



## Pupil Premium Strategy Statement: St White's Primary School 2018-2019

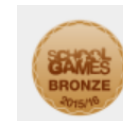
### 1. Summary information

<b>School</b>	St White's Primary				
<b>Academic Year</b>	2018/2019	<b>Total PP budget From September 2018 to March 2019***</b>	£63.184	<b>Date of most recent PP Review</b>	17 <sup>th</sup> September 2018
<b>Total number of pupils</b>	302	<b>Number of FSM Pupils</b>	45 on 10/10/17	<b>Date for next internal review and external review of this strategy</b>	8 <sup>th</sup> January 2019
		<b>Number of pupils in receipt of PP funding</b>	70		

\*\*\* Pupil premium funding is allocated and fixed for each financial year, but the information the school publishes online will refer to the academic year, as this is how parents understand the school system. As the school won't know allocations for the end of the academic year (April to July), it will report on the funding for two terms only, up to the end of the financial year (March 2018) and update it when they have been given the amount of grant for the third term. Also, who the funding supports, is constantly changing as pupils can leave, join or become FSM at any point. **The funding shown relates directly to the number of children for whom the Pupil Premium Grant has been received.**

### 2. Current attainment

KS2- Ever 6 - FSM	Ever 6 FSM – St White's 2018	Ever 6 FSM - LA 2018	Other (National Average) 2018
% of pupils achieving the expected standard in reading, writing and maths	80% (8)	42%	70%
% of pupils achieving the expected standard in reading	80% (8)	58%	80%
% of pupils achieving the expected standard in writing	90% (9)	56%	83%
% of pupils achieving the expected standard in maths	90% (9)	58%	81%
<b>Reading Average Scaled Score</b>	105.7	101.5	106.1



Maths Average Scaled Score	104.1	100.6	105.4
Reading progress score	4.13	-1.1	0.31
Writing progress score	2.57	-0.8	0.24
Maths progress score	3.05	-1.4	0.31

### 3. Barriers to future attainment for disadvantaged pupils

#### In-school barriers (Issues to be addressed in school)

A.	Improve the end of phase outcomes for <b>Pupils in Year 6</b> but in particular, <b>boys and disadvantaged pupils</b> who have been significantly affected by the legacy of the school failing to meet its statutory duties and being placed in special measures in December 2013.
B.	Accelerate progress in writing across the school for all groups but in particular, <b>boys and disadvantaged pupils</b> so that a higher percentage reach the expected standard or better, at the end of each phase.
C.	Deepen pupils' conceptual understanding of key mathematical concepts, by placing emphasis on problem solving and mathematical thinking.

#### External barriers (issues that also require action outside school, such as low attendance rates)

D.	There are a high proportion of pupils eligible for pupil premium, who are identified as vulnerable. The barriers to progress of this group include limited social skills on entry to school, difficulties within the family home, where the codependency that is normally transmitted through the family is disrupted by conflict, this means that children's emotional well being and mental health are affected.
E.	Some of our most vulnerable pupils present with poor behaviour, low confidence, anxiety, low ambitions and low self-esteem and mental health problems. They may lack trust in others and as a consequence do not have the basic aspects of respect either for themselves or others.
F.	Although pupils' attendance has improved and persistent absenteeism has reduced this year, it remains a significant barrier to progress for key groups of pupils, particularly vulnerable and disadvantaged pupils.

### 4. Overall Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	Desired Outcomes:	✓ Targets for the whole year group will be set to be above the National Average at the end of 2018-2019 :

	<ul style="list-style-type: none"> <li>Attainment at the end of KS2 for all Year 6 pupils will be in line or better than the National Average.</li> <li>Individual and group interventions have a positive impact on outcomes for targeted pupils.</li> <li>Progress rates will be accelerated so that a greater proportion of pupils progress in accordance with their starting points.</li> <li>Pupil premium pupils will make accelerated progress so that their attainment in all areas at the end of KS2 is at least in line with their starting points</li> <li>The gap between pupil premium pupils and their peers is diminished so that they are at least in line with the attainment of other pupils in reading, writing, EGPS and maths.</li> </ul> <p><b>Progress Measures:</b></p> <ul style="list-style-type: none"> <li><b>End of year assessments</b> and <b>gap trackers</b> handed up to class teachers at the end of last term indicating attainment and gaps in pupils knowledge, skills and understanding</li> <li><b>Progress matrices</b> retrieved from Insight Tracker to show prior attainment and pupils' end of year attainment compared with their peers.</li> <li><b>Diagnostic assessments</b> providing baseline information, including: YARK (York Assessment of Reading Comprehension); IGCC Maths; Vocabulary Baseline Test; Question Level Analysis from summative assessments</li> <li>Assess, Plan Do and Review Cycle used to monitor and evaluate incremental steps of progress pupils are making toward intended outcomes.</li> <li>Judgements supported by evidence from: <b>lesson observations and learning walks; pupils' work; what pupils say and how they are able to articulate their learning; end of half term assessment tests; pupil progress meetings including My Plan Meetings and targeted interventions.</b></li> </ul>	<ul style="list-style-type: none"> <li>91% of all pupils at the end of KS2 achieve the expected standard or above in reading and 89% in writing, EGPS and Maths.</li> <li>At least 40% (18) of all pupils will achieve greater depth in reading, 22% (10) greater depth in writing, 22% (10) greater depth in EGPS and 38% (17) greater depth in Maths.</li> </ul> <p>✓ Staff have aspirational targets for all disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>100% of pupil premium funded pupils at the end of KS2 achieve the expected standard or above in reading, writing, EGPS and Maths</li> <li>At least 29% (4) will achieve greater depth in reading, 14% (2) greater depth in writing, 14% (2) greater depth in EGPS and 29% (4) greater depth in Maths</li> </ul>
<b>B.</b>	<p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>Writing attainment at the end of each phase and year group will be in line with maths and reading so that a higher proportion of pupils achieve the expected standard in RWM combined.</li> <li>Progress rates in writing will be accelerated across the phases so that a greater proportion of pupils' progress in accordance with their ability.</li> <li>Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year.</li> <li>Individual and group interventions have a positive impact on outcomes for targeted pupils.</li> <li>Pupil premium pupils will make accelerated progress so that their attainment in writing at the end of EYFS, KS1 and KS2 is in accordance with their ability.</li> <li>Boys will make accelerated progress so that their attainment in writing at the end of EYFS, KS1 and KS2 is in accordance with their ability.</li> </ul>	<p>✓ Targets for the end of phases will be set to be above the National Average at the end of 2018-2019:</p> <p>✓ EYFS: <b>TBC</b></p> <ul style="list-style-type: none"> <li>At least /% achieve a good level of development</li> <li>At least /% of all pupils at the end of EYFS achieve the expected standard or above in writing.</li> <li>At least /% (/) of all pupils will achieve greater depth in writing.</li> </ul> <p>✓ EYFS Staff have aspirational targets for all disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>At least /% () of disadvantaged pupils at the end of EYFS achieve the expected standard or above in writing.</li> </ul> <p>✓ Year 2</p> <ul style="list-style-type: none"> <li>At least 94% (42) of all pupils at the end of Year 2 achieve the expected standard or above in writing.</li> </ul>



