables planned for carefully to ensure regular time committed to supporting key groups. Ensure parents understand the specific interventions used so they can support at home. Monitor the intervention sheets for all pupils.	AB and TB as English / Maths Leads. AMS to have overview of progression through PPMs and also Intervention monitoring.	At least termly through data analysis and Pupils Progress Meeting timetables. (Usually week before half term)

<p>B - Pupils will be better prepared to interact with their peers and engage in all learning opportunities in school.</p>	<p>To continue to run the 'In Touch' support group to ensure pupils are given the tools to be able to engage productively with their peers and their learning.</p> <p>To provide mentoring sessions for specific individuals to increase self-esteem and to ensure they continue to engage with opportunities in school.</p>	<p>Through ongoing, careful evaluation of the In Touch group through parent questionnaires and pupil / teacher feedback the progress of this specific intervention continues to warrant further investment.</p> <p>As already mentioned quality first teaching is our goal for all pupils, however there are more basic needs which need to be met with some pupils before they will be able to engage fully in class.</p> <p>There may be some issues which require more targeted support to develop these basic needs and therefore mentoring sessions with one of our two trained mentors may ensure the pupils are able to engage sooner with their learning.</p>	<p>Dedicated and protected time for In Touch to meet in terms of a location, resources and more importantly, staff. It is a considerable investment but imperative if we are to meet the needs of all pupils at a very basic level.</p> <p>Baseline questionnaires and feedback sought from all concerned with the programme.</p> <p>Supervision of those linked with the mentoring.</p>	<p>AMS working with KB and TB.</p>	<p>Summer Term 2019.</p>
<p>E - Pupils will have opportunities to complete home-learning tasks during the school day with support.</p>	<p>To run our Handy Homework Helpers lunchtime club providing access to support and resources for PPG who may not have this at home.</p> <p>1:1 reading support for identified pupils as well as additional reading support where appropriate.</p> <p>The use of positive role models with reading and homework tasks by using male sports apprentices for example.</p>	<p>There are some aspects of the home-learning tasks which some PPG pupils may not have access to when compared to the rest of the school. We need to ensure that pupils have the opportunities to feel supported with these tasks in the school environment to take the pressure off them when they are at home.</p> <p>Teachers need to be mindful that some pupils will not be able to complete the routine tasks that others do and therefore must be mindful of this when considering sanctions etc. for non-completion.</p> <p>Access to quality reading material and reading support is not always possible with some of our PPG families and so we want to provide opportunities within our own supportive environment.</p>	<p>Through Performance Appraisal of support staff and monitoring visits at the sessions.</p> <p>Pupils carefully identified and targeted to attend through Pupil Progress Meetings and then encouraged through careful marketing. Feedback during the PPM will highlight the success and incidents of incomplete homework tasks will be reduced.</p> <p>Giving regular time in staff timetables to be able to support with reading.</p>	<p>AMS and class teachers.</p>	<p>At least termly through data analysis and Pupils Progress Meeting timetables. (Usually week before half term)</p>
Total budgeted cost					£5000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D - Parental Engagement in school events will increase.	Prioritise with office staff phoning for bookings. Providing a crèche at these events.	Quite often it will be a lack of organisation or less than pro-active approach which will mean a parent will not be able to attend a school activity either during the day or in the evening and so by the school making the contact and then offering to support the evening in other ways, we are removing the potential barriers to attendance.	Use of the online booking system for consultation evenings ensures that we are able to monitor closely who has booked appointments. Using this evidence to make the necessary phone calls and then using the system to log actual attendance ensures we have a permanent record.	Head	After each key event. Termly or more frequently if appropriate.
D - Parental Engagement in school events will increase.	Bespoke training using external providers on understanding your child. General parenting advice and support linked with In Touch group and also other 1:1 support opportunities.	Linked with the desire to ensure pupils' needs are met at the basic level, it is important to support our parents with child development and understanding their child. This holistic approach to a child's learning will ensure that we are able to develop a child's academic achievement as they will be more focused and engaged with their learning.	Part of the agreement for a pupil's attendance at In Touch is commitment on the part of the parent. Feedback from AMS and Family Support Worker (if appropriate) on success and take-up.	AMS	July 2019 at the end of the programme.
B - Pupils will be better prepared to interact with their peers and engage in all learning opportunities in school. C - Pupils will take advantage of the many enrichment opportunities available in school to enhance their learning experience. E - Pupils will have opportunities to complete home-learning tasks during the school day with support.	Introduction of a wellbeing display board for all pupils to be able to access information about opportunities in school.	Some pupils need constant reminders about events and opportunities directly relating to them. In order to develop their independence and resilience, this board will enable pupils to take ownership for this side of their learning and develop their independence in preparation for the next phase of their education.	Evidence of the noticeboard being kept up to date and pupils taking a greater role in the opportunities they are given. Feedback from staff highlights that pupils are referring to noticeboard and attending events and opportunities which are highlighted.	AMS	July 2019
Total budgeted cost					£2235

