



1. Summary information					
<b>School</b>	White Meadow Primary Academy				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£304,545	<b>Date of most recent PP Review</b>	Oct 17
<b>Total number of pupils</b>	643	<b>Number of pupils eligible for PP</b>	194	<b>Date for next internal review of this strategy</b>	Feb 18
<b>Total number of pupils eligible for PP in EYFS</b>			9	<b>Total EYFS PP budget</b>	TBC

1. Achievement Profile 2017			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils eligible for PP (National)</i>	<i>Pupils not eligible for PP (national average) i.e. other pupils</i>
Year 1 - Phonics Screening Check:	95%		81%
Year 2 - Phonics Re-check:	88%		92%
<b>Key Stage 1: Attainment</b>			
% achieving 'expected' in reading	60%		76%

% achieving 'expected' in writing	51%		68%
% achieving 'expected' in maths	60%		75%
% achieving 'greater depth' in reading	14%		25%
% achieving 'greater depth' in writing	9%		16%
% achieving 'greater depth' in maths	0%		21%
<b>Key Stage 2: Attainment</b>			
% achieving 'expected' in reading	62%	60%	71%
% achieving 'expected' in writing	55%	66%	76%
% achieving 'expected' in maths	69%	63%	75%
% achieving in reading, writing and maths	52%	48%	67%
% achieving in SPAG	72%	66%	82%
% achieving 'greater depth' in reading	0%	14%	25%
% achieving 'greater depth' in writing	0%	10%	18%
% achieving 'greater depth' in maths	14%	13%	23%
% achieving 'greater depth' in reading, writing and maths	0%	4%	11%
% achieving 'greater depth' in SPAG	14%	21%	36%
<b>Key Stage 2: Progress</b>			
% making progress in reading	-2.1		0.3

% making progress in writing	-2.2		0.2
% making progress in maths	-0.2		0.3

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Pupils that are eligible for PP Fund, that could be targeted to be greater depth do not achieve greater depth in Reading, Writing and Maths at the end of KS2	
B.	Lack of self-esteem, social skills and behavioural understanding (especially for the HA PP children).	
C.	That many pupils eligible for PP Fund also have other needs such as SEN, EAL or are on our most vulnerable pupils list (child protection or in care) and make less progress than their peers	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Early language and literacy skills, resilience and high expectations. Poor attendance Nearly all of our pupils that are eligible for the PP Fund do not have the same level of access to wider life experiences as their peers.	
3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved rates of progress for higher attaining pupils eligible for PP.  (Linked to Ofsted target - Jan 2017 and SDP Autumn 2017)	Pupils eligible for PP identified as higher attaining (and the higher middle attainers) from Foundation Stage make as much progress as 'other' students identified as this ability. Where they are not, SLT are putting in strategies and interventions, robustly monitored by subject leaders, SENCO and senior leaders .

B.	Class circle times and groups run by Learning Mentors will help pupils deal with emotions, develop self-esteem (often low due to home considerations) and how to make the right choices at times when their behaviour is starting to get out of hand.	B4L will be excellent throughout the school leading to increased learning for all children and for PP children in particular.
C.	That many pupils eligible for PP Fund also have other needs such as SEN, EAL or are on our most vulnerable pupils list (child protection or in care) and make less progress than their peers	In depth analysis will lead to a greater impact of interventions for pupils with more complex needs.
D.	<p>Increased attendance rates for children eligible for PP</p> <p>All students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully</p>	<p>Overall attendance among children eligible for PP improves to be at least in line with 'other' pupils.</p> <p>Pupils eligible for PP will experience wider life opportunities that enrich their social, emotional and personal health as well as providing them with a 'wider' knowledge and understanding that will inform their in school learning. Furthermore, all students will have the resources available to them to access the broad and balanced curriculum.</p>