	<ul style="list-style-type: none"> <li>• Writing for pleasure will be developed throughout the school to engage all writers (in particular, reluctant boys).</li> <li>• Year 5s will be part of an EEF research project Young Journalist Academy</li> </ul> <p><b>Progress Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>End of year assessments</b> and <b>gap trackers</b> handed up to class teachers at the end of last term indicating attainment and gaps in pupils' knowledge, skills and understanding</li> <li>• <b>Progress matrices</b> retrieved from Insight Tracker to show prior attainment and pupils' end of year attainment compared with their peers.</li> <li>• <b>Diagnostic assessments</b> providing baseline information, including: Vocabulary Baseline Test ; Summative teacher assessments on writing and also the EGPS tests</li> <li>• Assess, Plan Do and Review Cycle used to monitor and evaluate incremental steps of progress pupils are making toward intended outcomes.</li> <li>• Judgements supported by evidence from: <b>lesson observations and learning walks; pupils' work; what pupils say and how they are able to articulate their learning; end of half term assessment tests; pupil progress meetings including My Plan Meetings and targeted interventions.</b></li> <li>• EEF Research Project for Year 5s-Young Journalist Academy- A measure of children's writing capability, which includes <b>creative writing</b>. A secondary character outcome will measure <b>children's writing self-efficacy</b>. There will also be a <b>cultural measure of ideation</b> (children's ability to generate ideas and articulate them to others) spanning all five cultural learning trials.</li> <li>•</li> </ul>
<p><b>C.</b></p> <p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>• To develop pupils' reasoning skills in mathematics so that they are able to explain their thinking and respond more successfully to complex questions in a wider range of mathematical concepts.</li> <li>• Pupils' knowledge, skills and understanding in each phase, will be deepened so that a higher proportion of children will achieve greater depth by the end of the year.</li> <li>• Pupil premium pupils will make accelerated progress so that gaps between them and their peers are diminished and a higher proportion meet the expected standard or above in maths at the end of each year and phase.</li> <li>• Teachers' subject knowledge will be developed through their own research and the school providing high quality CPD throughout the year.</li> <li>• Pupils in all phases, will use the correct mathematical vocabulary in all maths lessons, whether this is during class discussions, work in books or responses to feedback in books.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 31% (14) of all pupils will achieve greater depth in writing.</li> <li>✓ Year 2 Staff have aspirational targets for all disadvantaged pupils: <ul style="list-style-type: none"> <li>• At least 92/% (12) of disadvantaged pupils at the end of KS1 achieve the expected standard or above in writing.</li> <li>• At least 38% (5) will achieve greater depth in writing.</li> </ul> </li> <li>✓ Year 6 <ul style="list-style-type: none"> <li>• At least 89% (40) of all pupils at the end of Year 2 achieve the expected standard or above in writing.</li> <li>• At least 22% (10) of all pupils will achieve greater depth in writing.</li> </ul> </li> <li>✓ Year 6 Staff have aspirational targets for all disadvantaged pupils: <ul style="list-style-type: none"> <li>• At least 100/% (14) of disadvantaged pupils at the end of KS2 achieve the expected standard or above in writing.</li> <li>• At least 14% (2) will achieve greater depth in writing.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• Staff have aspirational targets for PP pupils: <ul style="list-style-type: none"> <li>✓ Teachers' subject knowledge is improving and in turn, their understanding and confidence in teaching maths will have increased.</li> <li>✓ Planning, lesson observations show that teachers are delivering consistently high quality sessions</li> <li>✓ Teacher assessment show is secure and there is evidence to support their judgements</li> <li>✓ All pupils' reasoning skills in mathematics are improved and in turn this supports pupils to practise reasoning skills in reading, EGPS and writing.</li> <li>✓ Pupils' technical vocabulary is noticeably extended, which means that they can articulate their ideas before committing responses to a written form. They will be able to state a justification of their views.</li> <li>✓ In mathematics, a higher % of pupils in each year group make good or accelerated progress toward the expected standard at the end of the year.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Teachers will feel confident in their assessment of the children and the evidence will be readily available in the books through the 'solve it' activities.</li> </ul> <p><b>Progress Measures:</b></p> <ul style="list-style-type: none"> <li><b>End of year assessments</b> and <b>gap trackers</b> handed up to class teachers at the end of last term indicating attainment and gaps in pupils knowledge, skills and understanding</li> <li><b>Progress matrices</b> retrieved from Insight Tracker to show prior attainment and pupils' end of year attainment compared with their peers.</li> <li><b>Diagnostic assessments</b> providing baseline information, including: Question level analysis from end of phase tests; IGCC Maths; Summative teacher and end of phase assessments on maths;</li> <li>Assess, Plan Do and Review Cycle used to monitor and evaluate incremental steps of progress pupils are making toward intended outcomes.</li> <li>Judgements supported by evidence from: <b>lesson observations and learning walks; pupils' work; what pupils say and how they are able to articulate their learning; end of half term assessment tests; pupil progress meetings including My Plan Meetings and targeted interventions.</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ Gaps in the children's fundamental understanding of mathematics will have been addressed leading to an increased % of children at the expected standard or above in mathematics at the end of each phase.</li> <li>✓ A greater % of pupils at the end of EYFS achieve the expected standard or above in mathematics and are KS1 ready</li> <li>✓ A greater % of pupils at the end of KS1 achieve the expected standard or above in mathematics and are KS1 ready-89% (8)</li> <li>✓ A greater % of pupils at the end of KS2 achieve the expected standard or above in mathematics and are KS3 ready-88% (7)</li> <li>✓ A greater % of pupils will achieve working at the greater depth in maths at the end of KS1-33%(3)</li> <li>✓ A greater % of pupils will achieve working at the greater depth in maths at the end of KS2-50% (4)</li> </ul>
<b>D.</b>	<p><b>Desired Outcomes:</b></p> <p>Through the provision of the school's Early Help Initiatives academic interventions and outcomes will be enhanced by the work of the family support worker, who will coordinate the provision.</p> <p>She will:</p> <ul style="list-style-type: none"> <li>Coordinate a multi-agency package of support for families</li> <li>Work closely with the inclusion lead and families to drive the 'closing the gap' initiatives for pupil premium pupils</li> <li>Provide consistent support to all pupils, responding appropriately to individual pupil needs, helping to remove barriers to learning and ensure good progress</li> <li>Maintain regular contact with families of children receiving support, so as to encourage positive family involvement in the child's learning and regular attendance</li> <li>Provide 'care for the family', positive parenting courses and oversee the management and organisation of Adult Learning Training courses provided the Gloucestershire Adult Education</li> <li>Assist with the development and implementation of My Plans and Positive Behaviour Support Plans</li> <li>Promote inclusion and acceptance of all pupils and support pupils to help them in resolving conflicts and develop personal, social, emotional and relationship skills</li> </ul> <p><b>Progress Measures:</b></p>	<p>The family support worker is successful in providing:</p> <ul style="list-style-type: none"> <li>Strong partnership with pupils, parents and staff that include: <ul style="list-style-type: none"> <li>In-house structured counselling service for pupils including, play therapy and drawing and talking</li> <li>Daily drop in sessions for pupils and also for parents</li> <li>Joint parent and child sessions</li> <li>Secondary transition work</li> <li>Liaising with the leadership team to set up personalised coaching and mentoring for vulnerable pupils in a range of forms including Sport, Mini Marines, Residential Field Trip to Outward Bound, 1:1 emotional resilience sessions</li> <li>Liaising with the inclusion lead to provide structured peer group work to support pupils with challenging behaviour</li> <li>Enabling the voice of the child to be heard by promote safeguarding and well-being.</li> <li>Working closely with all staff to provide Key Workers for vulnerable pupils at play and lunch times to ensure that their social and emotional needs are being addressed consistently.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>Information gathered from: <ul style="list-style-type: none"> <li>A range of <b>surveys</b> completed by parents, pupils and staff</li> <li><b>Statistical information</b> provided by the FSW on improvements to pupil and parental engagement</li> <li><b>Strengths and difficulties questionnaires</b> that assess a child's emotional well-being, looking at the likelihood of problems being already present or of developing in the future.</li> <li><b>Case studies</b> with contributions from teaching staff, parents, pupils and the FSW</li> <li><b>My Plan Meetings</b> with contributions from teaching staff, parents, pupils and the FSW</li> <li><b>Learning walks</b> with the FSW to observe pupil behaviours.</li> </ul> </li> </ul>	
E.	<p><b>Desired Outcomes:</b> Through the provision of the school's enrichment programmes:</p> <ul style="list-style-type: none"> <li>Develop pupils' social, moral, spiritual and cultural strengths, enabling them to succeed both at school and outside of school in the community</li> <li>Lay the building blocks for children that will contribute to them successfully entering the world of work.</li> <li>Enable disadvantaged pupils to access additional enrichment opportunities by removing the barrier of cost and of transport.</li> <li>Develop an explicit learning curriculum that focuses on improving pupils' understanding of the learning process, equipping them with behaviours and attitudes they need to be successful, lifelong learners.</li> <li>Design an enrichment programme that works in tandem with the school's broad and balanced curriculum, ensuring that the impact can be closely monitored and evaluated, including creating links with external organisations that support the school with round the year enrichment resources. (Groove On Music Courses, Elite Mini Marine Commandoes, Outward Bound Trust, Progressive Sports, Everyman Theatre)</li> <li>Set a calendar of opportunities for parents and carers to engage with their children's learning, actively encouraging them to attend school events. (Aspirations Day, Field Trips, Learning Alongside Sessions in School, Online safety, Anti-bullying, safeguarding, Commemorations such as Armistice)</li> <li>Provide adult education opportunities for parents so that they are able to improve their own skill and be role models for their children, promoting the vision of lifelong learning.</li> </ul> <p><b>Progress Measures:</b></p> <ul style="list-style-type: none"> <li>Information gathered from: <ul style="list-style-type: none"> <li>A range of <b>surveys</b> completed by parents, pupils and staff.</li> </ul> </li> </ul>	<p><b>Expected Impact and Outcomes:</b></p> <ul style="list-style-type: none"> <li>The school provides a thriving enrichment programme in school as an essential part of promoting, academic attainment future employability and teaching young people the skills they need to make good choices in their lives.</li> <li>Pupils will develop skills that benefit them well beyond the classroom and positively impact on pupils' aspirations and the building of long term goals.</li> <li>The programmes provide a vital platform for the school to engage pupils in the wider community and teach them important life-skills.</li> <li>The additional enrichment programmes and enhanced curriculum opportunities improve pupils' overall: <ul style="list-style-type: none"> <li>Self-discipline</li> <li>Self-worth</li> <li>Mental well-being</li> <li>Capacity to work within a team</li> <li>Personal Resilience</li> </ul> </li> <li>As a consequence pupils are better equipped for: <ul style="list-style-type: none"> <li>End of phase assessments</li> <li>The next stage of their education</li> </ul> </li> <li>Parents are more consistently engaged in learning opportunities with their children and they feel confident enough to use their expertise to seek out and pursue further learning opportunities for them.</li> </ul>