6. Review of Provision for 2017/2018

- This is the second year this version of the strategy is being used and run alongside a more detailed summary of spend and impact evaluation used internally. It is based on the model of good practice issued by the DfE.
- When the Strategy Document is updated for 2018/2019, the detailed review of the proposed actions will take the format above and look closely at each of the above actions and the impact it has had on the progress of those pupils eligible for pupil premium. At this stage, the review of last year's provision will be taken directly from the existing summary report and highlight the effective provision taken in the previous academic year. Impact can be seen in the school's detailed 2018 data analysis summary.

Chosen Action / Approach	Evidence and Rationale for Choice	Impact
<p>Through investment in time and staffing in the Pupil Progress Meetings, teachers will have a better all-round understanding of the individual needs of the key pupils and how they might be supported in class. These meetings will allow all staff to consider the most effective learning opportunities and enrichment opportunities for each pupil and ensure the PPG remain a priority focus group.</p>	<p>The most effective outcomes for any pupil are through the provision of quality first teaching and initial feedback. Books for our Pupil Premium pupils will be given priority when it comes to marking. Ensuring pupils are motivated to engage in their learning both in class and through targeted support will ensure these opportunities are kept at a maximum.</p> <p>Through enrichment opportunities we hope to be able to motivate and encourage pupils to take ownership of their learning and increase enjoyment of learning in general.</p> <p>It is imperative that we look beyond the learning which takes place in the core curriculum and ensure opportunities are provided in all aspects of the extended opportunity.</p>	<p>Pupil progress meetings allow all staff (through dissemination) to prioritise PPG pupils in their classes. Use of the class overview sheet has further enhanced the understanding of this as well as other vulnerable groups.</p> <p>Targeted teaching with a focus on our vulnerable groups has been cascaded to Year 5 with positive outcomes. We are still in discussion about the possibility of a form of TT in Year 4, however there are staffing and cost implications.</p> <p>PPG pupils' books are now routinely monitored by SLT and staff in line with whole school SDP. All staff have been involved in developing practice around book scrutiny.</p>
<p>Externally sourced and locally arranged INSET and CPD for all staff to ensure attainment is raised for ALL pupils and progress measures are monitored closely, particularly in English and Maths. INSET day arranged for Teaching Assistants to look specifically at their support roles and opportunities for group work. Subject leads to attend HfL training and national training sessions and then disseminate ideas to all staff.</p>	<p>It is imperative that PPG pupils with similar starting points as their peers are given the same opportunities to progress and attain. Disadvantage alone must not provide barriers to learning. For that reason quality first teaching must be accessible by all pupils, with regular reviews to ensure progress is at least equivalent.</p> <p>PPG alone must not be a factor preventing pupils from making at least expected progress throughout the school.</p>	<p>Core subject leads have arranged quality INSET for all staff and have also ensured own understanding has been upskilled. Maths Mastery is a key aspect of CPD with all teaching staff attending National Training.</p> <p>External parenting coach visited school for a second year and delivered workshops to parents and staff around supporting children's wellbeing and therefore access to education. Sessions well attended and feedback positive. Plans to continue programme this year.</p>