Academic year		2017-2018			
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.					
<b>i. Quality of teaching for all</b>					
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>High levels of progress in literacy, numeracy and science across the curriculum for all pupils.</p> <p>Opportunities for Writing in Foundation Subjects.</p> <p>For all staff to be introduced to Visible Learning.</p>	<p>Additional adults in each year group to ensure differentiation to address need.</p> <p>Training through REAch2.</p>	<p>We want to ensure that all of our pupils feel confident in their literacy and numeracy skills and therefore can access, fully, all areas of the curriculum.</p> <p>Data analysis and progress in books will show impact and evidence good progress.</p>	<p>Base line assessment of students' needs to ensure that the teaching is matched to their current levels of skill.</p> <p>Half termly assessment to measure and quality assure provision and progress to enable an evaluation, in full, leading to modifications.</p>	<p>RM JP SC TM NP</p>	<p>Half termly</p>
<ul style="list-style-type: none"> <li>• Specialist Teacher Deployment</li> <li>• S &amp; L Specialist</li> <li>• Additional adults supporting in class</li> <li>• Reading Intervention</li> </ul>				<b>Total budgeted cost</b>	<b>£112,634</b>
<b>ii. Targeted support</b>					
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

					<b>implementation ?</b>
<p>That DS pupils have individualised intervention from the class teacher in the afternoons.</p> <p>This will lead to the percentage of PP Fund pupils gaining ARE by the end of the year rising to that of non PP Fund pupils.</p>	<p>Challenge Time / Strategies and Interventions</p>	<p>This will be based on misconceptions from the learning that morning or filling in gaps in the child's knowledge and skills for there are.</p> <p>Now most gaps below the year groups have been closed it is important the gaps within the year group are now diminished.</p> <p>This system of individual or small group inputs from teachers worked well in 15-16 and again in 16-17.</p>	<p>Monitor Challenge Time intervention records.</p> <p>See more progress in books over time - through progress monitoring.</p> <p>Have half termly meetings with each year group and governors.</p>	<p>HoS</p> <p>SLT</p> <p>SLT</p>	<p>C + R Committee Meeting 1 x each term</p> <p>Meeting between Inclusion Support teacher and HoS 1 x each three weeks.</p>

<p>Full time and part time Curriculum Assistant posts have clear impact in English and Maths</p>	<p>Baseline asses all students eligible for PP through TA and tests.</p> <p>IST to advise on programmes for intervention and impact.</p> <p>Teaching Assistants to deliver programmes for interventions and share the impact with the class teacher.</p> <p>All interventions are timetabled and provision mapped.</p> <p>Three weekly impact reviews concerning interventions and progress made are shared with IST and HoS.</p>		<p>Three weekly impact reports concerning intervention actions, progress made as well as next steps to tailor further intervention strategies/ support provided.</p> <p>Engage with parents and pupils before intervention begins to address any concerns.</p>	<p>Inclusion Support Teacher (IST)</p> <p>SLT</p>	<p>Half Termly in Pupil Progress Meetings</p>
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<ul style="list-style-type: none"> <li>• TA afternoon interventions</li> <li>• Family and Children Worker</li> <li>• Learning Mentors</li> <li>• Play Therapy</li> <li>• Counselling</li> </ul>	<b>Total budgeted cost</b>	<b>£153,411</b>
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**iii. Other approaches**

<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>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Increased attendance rates	<p>Work with attendance consultant - Michael Gooch.</p> <p>Weekly tracking of whole school attendance data.</p> <p>Half termly tracking of small group attendance and impact of the school mini bus.</p>	<p>Good attendance is crucial for good progress.</p> <p>School is the safest place for some of our pupils.</p>	<p>Thorough briefing of Attendance Officer about existing absence issues.</p> <p>Work closely with all external agencies.</p> <p>Same day calls for all pupils.</p> <p>Personalised support and mentoring assigned to any child at risk of poor attendance.</p> <p>Attendance and progress discussed at least fortnightly</p>	HOS/IST	Weekly, fortnightly and half termly dependent on which aspect.