	<ul style="list-style-type: none"> <li>○ <b>Feedback</b> provided by service providers.</li> <li>○ <b>Strengths and difficulties questionnaires</b> that assess a child's emotional well-being, looking at the likelihood of problems being already present or of developing in the future.</li> <li>○ <b>Case studies</b> with contributions from staff, parents, pupils and service providers.</li> <li>○ <b>Session observations and learning walks; pupils' engagement; what pupils say and how they are able to articulate their views on programmes; end of half term assessment tests; pupil progress meetings including My Plan Meetings and targeted interventions.</b></li> </ul>	
<b>F.</b>	<p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Aspirational attendance targets are set for all groups of pupils</li> <li>• Lease a minibus to continue with the school's scheme to provide transportation to school for the thirty disadvantaged pupils with highest overall absence rate at the end of 2017-2018.</li> <li>• Use the first run to provide transport for the most vulnerable group, along with a breakfast and morning physical and social activities</li> <li>• Appoint staff to: <ul style="list-style-type: none"> <li>○ Source and hire the minibus</li> <li>○ Drive the bus</li> <li>○ Supervise the children on each run</li> <li>○ Provide breakfast and activities at school until the start of the school day</li> <li>○ Carry out administration duties and: <ul style="list-style-type: none"> <li>▪ Produce transport contracts for pupils and parents to sign</li> <li>▪ Manage and organise the minibus arrangements. Undertake all administrative duties relating to attendance, including first contact systems and other monitoring protocols, in accordance with the GCC's policy on improving attendance.</li> <li>▪ Provide regular attendance information</li> </ul> </li> </ul> </li> <li>• Parents regularly attend pupil progress meetings.</li> </ul> <p><b>Progress Measures:</b></p> <ul style="list-style-type: none"> <li>• Information gathered from: <ul style="list-style-type: none"> <li>○ A range of <b>surveys</b> completed by parents, pupils and staff.</li> <li>○ <b>Regular SIMs reports from attendance officer</b> on specific groups of pupils including comparing vulnerable groups with their peers. Include pupils who are transported to school.</li> </ul> </li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>• Treats attendance as a high priority.</li> <li>• Promotes good attendance at every opportunity, including at parent/carers consultation evenings and other meetings, at staff induction, in newsletters, in assemblies, on notice boards and on the website.</li> <li>• Celebrates good and improved attendance.</li> <li>• Sets attendance targets for the school (and for each year group if necessary).</li> <li>• Always uses first day telephone contact.</li> <li>• Keeps parents/carers regularly informed of their child's attendance levels.</li> <li>• Makes good use of attendance data. Analyse data and respond by targeting support for families and using county and National policies to ensure the school and parents adhere to their responsibilities.</li> <li>• Notifies Governors at each full governing body meeting of attendance levels and what the school is doing to improve them.</li> <li>• Attendance of pupils eligible for pupil premium is significantly improved so that is not deemed as a significant weakness in future National statistics (in the lowest 10%).</li> <li>• Persistent absence figures for pupils eligible for pupil premium are significantly improved so that is not deemed as a significant weakness in future National statistics (in the highest 10%) Provides disadvantaged pupils with supported with transport to school</li> <li>• Runs a pilot scheme to transport targeted groups of pupils to school</li> <li>• Provides disadvantaged pupils with a targeted early morning club that offers breakfast and physical activity</li> </ul>

- lesson observations and learning walks; pupils' work; what pupils say and how they are able to articulate their learning and the impact of their improved attendance; end of half term assessment tests; pupil progress meetings including My Plan Meetings and targeted interventions. National Data from ASP with comparative attendance statistics

## 5. Planned Expenditure

### Academic year:

2017-2018

### Lead By:

Headteacher, in conjunction with Maths and English Leads and phase leads

### Implementation Review:

Half termly, as part of the school's RAP, the assess, plan, do and review cycle will be implemented and the actions monitored and reviewed

The three headings below enable St White's School to demonstrate how it is using the pupil premium to improve classroom pedagogy, provide targeted support as well as support whole school strategies that have been identified in this year's SEF (Self Evaluation Form) and included in the SDP (School Development Plan).

