

Annex 2c: Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
|-------------------------------|------------------|----------------------------------|-------------------------|--|-----------------------|
| School | Whitburn Primary | | | | |
| Three year forecast | 2020-2023 | | Total approx. PP budget | £210,000 | |
| Academic Year | 2020/21 | Total PP budget | £73,492 | Date of most recent PP Review | Commencing Sept. 2020 |
| Total number of pupils (Y1-6) | 174 | Number of pupils eligible for PP | 44 (25.3%) | Date for next internal review of this strategy | Sept. 2021 |

| 2. Current attainment | | |
|--|--|---|
| <i>The Year 6 cohort consisted of 30 pupils. 38% of the class were eligible for pupil premium 12 children) 2019 data</i> | | |
| 2019 data | <p>▲</p> <p><i>Pupils eligible for PP (12)</i></p> | <p><i>Pupils not eligible for PP (20)</i></p> |
| <p>Number of children attaining the expected standard in KS2 reading-cohort 84%</p> | <p>83% of pp chd met expected standard</p> <p>expected standards</p> | <p>85% met the expected standard</p> |

| | | |
|--|---|--------------------------------------|
| Reading progress measure | -0.27 | 1.05 |
| Reading scaled score | 104.8 | 111.7 |
| Number of children attaining the expected standard in writing-cohort 88% | 83% of PP chd met the expected standard expected standard | 90% met the expected standard |
| Writing progress measure | 1.08 | 2.29 |
| Writing scaled score | 104.33 | 110.95 |
| Number of children attaining the expected standard in maths-cohort 69% | <i>58% of PP children met the expected standard</i> | <i>75% met the expected standard</i> |
| Maths progress measure | -3.81 | -2.75 |
| Maths scaled score | 101.91 | 107.25 |
| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| A. | The children have developing inference and deduction skills that need further support. (Quality teaching) | |
| | 2020-2021: focusing on retrieval and inference skill gaps (from time away from input due to covid-19) - Moving to teaching of mastery and depth using firm skills embedded from prior year. | |

| | |
|-----------|---|
| | 2021 – 2022: Embedding and consolidating mastery and depth reading comprehension curriculum - focusing on raising the GDS standards. |
| | 2022 – 2023: Continue to embedding and consolidating mastery and depth reading comprehension curriculum. |
| B. | The children need to be taught reasoning alongside fluency to access the reasoning papers more securely. (Quality teaching) |
| | 2020-2021: Reasoning to be taught alongside fluency consolidation. Moving to teaching of mastery and depth using firm skills embedded from prior year. |
| | 2021-2022: Embedding and consolidating mastery and depth maths curriculum - focusing on raising the GDS standards. |
| | 2022 – 2023: Continue with embedding and consolidating mastery and depth maths curriculum. |
| C. | Children who are disadvantaged or have SEND need intervention to secure any gaps in basic skills in both English and Maths. - (Targeted academic support). |
| | 2020-2021: intervention tailored to identified target gaps in learning (especially from time away from school due to covid-19) |
| | 2021-2022: Moving to fluency and depth using firm skills embedded from prior year's intervention and placing support within the lesson/pre-teach focus lessons. |
| | 2022 – 2023: Intervention tailored to moving children from expected to accessing greater-depth curriculum. |

| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
|---|---|--|
| D. | Parents have a better understanding of what is expected of their children due to home learning but still need further support about <u>how</u> to support their children's reading and numeracy skills if they have gaps. (Wider strategies) | |
| | 2020-2021: Parent workshops/support online in the google classroom (due to covid restrictions) to encourage parental understanding of curriculum needs (such as phonic pronunciation) and parental subject knowledge support at home. | |
| | 2020-2021: Home learning tasks provided for parents/children who are unable to attend school due to self-isolation to prevent gaps occurring. | |
| | 2021 – 2022: Embedding and consolidating parental knowledge to support the curriculum at home. | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | |
| | Success criteria | |
| A. | To improve the number of children at the expected level in reading in KS2, with the view to moving to higher numbers of children achieving greater-depth. . | 2021 data increase to 87% (27/31) achieving expected standard in reading (57% - 4) PP |
| B. | To improve children's inference and deduction skills, by teaching the skills implicitly. | Children are able to read longer texts at speed and answer questions accurately. Comprehension and whole class guided reading activities show children have a wider vocabulary and understanding of more complicated texts |
| C. | To improve basic maths skills and reasoning by covering this each lesson and also as extra intervention, with the view to moving to higher numbers of children achieving greater-depth. . | 2021 data increase to 81% (25/31) achieving expected standard in mathematics (55% - 6/11 PP meeting, 27% 3/11 PP GDS) |
| D. | To arrange parental workshops online to enable parents to support children's learning in reading, grammar and maths. | Improved attendance at online meetings/access to online support information leads to higher levels of parental engagement and support for children. |