<p>Use of specific resources chosen to compliment other assessment methods and materials which are designed to support and close attainment gaps of all groups of pupils.</p>	<p>Whilst it is imperative quality first teaching is a priority, there are going to be certain groups of pupils and individuals who require more focused or targeted support to ensure that gaps are closed and pupils can access whole class learning.</p>	<p>The school is currently undergoing a review of its assessment methods and resources with members of the SLT looking closely at appropriate (diagnostic) materials. Imperative that assessment is seen as a way of moving pupils on and not as a means by which to label pupils.</p>
<p>To continue to run the 'In Touch' support group to ensure pupils are given the tools to be able to engage productively with their peers and their learning.</p> <p>To provide mentoring sessions for specific individuals to increase self-esteem and to ensure they continue to engage with opportunities in school.</p>	<p>In-Touch continues to be a relevant and positive intervention for specific Year 4 pupils.</p> <p>As already mentioned quality first teaching is our goal for all pupils, however there are more basic needs which need to be met with some pupils before they will be able to engage fully in class.</p> <p>There may be some issues which require more targeted support to develop these basic needs and therefore mentoring sessions with one of our two trained mentors may ensure the pupils are able to engage sooner with their learning.</p>	<p>Impact evaluations from all stakeholders (pupils, parents and staff) are very positive. Scheme will run again for a third year. In-Touch model has received interest from other local schools and professionals.</p> <p>KB continues to offer bespoke 1:1 sessions to pupils in response to need. School now has a 'think good / feel good' board in a prominent place in school along with a worry box for pupils concerns.</p>
<p>To run our Handy Homework Helpers lunchtime club providing access to support and resources for PPG who may not have this at home.</p> <p>1:1 reading support for identified pupils as well as additional reading support where appropriate.</p> <p>The use of positive role models with reading and homework tasks by using male sports apprentices for example.</p>	<p>There are some aspects of the home-learning tasks which some PPG pupils may not have access to when compared to the rest of the school. We need to ensure that pupils have the opportunities to feel supported with these tasks in the school environment to take the pressure off them when they are at home.</p> <p>Teachers need to be mindful that some pupils will not be able to complete the routine tasks that others do and therefore must be mindful of this when considering sanctions etc. for non-completion.</p> <p>Access to quality reading material and reading support is not always possible with some of our PPG families and so we want to provide opportunities within our own supportive environment.</p>	<p>Club continues to be well attended. The club is now supported by Year 6 pupils to act as peer to peer support. Sessions are offered two days per week and staff have been reassigned to ensure this can continue.</p>
<p>Prioritise with office staff phoning for bookings.</p> <p>Providing a crèche at these events.</p>	<p>Quite often it will be a lack of organisation or less than pro-active approach which will mean a parent will not be able to attend a school activity either during the day or in the evening and so by the school making the contact and then offering to support the evening in other ways, we are removing the potential barriers to attendance.</p>	<p>All PPG parents are phoned individually to offer places at Parent Evenings and other events. Crèche facilities were provided at summer term info evening.</p>

<p>Bespoke training using external providers on understanding your child. General parenting advice and support linked with In Touch group and also other 1:1 support opportunities.</p>	<p>Linked with the desire to ensure pupils' needs are met at the basic level, it is important to support our parents with child development and understanding their child. This holistic approach to a child's learning will ensure that we are able to develop a child's academic achievement as they will be more focused and engaged with their learning.</p>	<p>See above.</p>
<p>Introduction of a wellbeing display board for all pupils to be able to access information about opportunities in school.</p>	<p>Some pupils need constant reminders about events and opportunities directly relating to them. In order to develop their independence and resilience, this board will enable pupils to take ownership for this side of their learning and develop their independence in preparation for the next phase of their education.</p>	<p>See above.</p>

7. Additional detail

- Schools receive a payment, Pupil Premium, for each child who is currently eligible for Free School Meals (FSM) or has been eligible for Free School Meals within the last six years (FSM Ever 6). This payment is £1320 per pupil for 2017/2018. Children who are looked after (CLA), or children from service personnel, are also allocated funds within this Pupil Premium.
- DfE Guidance states: *Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.*
- Thus all parents can be assured that as with all budget allocations to the school, decisions about provision and spending will be made with the best interests of all children's wellbeing and progress in learning at its core. Meetings to discuss pupil premium allocation include: Pupil Progress Meetings three times a year; Senior Leadership Team meetings; Inclusion Team meetings; Governing Body meetings, in as much as the Finance Committee analyses the spend and the Curriculum Committee analyses the achievement of all pupils, including those eligible for Free School Meals.
- The school carries out its own detailed analysis of End of Key Stage data as well as monitoring the progress of all pupils, not just those eligible for PP, on a termly basis. The school is aware that the relatively few pupils in each cohort can have a significant impact on data analysis and therefore focuses on the 'story' and 'evidence' for individuals rather than for the group as a whole.
- In addition to this strategy document the school and governing body will also monitor spending in greater detail via its own internal controls, a summary of which will be shared with the governing body on a termly basis and will support this more general overview.