### i. Quality of teaching for all, in conjunction with high quality targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>A:</p> <p>Attainment at the end of KS2 for all Year 6 pupils will be in line or better than the National Average.</p> <p>Individual and group interventions have a positive impact on outcomes for targeted pupils.</p> <p>Progress rates will be accelerated so that a greater proportion of pupils progress in accordance with their starting points.</p> <p>Pupil premium pupils will make accelerated progress so that their attainment in all areas at the end of KS2 is at least in line with their starting points</p> <p>The gap between pupil premium pupils and their peers is diminished so that they are at</p>	<p>The school will use a targeted approach for:</p> <p>Year group.</p> <p>Senior Leaders will:</p> <ul style="list-style-type: none"> <li>○ Appoint an additional member of staff so as to be able to split the Year 6 pupils into 3 classes of 15 pupils.</li> <li>○ All three classes will have an outstanding practitioner to teach them, who each have a track record of success with accelerating the progress of disadvantaged children.</li> <li>○ Each class will have access to HLTAs who will provide high quality interventions for Maths and English set by the Inclusion Lead and Class Teacher. The Inclusion lead will coordinate individual and group interventions using these TAs and other TAs for specific support. These will include:</li> <li>○ IGCC-Maths- TA</li> <li>○ Power of Two-Maths</li> <li>○ Robust Vocabulary support including debating Society, oracy interventions from Autumn 2 onwards- TAs and Inclusion Lead</li> </ul>	<p>Prior to making the decision to implement this strategy the leadership team researched the impact of reducing class sizes.</p> <p>The EEF explains in their Reducing Class Size Teaching &amp; Learning Toolkit document, 6th July, 2018 that:</p> <p><i>Reducing class size appears to result in around three months' additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall, the evidence does not show particularly large or clear effects until class size is reduced substantially to fewer than 20 or even 15 pupils. It appears to be very hard to achieve improvements from modest reductions in class size to numbers above 20, for example from 30 to 25.</i></p> <p>It goes on to explain that:</p> <p><i>The key issue appears to be whether the reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours. If no change occurs then, perhaps unsurprisingly, learning is unlikely to improve. When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. In some studies, these benefits persist for a number of years (from early primary school through to at least the end of primary school).</i></p> <p>Finally, the EEF explains that:</p>	<ul style="list-style-type: none"> <li>✓ Leaders and class teachers will have a thorough knowledge of barriers to progress. They will have baseline information from specific interventions, including IGCC and Stride Ahead, Vocabulary, to support future evaluations so that impact can be measured</li> <li>✓ Relevant interventions for individuals and key groups, in particular, disadvantaged pupils and for boys that can be effectively delivered through robust school wide systems and practices and monitored by leaders for impact.</li> <li>✓ The Insight Pupil Tracker will be updated and pupil progress meetings between leadership and class teachers undertaken every 6 weeks to ascertain how well teachers know their pupils</li> <li>✓ The leadership team will write short-termly raising attainment plans (RAPs) that will target this area for development which will be monitored closely through the 'assess, plan, do, review' cycle that the school has designed:</li> <li>✓ Planning scrutiny</li> </ul>



least in line with the attainment of other pupils in reading, writing, EGPS and maths.	<ul style="list-style-type: none"><li>Stride Ahead Reading -HLTA</li><li>Reciprocal Reading</li><li>Engaging Boys Reading group delivered by class teacher</li><li>Librarians-TA led</li><li>Kindles Guided Reading research project group</li><li>Pre-school maths and reading sessions delivered by class teachers</li><li>Pre-school GD writing group delivered by Inclusion Lead and Writing lead</li><li>'My Plan targets for disadvantaged pupils with SEN, tailored for individual pupils to close gaps in their knowledge, skills and understanding</li><li>Behaviour support - anger management and solution focused support-TA</li><li>Conflict resolution-FSW</li><li>Play therapy-FSW</li><li>Social stories-FSW</li><li>1:1 FSW support for mental health</li><li>Forest Schools Raven Class-TA led</li><li>Mini Marines-External support</li></ul>	<p>Overall, there is a relatively consistent finding that smaller classes are associated with slightly higher attainment when other factors are controlled for and when class sizes have been deliberately reduced in experimental evaluations.</p> <p>Cohort characteristics were analysed by leaders:</p> <ul style="list-style-type: none"><li>31% (14) of this year group are PP funded.</li><li>62% (28) pupils are boys of which 29% (8) are PP funded.</li><li>86% of Pupil Premium Pupils achieved the expected standard or above in reading at the end of Year 2, currently only 50% are progressing at a rate that is commensurate with their ability.</li><li>57% of Pupil Premium Pupils achieved the expected standard or above in writing at the end of Year 2, currently only 21% are progressing at a rate that is commensurate with their ability.</li><li>93% of Pupil Premium Pupils achieved the expected standard or above in maths at the end of Year 2, currently only 50% are progressing at a rate that is commensurate with their ability.</li></ul> <p>The gaps between disadvantaged pupils and their peers is significant at this stage.</p> <table><tr><td rowspan="3">YS</td><td>All</td><td>45</td><td>29</td><td>65%</td><td>7</td><td>16%</td><td>26</td><td>58%</td><td>4</td><td>9%</td><td>31</td><td>69%</td><td>7</td><td>16%</td></tr><tr><td>PP</td><td>14</td><td>7</td><td>50%</td><td>2</td><td>14%</td><td>3</td><td>21%</td><td>2</td><td>14%</td><td>7</td><td>50%</td><td>2</td><td>14%</td></tr><tr><td>NPP</td><td>31</td><td>22</td><td>71%</td><td>5</td><td>16%</td><td>23</td><td>74%</td><td>2</td><td>6%</td><td>24</td><td>77%</td><td>5</td><td>16%</td></tr></table>	YS	All	45	29	65%	7	16%	26	58%	4	9%	31	69%	7	16%	PP	14	7	50%	2	14%	3	21%	2	14%	7	50%	2	14%	NPP	31	22	71%	5	16%	23	74%	2	6%	24	77%	5	16%	<ul style="list-style-type: none"><li>Lesson observations</li><li>Book looks</li><li>Pupil conferencing</li><li>Observations of the bespoke group interventions, analysis of impact (Before and After Tests) and analysis of progress</li><li>Impact of interventions monitored through outcome forms</li><li>Learning walks</li><li>Assessment information and analysis</li><li>Pupil progress meetings.</li><li>Structured meetings with parents</li><li>All phase leads and the SLT will monitor the quality of teaching of key groups, in particular, pupils eligible for pupil premium and boys in all core subjects and regularly assess the resourcing of sessions.</li><li>CPD will be monitored and evaluated to ensure it is targeted and high quality and INSETS will be tailored to improve teachers' knowledge, skills and understanding of children's language development.</li></ul>
YS	All	45		29	65%	7	16%	26	58%	4	9%	31	69%	7	16%																															
	PP	14		7	50%	2	14%	3	21%	2	14%	7	50%	2	14%																															
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
<p>B.</p> <p>Writing attainment at the end of EYFS, KS1 and KS2 will be in line with maths and reading. Progress rates in writing will be accelerated across the phases so that a greater proportion of pupils' progress in accordance with their ability. Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year. Pupil premium pupils will make accelerated progress so that their attainment at the end of EYFS, KS1 and KS2 is in accordance with their ability. Boys will make accelerated progress so that their attainment</p>	<p>The school will use a targeted approach to improving outcomes for writing for specific groups of children that will include:</p> <ul style="list-style-type: none"> <li>EEF Project-Journalist Academy. The project aims to develop Year 5 pupils' writing by involving them in journalism. The project begins by setting up a 'newsroom' and pupils are invited to apply for roles through a written application and a formal interview. Up to 15 pupils are selected to take on editorial roles, but all pupils are involved in writing newspaper articles, radio production and video journalism. Pupils are involved at every stage of the process. Throughout the year there is an emphasis on publishing content, which provides an authentic purpose and audience for writing and can encourage pupils to share, revise and edit their work.</li> <li>Teachers using assessment information from the school's tracking system to ascertain which pupils in their classes are not making sufficient progress in writing.</li> <li>Teachers using the information to plan high quality English and EGPS sessions to ensure pupils are learning a range of writing skills.</li> <li>Outdoor learning and drama approaches will be used across the school to provide stimulus for writing.</li> </ul>	<p>The school's self-evaluation 2017-2018 showed:</p> <ul style="list-style-type: none"> <li>Further improve the quality of teaching and learning of writing across the school so that a greater proportion of pupils, but in particular boys and disadvantaged pupils, meet the expected standard at the end of each phase.</li> </ul> <p>The aims for the National Curriculum in England for English (DfE, 2013) says that pupils will:</p> <ul style="list-style-type: none"> <li>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>Appreciate our rich and varied literary heritage</li> <li>Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and idea</li> </ul> <p>EEF (August 2017 and April 2017) says that:</p> <ul style="list-style-type: none"> <li>Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. Yet despite our best efforts, a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels in reading and writing.</li> </ul> <p>EEF (KS1 report – September 2016) gives the following recommendations:</p>	<ul style="list-style-type: none"> <li>Leaders and class teachers will have a thorough knowledge of barriers to progress. They will have baseline information from specific interventions, including Talkboost, and Dancing Bears, to support future evaluations so that impact can be measured</li> <li>Relevant interventions of key groups, in particular, disadvantaged pupils and for boys that can be effectively delivered through robust school wide systems and practices and monitored by leaders for impact.</li> <li>The Insight Pupil Tracker will be updated and pupil progress meetings between leadership and class teachers undertaken every 6 weeks to ascertain how well teachers know their pupils</li> <li>The leadership team will write short-termly raising attainment plans (RAPs) that will target this area for development which will be monitored closely through the 'assess, plan, do, review' cycle that the school has designed:</li> <li>Planning scrutiny</li> <li>Lesson observations</li> </ul>