	<p>Swift and timely action taken for those not meeting 95%</p> <p>Close partnership with parents on entry to the school, so parents aware of expectations</p> <p>Challenge parents and liaise with outside agencies as appropriate.</p>		<p>with HT and attendance lead concerning DS.</p> <p>Letters about attendance sent home regularly.</p>		
Students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully	Ensure relevant and engaging wider life opportunities mapped to identified needs e.g. sports activities, inclusion sports activities, educational visits and those linked to learning, language and social skills development.	By giving children first-hand experiences they are able to understand and access the language across the curriculum. This will be evidenced against national data.	High quality planned trips to enhance the innovative curriculum.	All staff	Ongoing
Trips 11 B4 11				Total budgeted cost	<b>£27,798</b>

Forest Schools Music Lessons Mini Bus Fuel Jumpers for signing up for PP Fund Alarm Clocks	
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1. Review of Expenditure 2016/17				
i. Quality of Teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Accelerated Reader For pupils to become more excited about their reading and for staff to be aware of individuals learning needs and styles.	To be introduced by Literacy Leaders at SDMs.	Estimated impact was to improve reading throughout the academic year.  The baseline assessment compared to expected progress at the end of the year shows the follow improvement on ARE in Summer 2017. Y1 - +62% Y2 - +13% Y3 - +25%	<ol style="list-style-type: none"> <li>1. That class teachers need to have more training in this area and that where class teachers have been excited and motivated to use this resource the reading of pupils in their class have far exceeded those expected. See data from AR.</li> <li>2. That AR is not suitable for all year groups.</li> <li>3. To be used in Y3-5 next year but the tests used in Y2.</li> </ol>	<b>£116,314</b>

<p>High levels of progress in literacy, numeracy and science across the curriculum for all pupils.</p> <p>Opportunities for Writing in Foundation Subjects.</p>	<p>Additional adults in each year group to ensure differentiation to address need.</p>	<p>Y4 - +16% Y5 - +11% Y6 - +21%</p> <p>The vast majority of our pupils feel confident in their literacy and numeracy skills and therefore can access, fully, all areas of the curriculum.</p> <p>Data analysis and progress in books will show this and evidence good progress. Please see additional evidence in HoS Reports to Governors during 2016-17.</p>	<ol style="list-style-type: none"> <li>4. Have the use and impact of AR included in appraisal targets next year.</li> <li>5. That well placed support in classrooms that is monitored with regular staff training is successful.</li> <li>6. That the impact on pupils learning and outcomes needs to be researched consistently through robust systems and procedures.</li> <li>7. That although the interventions need adapting from time to time they are successful.</li> </ol>	
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<b>ii Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>That DS pupils have individualised intervention from the class teacher in the afternoons.</p> <p>This will lead to the percentage of PP Fund pupils gaining ARE by the end of the year rising to that of non PP Fund pupils.</p> <p>Full time and part time Curriculum Assistant posts have clear impact in English and Maths</p>	<p>Challenge Time / Strategies and Interventions</p> <p>Baseline assess all students eligible for PP through TA and tests.</p> <p>IST to advise on programmes for intervention and impact.</p> <p>Teaching Assistants to deliver programmes for interventions and share the impact with the class teacher.</p>	<p>Nearly all gaps pupils had from the previous year group curriculum have now been filled, and for nearly all children only gaps remain in their current year group curriculum.</p>	<ol style="list-style-type: none"> <li>1. This worked best where pupils continued to work in their usual work books when doing Challenge Time. Progression and challenge is then seen very clearly.</li> <li>2. Y4 in particular had systematically worked with pupils and it was very noticeable in Y5 that the basics skills and knowledge needed to move forward in the Y5 curriculum were all in place.</li> </ol>	<p><b>£151,500</b></p>
<p><b>Other Approaches</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Increased attendance rates</p>	<p>Weekly tracking of whole school attendance data.</p>	<p>Ensure relevant and engaging wider life opportunities mapped to identified needs e.g. sports activities, inclusion sports activities, educational visits and those linked to</p>	<p>Data does show a very gradual increase year upon year but not yet enough to be inline with National Expectations.</p>	<p><b>£28,500</b></p>

<p>Students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully</p>	<p>Half termly tracking of small group attendance and impact of the school mini bus.</p> <p>Swift and timely action taken for those not meeting 95%</p> <p>Close partnership with parents on entry to the school, so parents aware of expectations</p> <p>Challenge parents and liaise with outside agencies as appropriate.</p>	<p>learning, language and social skills development.</p>	<p>Work with attendance consultant in 2017/18 - Michael Gooch.</p> <p>Students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully</p>	<p>Trips 11 B4 11 Forest Schools Music Lessons Mini Bus Fuel Jumpers for signing up for PP Fund Alarm Clocks</p>
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