5. Planned expenditure

Academic year

2020-2021

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? |
|---|---|--|---|---|---|
| 87% Y6 children to meet expected outcomes in reading and 81% maths 2021 | <ul style="list-style-type: none"> Quality teaching first – staff to attend CPD for teaching the skill of reading and for maths. Increase adult support through target interventions Appropriate intervention identified, carried out and evaluated Additional one to one reading for less able readers 4 times per week Data tracking meetings analyse the performance of all groups of children half termly. additional staff input for smaller groups in maths weekly. | <ul style="list-style-type: none"> NFER indicated a 15.6% increase in outcomes using one to one tuition/intervention NFER indicated that personalised learning plans enhanced outcomes by 2.0% NFER report highlights data driven schools, which focus on early intervention rather than end of key stage raised attainment more effectively. | <p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention mapping completed</p> <p>Fortnightly Y6 team meetings</p> <p>Half termly data analysis meetings</p> | <p>A Burden H Marshall G Maddock</p> <p>Phase leader monitoring</p> | <p>Half termly</p> <p>Fortnightly Y6 team meetings.</p> <p>Half termly data analysis meetings</p> |

| | | | | | | | | | | | | | |
|---|--|---|--|---|--|--------------|---------|--------------|-------|--------------|--|--|--|
| <p>To narrow the gaps in the performance of PP children in reading/writing across the school</p> | <ul style="list-style-type: none"> Data tracking meetings analyse the performance of all groups of children half termly Half termly chronological reading tests/writing assessments to be undertaken, progress monitored and intervention planned School development plan to focus on the use of TAs to further enhance teaching of reading/writing and target gaps through intervention. | <p>Data taken from pupil progress meetings.</p> | <p>Reading ages monitored with expectation of 4-6 months increase half termly</p> <p>Intervention trackers completed</p> <p>Half termly data analysis meetings</p> | <p>A Burden H Marshall G Maddock</p> <p>Phase leader monitoring</p> | <p>Reading ages monitored termly with expectation of an increase of 4 months per child per term</p> <p>Half termly data review and intervention analysis.</p> <p>Bi-annual performance management meetings</p> | | | | | | | | |
| <p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p> | <p>Targeted differentiation and challenge, high quality marking</p> <p>Reasoning type tasks for deeper thinking and mastery tasks for applying skills in other areas.</p> | <p>A successful strategy which was used in school last year. To maintain good outcomes at greater depth standard.</p> <table border="1" data-bbox="779 788 1169 898"> <tr> <td colspan="2">2019 greater depth</td> </tr> <tr> <td>Reading</td> <td>38% (34% PP)</td> </tr> <tr> <td>Writing</td> <td>38% (34% PP)</td> </tr> <tr> <td>Maths</td> <td>38% (34% PP)</td> </tr> </table> | 2019 greater depth | | Reading | 38% (34% PP) | Writing | 38% (34% PP) | Maths | 38% (34% PP) | <p>Regular monitoring through planning and work scrutiny, lesson observation and intervention impact</p> | <p>A Burden G Maddock - Maths H Marshall – KS2 & English L Benson – KS1/EYFS</p> | <p>Year 6 meetings fortnightly</p> <p>Half term data analysis</p> <p>Planning and work scrutiny as per monitoring cycle.</p> |
| 2019 greater depth | | | | | | | | | | | | | |
| Reading | 38% (34% PP) | | | | | | | | | | | | |
| Writing | 38% (34% PP) | | | | | | | | | | | | |
| Maths | 38% (34% PP) | | | | | | | | | | | | |
| <p>To ensure quality first teaching for all by increasing the quality and focus of CPD in reading and in maths.</p> | <p>Staff training:</p> <ul style="list-style-type: none"> Whole class reading on going Mastery and challenge. Maths fluency and mastery Moderation Intervention training | <p>The NFER report reiterates that this can lead to an improvement of 18.7% This also proved a very successful strategy in school last year for writing.</p> | <p>Training to be embedded in class from last year's planning for a reading curriculum.</p> <p>CPD evaluations and post training expectations(i.e. work reflected in books, changes to practise in lesson observations etc)</p> <p>Performance management targets</p> <p>Changes to practise and impact on teaching and learning</p> | <p>A Burden G Maddock</p> <p>H Marshall L Benson</p> | <p>Implementation reviewed as part of the monitoring cycle.</p> <p>Performance management reviews</p> <p>Work scrutinies</p> <p>CPD audit</p> | | | | | | | | |