# St White's Primary School

## Challenge, Commit, Conquer and Celebrate



at the end of EYFS, KS1 and KS2 is in accordance with their ability. Writing for pleasure will be developed throughout the school to engage all writers (in particular, reluctant boys).	<p>The Leadership Team will provide</p> <ul style="list-style-type: none"> <li>o A teacher with a Temp TLR to focus on improving outcomes for writing of vulnerable groups of pupils</li> <li>o Write a RAP to ensure staff, pupils and parents understand the steps to achieving progress in writing.</li> <li>o Training opportunities to develop staff's understanding of how to improve the overall provision for target pupils so that the gap between other pupils in school is closed.</li> <li>o Staff with CPD to support development of pedagogy.</li> <li>o Monitoring and moderation to ensure that provision for disadvantaged pupils is tailored, providing staff with clear models of what the provision should look like.</li> </ul> <p>The Inclusion lead will coordinate individual and group interventions that will include:</p> <ul style="list-style-type: none"> <li>o High quality HLTAs to facilitate additional interventions for individuals and groups of pupils</li> <li>o High quality intervention resources</li> <li>o Robust Vocabulary support including debating Society, oracy interventions from Autumn 2 onwards- TAs and Inclusion Lead</li> <li>o Talkboost for Reception Class children-TAs</li> <li>o Dancing Bears-TAs</li> <li>o Racing to English-TAs</li> <li>o Speech and Language Therapy-NHS Guided and TA led</li> <li>o My Plan targets for disadvantaged pupils with SEN, tailored for individual pupils to close gaps in their knowledge, skills and understanding</li> </ul>	<ul style="list-style-type: none"> <li>✓ Teach pupils to use strategies and planning and monitoring their writing.</li> <li>✓ Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.</li> </ul> <p>EEF (KS2 report – 2017) gives the following recommendations:</p> <ul style="list-style-type: none"> <li>• Teach writing composition strategies through modelling and supported practice.</li> <li>• Develop pupil's' transcription and sentence construction skills through extensive practice.</li> <li>• EEF Young Journalist Academy- Young Journalist Academy has been running since 2007 and reached over 5,000 students. Overall, there is limited evidence of impact for the programme. However, it is based on well-evidenced principles about writing, such as the importance of writing for purpose and audience, and the value of explicitly teaching pupils specific techniques or strategies to improve their writing composition. Over the course of a year, two journalists come to the school eight times to work alongside pupils and teachers in leading the project. The project is adapted to the context of each school through review and evaluation meetings with the teacher. Between the visits by the journalists, the teacher and pupils selected to take on editorial roles can continue to engage with the project. For example, they can send content that they produce to the organisation delivering the project, who can publish it on their website, which has a monthly audience of over 20,000 visitors.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Book looks</li> <li>✓ Pupil conferencing</li> <li>✓ Observations of the bespoke group interventions, analysis of impact (Before and After Tests) and analysis of progress</li> <li>✓ Impact of interventions monitored through outcome forms</li> <li>✓ Learning walks</li> <li>✓ Assessment information and analysis</li> <li>✓ Pupil progress meetings.</li> <li>✓ Structured meetings with parents</li> <li>✓ All phase leads and the SLT will monitor the quality of teaching of key groups, in particular, pupils eligible for pupil premium and boys in all core subjects and regularly assess the resourcing of sessions.</li> <li>✓ CPD will be monitored to ensure it is targeted and high quality and INSETS will be tailored to improve teachers' knowledge, skills and understanding of children's language development.</li> </ul>
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	✓ How will you ensure it is implemented well?
<p>C. Teachers' own subject knowledge will be developed through their own research and the school providing CPD throughout the year. Planning and lesson observations will be monitored to determine how effective teachers are in facilitating this objective Teachers will feel confident in their assessment of the children and the evidence will be readily available in the books through the 'solve it' activities.</p>	<p>Teachers use assessment information on the school's tracking system to ascertain which pupils in their classes are not making sufficient progress in maths</p> <p>The leadership team write a RAP to ensure staff, pupils and parents understand the steps to achieving progress in maths.</p> <p>The leadership team undertake monitoring and moderation to ensure that provision for pupils and what provision needs to look like, is understood by all staff.</p> <p>Teachers plan high quality lessons which start with a hook to promote mathematical discussion and definition of mathematical vocabulary.</p> <p>Maths lessons will have high ceiling low threshold tasks for all to access and have ownership of their learning.</p> <p>Feedback in books will stretch and challenge children giving them opportunities to explain and reason their thinking.</p>	<ul style="list-style-type: none"> <li>✓ Sub-standard teaching and the switch from old to new curriculum have resulted in children's mathematical knowledge having gaps.</li> <li>✓ Teacher subject knowledge and confidence with the subject have contributed to children not fully understanding the core concepts in mathematics. As a result, children know the 'rules' but cannot explain the 'why or how' or transfer their understanding to new learning.</li> <li>✓ To have a deep understanding of mathematics and to be great mathematicians the children need to be able to reason and justify their answers using the correct mathematical vocabulary.</li> <li>✓ The schools current assessment information shows that 81% of pupils were at the national expectation or above in Mathematics. 15% of pupils achieved greater depth in maths. (SATs results 2017/2018)</li> <li>✓ Boys are marginally outperforming Girls in mathematics (86% to 78%) and more boys are achieving greater depth (36% to 4%)</li> <li>✓ Girls are outperforming boys in EYFS with 94% girls being ARE compared to 63% boys (insight information – teacher assessment Summer 2 2017/18)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leaders and class teachers will have a thorough knowledge of barriers to progress. They will have baseline information from specific interventions, including IGCC Maths, and Plus One, to support future evaluations so that impact can be measured</li> <li>✓ Relevant interventions of key groups, in particular, disadvantaged pupils and for boys that can be effectively delivered through robust school wide systems and practices and monitored by leaders for impact.</li> <li>✓ The Insight Pupil Tracker will be updated and pupil progress meetings between leadership and class teachers undertaken every 6 weeks to ascertain how well teachers know their pupils</li> <li>✓ The leadership team will write short-termly raising attainment plans (RAPs) that will target this area</li> </ul>