Total budgeted cost £15,100

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? |
|--|---|--|---|---|---|
| <p>To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading and writing sessions.</p> | <p>Lexia Plus 1 Power of 2 Springboard One to one Read, Write Inc. Additional one to one reading</p> | <p>NFER indicates that paired or small group additional teaching had an impact of 18.8%</p> | <p>TA training Regular scrutiny Impact statements based on pupil observations and data analysis</p> | <p>G Maddock H Marshall L Benson</p> | <p>Half termly</p> |
| <p>Children in Y6 who are not meeting standard to be taught bespoke curriculum by extra teacher (CP) smaller groups targeted focus with ZP/SB once per week.</p> | <p>Targeted children to attend a session weekly for bespoke teaching (children who are just below expected and need extra gap intervention of basic skills and reasoning.) Focusing on Y3/4/5 gaps to build strong foundations.</p> | <p>NFER indicates that paired or small group additional teaching had an impact of 18.8%</p> | <p>Following teacher's planning but tailored to the needs/gaps of the children attending. 1:1 feedback to teacher and marking of work to ensure work is correct for children to meet standard.</p> | <p>H Marshall SLT</p> | <p>Half termly</p> |
| <p>Tailored support for staff to improve the percentage of PP children attaining the expected standard in reading/Maths To improve the percentage of children attaining expected standard in reading, writing and maths</p> | <p>Targeted CPD SMT/school to school support to improve quality first teaching Targeted interventions as above</p> | <p>Analysis of Y5 data (2017/18 – current Y5 2018/19) showed gaps in attainment and progress (impact of tumultuous staffing situation) Y5 more stable year – going into year 6 with a stronger foundation, however, Y6 teacher to assess Y3/4/5 gaps to be plugged in teaching, with intervention and by maths club/Maths co-ordinator basic skills teaching each week. Baseline data autumn term 1 showed gaps in maths due to curriculum unable to be covered correctly in summer term due covid-19. To fill these gaps first in year 6.</p> | <p>Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners</p> | <p>G Maddock A Burden H Marshall L Benson</p> | <p>Half termly- and as part of the monitoring cycle Data reviews</p> |

| | | | | | |
|--|--|--|---|---|--|
| To further narrow the gap in attainment of PP children/non PP children in reading, writing, maths | Quality first teaching Targeted interventions as above | 2019 Yr2/6 data showed negligible difference for PP/non PP children using this model. New cohorts will need further monitoring/interventions. | Monitoring cycle will show impact of lesson obs, work scrutiny and data analysis Interventions will be monitored through intervention planners | G Maddock A Burden H Marshall L Benson | Half termly- and as part of the monitoring cycle Data reviews |
| Total budgeted cost | | | | | £37, 600 |
| iii. Other approaches – Wider strategies | | | | | |
| 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? |
| To develop the whole child through broadening their cultural capital | Supporting after school clubs Supporting a Healthy eating agenda: Key Stage Two eating a daily healthy snack School trips and curriculum "Hooks" to broaden experiences and engage Change for life experiences boot camp, allotment, cooking. Yoga well-being sessions. Bushcraft experiences provided for KS2 children - if able to go ahead for COVID. Careers fair in Y6. Author visits. Aspirational in class assemblies/celebration days, such as Kindness day. . | Successful last academic year and further developed to incorporate Change for Life experiences/Bush craft trip | Attendance at After school clubs Pupil voice Levels of pupil interest and engagement | Curriculum lead to co-ordinate | Termly |
| To enable children to develop the skill of reading response by becoming a reading for pleasure school. | Staff training in planning for reading for pleasure and subject knowledge of teaching the skill of reading and expanding the children's knowledge and passion of reading. | Analysis of within books across school shows a gap in provision for the teaching of reading structure skill. | Work scrutiny-evidence in work books. Conversations with children. Lesson study sessions | H Marshall | Half termly |

| | | | | | |
|---|--|---|--|-----------|----------------|
| To enable children to develop their thinking skills with problem solving and reasoning. | Staff training for teaching the skill of mastery: problem solving and reasoning. Challenging the more able. | Analysis within book scrutiny. Talks with the children. Talks with staff. | Analysis within book scrutiny. Talks with the children. Talks with staff. Lesson study sessions | G Maddock | Half termly. |
| Total budgeted cost | | | | | £21,300 |