<p>All pupils to develop their problem-solving skills (specifically mathematics) so that they are able to justify their thinking, which in turn, supports their reading and writing skills across the curriculum skills.</p> <p>Pupils in all phases, will use the correct mathematical vocabulary in all maths lessons, whether this is during class discussions, work in books or responses to feedback in books.</p> <p>Pupils' knowledge and understanding in each phase, will be deepened so that a higher proportion of children will be at greater depth by the end of the year.</p>	<p>High quality HLTA Teaching Assistants are used to facilitate additional interventions</p> <p>High quality Inclusion leadership and leadership of subjects</p> <p>High quality resources</p> <p>Leadership team provide bespoke staff training. <u>The maths lead is taking part in a further maths mastery project to support the development of teachers' pedagogy.</u></p> <p>The school will closely monitor provision this term</p> <p>SLT will provide training opportunities to develop staff's understanding of how to improve the overall provision for target pupils so that the gap between other pupils in school is closed.</p> <p>School to develop their mastery approach with the support of NCETM mastery specialists.</p> <p>EYFS- To begin teaching simple mathematical songs as part of the children's transition</p> <p>The Inclusion lead will coordinate individual and group interventions that will include:</p> <ul style="list-style-type: none"> <li>High quality HLTAs to facilitate additional interventions for individuals and groups of pupils</li> <li>High quality intervention resources</li> <li>IGCC Maths-TAs</li> <li>Plus One-TAs</li> <li>Power of Two-TAs</li> <li>Pre-school maths-Class Teacher Led</li> <li>My Plan targets for disadvantaged pupils with SEN, tailored for individual pupils to close gaps in their knowledge, skills and understanding</li> </ul>	<ul style="list-style-type: none"> <li>✓ Pupil premium are outperforming non pupil premium in mathematics (90% compared to 78%) with 20% pupil premium gaining greater depth compared to 13% non-pupil premium.</li> <li>✓ In EYFS only 33% of Pupil Premium children achieved the standard compared to 78% of Non PP (22% of these were at greater depth).</li> <li>✓ SEN children are significantly lower in attainment across the school in respect of maths – 86% compared to 22% (20% GD compared to 3% GD for SEN)</li> <li>✓ No EYFS SEN children are working at ARE</li> <li>✓ Reasoning enables children to make use of all their other mathematical skills and so reasoning could be thought of as the 'glue' which helps mathematics makes sense. (NRICH)</li> </ul> <p>The second aim of the new mathematics national curriculum in England (DfE, 2013) is that all pupils will:</p> <p>reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.</p> <p><a href="http://www.mathsnoproblem.co.uk/media/images/Ofsted_Good_practice_in_primary%20mathematics.pdf">http://www.mathsnoproblem.co.uk/media/images/Ofsted_Good_practice_in_primary%20mathematics.pdf</a></p> <ul style="list-style-type: none"> <li>• Practical, hands-on experiences of using, comparing and calculating with numbers and quantities and the development of mental methods are of crucial importance in establishing the best mathematical start in the Early Years Foundation Stage and Key Stage 1. The schools visited couple this with plenty of opportunities for developing mathematical language so that pupils learn to express their thinking using the correct vocabulary.</li> <li>• High-quality teaching secures pupils' understanding of structure and relationships in number, for instance place value and the effect of multiplying or dividing by 10, and progress in developing increasingly sophisticated mental and written methods.</li> <li>• The schools are quick to recognise and intervene in a focused way when pupils encounter difficulties. This ensures misconceptions do not impede the next steps in learning.</li> </ul> <p>These schools recognise the importance of good subject knowledge and subject-specific teaching skills and seek to enhance these aspects of subject expertise.</p>	<p>for development which will be monitored closely through the 'assess, plan, do, review' cycle that the school has designed:</p> <ul style="list-style-type: none"> <li>✓ Planning scrutiny</li> <li>✓ Lesson observations</li> <li>✓ Book looks</li> <li>✓ Pupil conferencing</li> <li>✓ Observations of the bespoke group interventions, analysis of impact (Before and After Tests) and analysis of progress</li> <li>✓ Impact of interventions monitored through outcome forms</li> <li>✓ Learning walks</li> <li>✓ Assessment information and analysis</li> <li>✓ Pupil progress meetings.</li> <li>✓ Structured meetings with parents</li> <li>✓ All phase leads and the SLT will monitor the quality of teaching of key groups, in particular, pupils eligible for pupil premium and boys in all core subjects and regularly assess the resourcing of sessions.</li> <li>✓ CPD will be monitored to ensure it is targeted and high quality and INSETS will be tailored to improve teachers' knowledge, skills and understanding of children's language development.</li> </ul>
<b>Total budgeted cost:</b>			<b>£ 27,685</b>

## ii. Additional Targeted Support

<b>Academic year:</b> 2018-2019	<b>Lead By:</b> Headteacher, in conjunction with Inclusion	<b>Implementation Review:</b> Half termly, as part of the school's RAP, the assess, plan, do and review cycle will be	
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>



<p>D.</p> <p>St White's Primary's Pastoral Support 2018-19 will provide a range of academic interventions organised by the Inclusion Manager. The academic interventions will be enhanced by the work of the family support worker, who will be responsible for coordinating the provision here at St White's.</p> <p>Her objective will be to build trusting and empathic relationships with vulnerable pupils and their families so that our pupils can lead fulfilling and balanced lives at school and beyond.</p> <p>She will:</p> <ul style="list-style-type: none"> <li>• Coordinate a multi-agency package of support for families</li> <li>• Work closely with the inclusion lead and families to drive the 'closing the gap' initiatives for pupil premium pupils</li> <li>• Provide consistent support to all pupils, responding appropriately to individual pupil needs, helping to remove barriers to learning and ensure good progress</li> <li>• Maintain regular contact with families of children receiving support, so as to encourage positive family involvement in the child's learning and regular attendance</li> <li>• Provide 'care for the family', positive parenting courses and oversee the management and organisation of Adult Learning Training courses provided the Gloucestershire Adult Education</li> <li>• Assist with the development and implementation of My Plans and Positive Behaviour Support Plans</li> <li>• Promote inclusion and acceptance of all pupils</li> <li>• Support pupils to help them in resolving conflicts and develop personal, social, emotional and relationship skills</li> </ul>	<p>The provision of a school FSW.</p> <p>The family support worker will:</p> <ul style="list-style-type: none"> <li>• Build strong partnership with parents that includes: <ul style="list-style-type: none"> <li>○ In-house counselling service</li> <li>○ Joint parent and child sessions through the therapeutic team</li> <li>○ Onsite daily to help with any concerns a parent may have</li> <li>○ Secondary transition work</li> </ul> </li> <li>• In-house counselling</li> <li>• Understand the importance of enabling the voice of the child to be heard to promote safeguarding and well-being. She is successful in coordinating a range of pupil voice activities.</li> <li>• Provide particularly vulnerable a key worker at play and lunch times, who is one of the MDSA Team or a member of staff or buddy from their class. This ensures that the social and emotional needs of vulnerable children are being addressed consistently.</li> </ul> <p>The Inclusion lead will coordinate with the FSW to ensure that targeted support is relevant to the needs of pupils. This will include:</p> <ul style="list-style-type: none"> <li>• My Plan targets for disadvantaged pupils with SEN, tailored for individual pupils to remove the emotional and social barriers preventing pupils from making progress that is commensurate with their ability</li> <li>• Playing and Learning to Socialise PALS-run by TAs and monitored by the FSW</li> <li>• Conflict resolution-FSW</li> <li>• Play therapy-FSW</li> <li>• Zippy's Friends and Apple's Friends- run by TAs and monitored by the FSW</li> </ul>	<p>There continues to be an increase in the number of children presenting with complex emotional issues here at St White's school. In each Year Group the % of Disadvantaged pupils who are on the vulnerable register: Year 1-75% (3); Year 254% (7); Year 3 57% (8); Year 4 91% (10); Year 5 75% (6) and Year 6 92% (12)</p> <p>Research indicates that pastoral care is 'not merely a complementary practice; it is policy and practices fully integrated throughout the teaching and learning and structural organisation of a school to effectively meet the personal, social (wellbeing) and academic needs of students and staff.</p> <p>The health and wellbeing of students is increasingly being attributed to school conditions, school relationships, means of fulfilment, and health status' (Konu, Alanen, Lintonen &amp; Rimpela, 2002).</p> <p>Subsequently 'pastoral care has taken on a more inclusive function, one that is inextricably linked with teaching and learning and the structural organisation of the school - promoting students' personal and social development and fostering positive attitudes. This is done through the quality of teaching and learning; through the nature of relationships amongst students, teachers and adults other than teachers; through arrangements for monitoring students' overall progress (academic, personal and social); through specific pastoral and support systems; and through extra-curricular activities and the school's ethos (Her Majesty's Inspectors of Schools, 1989).</p> <p>From this perspective, pastoral care can assist students to develop positive self-esteem, healthy risk taking, goal setting and negotiation, thus enhancing their strengths and other protective factors contributing to their resiliency as well as developing a sense of social cohesion that together can improve their overall health and wellbeing (Nadge, 2005 and Doll &amp; Lyon, 1998).</p>	<ul style="list-style-type: none"> <li>✓ Completion of strengths and difficulties assessments before and after sessions with children</li> <li>✓ Weekly updates on pupils' wellbeing for staff in briefings</li> <li>✓ FSW has access to the Insight Pupil progress Tracker, RAP and pupil progress information</li> <li>✓ FSW meets with senior leaders weekly to discuss pupil information, They will then be able to monitor closely vulnerable pupils' progress.</li> <li>✓ Structured meetings with parents every term and use My Plan targets to support pupils and reviewed improvements and success.</li> <li>✓ PSHE remains a top priority as part of school's curriculum and the teaching of mental health retained as part of the school's programmes of study. The school's monitoring of lessons and pupil voice will continue to assess the success of the teaching and learning alongside the pastoral support by the FSW.</li> <li>✓ Parental questionnaires will be disseminated and analysed to gain parents perceptions of regular attendance and the impact on their children.</li> <li>✓ Multi agency meetings with early help support agencies.</li> </ul>
Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?

<p>E.</p> <p>The school will:</p> <ul style="list-style-type: none"><li>Develop pupils' social, moral, spiritual and cultural strengths, enabling them to succeed both at school and outside of school in the community</li><li>Begin to lay the building blocks for children that will contribute to them successfully entering the world of work.</li><li>Enable disadvantaged pupils to access additional enrichment opportunities by removing the barrier of cost and of transport</li><li>Develop an explicit learning curriculum that focuses on improving pupils understanding of the learning process and equips them with behaviours and attitudes they need to be successful lifelong learners.</li><li>Design an enrichment programme that works in tandem with the school's broad and balanced curriculum, ensuring that the impact can be monitored and evaluated.</li><li>Create links with external organisations that support the school with round the year enrichment resources. (Groove On Music Courses, Elite Mini Marine Commandoes, Outward Bound Trust, Progressive Sports, Everyman Theatre)</li><li>Set a calendar of opportunities for parents and carers to engage with their children's learning, actively encouraging them to attend school events. (Aspirations Day, Field Trips, Learning Alongside Sessions in School, Online safety, Anti-bullying, safeguarding, Commemorations such as Armistice)</li></ul> <p>Provide adult education opportunities for parents so that they are able to improve their own skill and be role models for their children, promoting the vision of lifelong learning.</p>	<ul style="list-style-type: none"><li>The school will provide a thriving enrichment programme in school as an essential part of promoting, academic attainment future employability and teaching young people the skills they need to make good choices in their lives.</li><li>Pupils will develop skills that benefit them well beyond the classroom and positively impact on pupils' aspirations and the building of long term goals.</li><li>The programmes provide a vital platform for the school to engage pupils in the wider community and teach them important life-skills.</li><li>The additional enrichment programmes and enhanced curriculum opportunities improve pupils' overall:<ul style="list-style-type: none"><li>Self-discipline</li><li>Self-worth</li><li>Mental well-being</li><li>Capacity to work within a team</li><li>Personal Resilience</li></ul></li><li>As a consequence pupils are better equipped for:<ul style="list-style-type: none"><li>End of phase assessments</li><li>The next stage of their education</li></ul></li><li>Parents are more consistently engaged in learning opportunities with their children and they feel confident enough to use their expertise to seek out and pursue further learning opportunities for them.</li></ul> <p>The Inclusion lead will coordinate with the FSW and SEMH lead to ensure that targeted support is relevant to the needs of pupils. This will include:</p> <ul style="list-style-type: none"><li>Anger management – Don't Bite-TA run and monitored by FSW</li><li>Solution Focused support- TA run and monitored by FSW</li><li>Zippy's Friends and Apple's Friends- TA run and monitored by FSW</li><li>Playing and Learning to Socialise – PALS- TA run and monitored by FSW</li><li>Talkboost-TAs</li><li>Speech and Language Therapy-NHS Led and TA run</li><li>Forest Schools-Additional session led by TA</li><li>Social Stories-FSW</li><li>Mood Monsters- TA run and monitored by FSW</li><li>How to Play Well-TA and monitored by FSW and</li></ul>	<p>The school is aware that some families have real difficulty funding additional opportunities for their children, particularly families who are experiencing financial hardship.</p> <p>The school is committed to ensuring that all children have access to affordable school trips and curriculum enrichment, removing the potential barrier of cost.</p> <p>We know that well planned learning that includes enrichment opportunities such as visiting experts, additional resources, specific to projects and learning, captures their interest and provides memorable learning experiences that impact for example, on the quality of writing. Children are able to talk about their experiences with real enthusiasm and transpose this to the work then undertaken in class. This concurs with findings by the Sutton Trust (Sutton Trust Next Steps Report July 2015) Parental engagement has a large and positive impact on children's learning.</p> <p><i>'Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups.'</i></p> <p>(Desforges 2003).</p> <p>It is a priority to identify interventions that are effective in supporting parental involvement, especially those parents who are either not involved consistently in their children's education or who are not involved at all.</p> <p>Evidence – EEF Homework +2 months - <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/homework-primary/</a></p> <p>Evidence – EEF Parental involvement +3 months - <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/parental-involvement/</a></p>	<ul style="list-style-type: none"><li>✓ Leaders will carry out planning scrutinies to ensure that the targeted curriculum and enrichment opportunities on the PP Strategy Statement are consistently included in teachers' planning</li><li>✓ Leaders and teachers' monitor and evaluate the impact on pupils' wellbeing and engagement with learning through:<ul style="list-style-type: none"><li>Lesson observations</li><li>Book looks</li><li>Pupil conferencing</li><li>Learning walks – focusing on the curriculum elements being taught and how the learning environment is optimising pupils experiences</li><li>Evaluation of assessment information and where possible, how the enrichment programmes have impacted on pupil outcomes.</li></ul></li></ul>
Total Budgeted Cost			£ 23,233
iii. Other Approaches			





# St White's Primary School

## Challenge, Commit, Conquer and Celebrate



Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	When will you review implementation?
<p>F.</p> <p>The school will:</p> <ul style="list-style-type: none"> <li>Set a series of aspirational targets for attendance for all groups of pupils so that the overall attendance for pupils improves but in particular, vulnerable and pupils eligible for pupil premium.</li> <li>Lease a minibus to continue with the school's scheme to provide transportation to school for the thirty disadvantaged pupils with highest overall absence rate at the end of 2017-2018.</li> <li>Use the first run to provide transport for the most vulnerable group, along with a breakfast and morning physical and social activities</li> <li>Appoint staff to: <ul style="list-style-type: none"> <li>Source and hire the minibus</li> <li>Drive the bus</li> <li>Supervise the children on each run</li> <li>Provide breakfast and activities at school until the start of the school day</li> </ul> </li> <li>Carry out administration duties and: <ul style="list-style-type: none"> <li>Produce transport contracts for pupils and parents to sign</li> </ul> </li> <li>Manage and organise the minibus arrangements. Undertake all administrative duties relating to attendance, including first contact systems and other monitoring protocols, in accordance with the GCC's policy on improving attendance.</li> <li>Provide regular attendance information</li> <li>Hold regular meetings with parents.</li> </ul>	<p>The school:</p> <ul style="list-style-type: none"> <li>Treats attendance as a high priority.</li> <li>Promotes good attendance at every opportunity, including at parent/carers consultation evenings and other meetings, at staff induction, in newsletters, in assemblies, on notice boards and on the website.</li> <li>Celebrates good and improved attendance.</li> <li>Sets attendance targets for the school (and for each year group if necessary).</li> <li>Always uses first day telephone contact.</li> <li>Keeps parents/carers regularly informed of their child's attendance levels.</li> <li>Makes good use of attendance data. Analyse data and respond by targeting support for families and using county and National policies to ensure the school and parents adhere to their responsibilities.</li> <li>Notifies Governors at each full governing body meeting of attendance levels and what the school is doing to improve them.</li> <li>Attendance of pupils eligible for pupil premium is significantly improved so that is not deemed as a significant weakness in future National statistics (in the lowest 10%).</li> <li>Persistent absence figures for pupils eligible for pupil premium are significantly improved so that is not deemed as a significant weakness in future National statistics (in the highest 10%) Provides disadvantaged pupils with supported with transport to school</li> <li>Continue to run pilot scheme to transport targeted groups of pupils to school on school minibus, managing a second run to increase the number of pupils transported to school.</li> <li>Provide disadvantaged pupils with a targeted early morning club that offers breakfast and physical activity.</li> </ul>	<p>Leaders completed an action research project.. A group of 15 pupils were chosen to take part in the project and a further 15 with similar characteristics chosen to be in a control group. Pupils were selected on the basis of their poor attendance and/or punctuality either over time or in the academic year 2016/17. They were also targeted because they present with a range of other complex barriers to progress:</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>87% (13) of pupils in the study group have better attendance than the 2016-2017</li> <li>40% (6) of pupils in the control group have better attendance than the 2016-2017</li> <li>100% (15) of the study group have improved punctuality since the pilot scheme began in November 2017</li> <li>67% (10) of the control group have worse punctuality since the pilot scheme began in November 2017</li> <li>100% of staff report that of the study group there have been: <ul style="list-style-type: none"> <li>There have been improvements in pupils' attitudes to school</li> <li>They are coming into class 'settled' and are 'calmer'.</li> <li>One pupil is said to be a 'different' child and has made 'huge improvements'.</li> <li>Pupils are 'now able to learn'.</li> <li>One pupil in particular is reported to now say that he 'enjoys school' whereas before this initiative he reported that he did not.</li> <li>In Lower KS2 the positive trend continues, with pupils building their resilience and being much more settled in class.</li> <li>Only one pupil was reported to have no improvement in attitude to learning.</li> <li>In Upper KS2, pupils are reported to have significant improvements in how most pupils settle in class in the mornings, and how they engage with routines and learning.</li> </ul> </li> <li>Pupils value their education and understand the impact of missing school. No groups of pupils are disadvantaged by low attendance.</li> <li>The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly and is at least in line with the National Average.</li> </ul>	<p>Staff will have clearly allocated responsibilities for monitoring and evaluating the impact of the strategy for improving attendance that will include:</p> <ul style="list-style-type: none"> <li>Tracking attendance data rigorously over time, analysing it by pupil group</li> <li>Targeting pupils whose attendance is poor and is impacting on their progress</li> <li>Having robust procedures in place for day-to-day management of attendance, including calling parents on the first day of absence and following up on the third day of absence</li> <li>Analysing assessment information and making clear connections between attendance and attainment</li> <li>Holding pupil progress meetings.</li> <li>Holding structured meetings with parents</li> </ul>
<b>Total Budgeted Cost</b>			<b>£12,266</b>