



1. Summary information					
School	White Meadow Primary Academy				
Academic Year	2018-19	Total PP budget	£273712	Date of most recent PP Review	Oct 18
Total number of pupils	635	Number of pupils eligible for PP	210	Date for next internal review of this strategy	Feb 19
Total number of pupils eligible for PP in EYFS			12	Total EYFS PP budget	£15,600

	<i>Pupils eligible for PP (your school)</i>	<i>National Average</i>
Year 1 - Phonics Screening Check:	95%	82%
Year 2 - Phonics Re-check:	88%	92%
Key Stage 1: Attainment		
% achieving 'expected' in reading	68%	75%
% achieving 'expected' in writing	50%	70%
% achieving 'expected' in maths	73%	76%
% achieving 'greater depth' in reading	9%	26%

% achieving 'greater depth' in writing	0%	16%
% achieving 'greater depth' in maths	9%	22%
Key Stage 2: Attainment		
% achieving 'expected' in reading	69%	75%
% achieving 'expected' in writing	66%	78%
% achieving 'expected' in maths	66%	76%
% achieving in reading, writing and maths	53%	64%
% achieving in SPAG	63%	77%
% achieving 'greater depth' in reading	25%	28%
% achieving 'greater depth' in writing	6%	20%
% achieving 'greater depth' in maths	9%	24%
% achieving 'greater depth' in reading, writing and maths	3%	10%
% achieving 'greater depth' in SPAG	31%	34%
Key Stage 2: Progress		
% making progress in reading	0.2	0
% making progress in writing	-0.75	0
% making progress in maths	0.03	0

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 (17-18 All = 95% DS = 94%) 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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved rates of progress for higher attaining pupils eligible for PP. (Linked to Ofsted target - Jan 2017 and SDP Autumn 2018)	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	2018-2019
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
<p>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>Development of vocabulary throughout the primary curriculum a high priority.</p>	<p>Additional adults in each year group to ensure differentiation to address need.</p> <p>Training from REAch2 Moderation work on vocabulary.</p> <p>Training through SLT.</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</p>	<p>Half termly</p>

<ul style="list-style-type: none"> • Specialist Teacher Deployment £62,774 • S & L Specialist £11,806 • Additional adults supporting in class AM £18360 • Reading Intervention £4800 				Total budgeted cost	£97,740
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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
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					implementation ?
<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 16-17 and again in 17-18.</p>	<p>Monitor Challenge Time and 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 (TM) and part time (YS) Inclusion Support teachers 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"> • TA afternoon interventions £ 19,360 • Family and Children Worker £29,066 • IST Professional £39,082 • IST Professional EYFS £9853 • Learning Mentors £51,417 • Play Therapy £5000 • Your Space £6000 	Total budgeted cost	£158,778
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iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Increased attendance rates	<p>Continue the work started with the consultant Michael Gooch last year.</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>	HOS/IST	Weekly, fortnightly and half termly dependent on which aspect.

	<p>Swift and timely action taken for those not meeting 96%</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>Attendance and progress discussed at least fortnightly with HT and attendance lead concerning DS.</p> <p>Letters about attendance sent home regularly.</p>		
<p>Students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully</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 learning, language and social skills development.</p>	<p>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.</p>	<p>High quality planned trips to enhance the innovative curriculum.</p>	<p>All staff</p>	<p>Ongoing</p>
<p>Trips £4000 11 B4 11 £2000</p>				<p>Total budgeted cost</p>	<p>£16,150</p>

Forest Schools £1500 Music Lessons £2000 Mini Bus £4,500 Fuel £500 Jumpers for signing up for PP Fund £100 Alarm Clocks £50	
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1. Review of Expenditure 2017/18				
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
High levels of progress in literacy, numeracy and science across the curriculum for all pupils. Opportunities for Writing in Foundation Subjects.	Additional adults in each year group to ensure differentiation to address need.	The following figures are DS pupils compared to All pupils in relation to expected progress at the end of the year. Y1 -6% Y2 -5% Y3 -4% Y4 +1% Y5 -10%	<ol style="list-style-type: none"> That large gaps between DS pupils and others have closed significantly over the last two years and the effective use of PP Fund should continue. That the next step needs to be piloting a new marking and feedback policy, linked to Visible Learning. Although REAch2 have stopped using Visible Learning at Trust Level, that at WMPA the aspects 	TOTAL £114,100 Specialist Teacher Deployment £61,798 S & L Specialist £11,806

For all staff to be introduced to Visible Learning.	Training through REAch2.		of this that are working well for pupils and staff should continue.	Additional adults supporting in class £35,696 Reading ITC Intervention £4800
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ii Targeted support

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
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<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>	<ol style="list-style-type: none"> 1. Challenge Time works very well but has moved forward from the first model. Now, small group work is undertaken and individual feedback is given at the time when it is needed in the lesson. 2. Although gaps have not closed, over time they are noticeably diminishing. 	<p>TOTAL £158,907</p> <p>TA afternoon interventions £17,928 Family and Children Worker £29,066 IST Professional £49,164 Learning Mentors £51,417 Play Therapy £6000 Your Space £4032 Supervision £1300</p>
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Other Approaches

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
<p>Increased attendance rates</p>	<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>A new Attendance Policy was launched in April 2018.</p> <p>Although this did not make a difference in the year 17-18 data (although the Summer Term shows progress) we are confident that it will in the 18-19 academic year.</p>	<p>TOTAL £14,272</p> <p>Trips £6000 11 B4 11 £2000 Forest Schools £1000 Music Lessons £176 Mini Bus £4,450 Fuel £468</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>Jumpers for signing up for PP Fund £98 Alarm Clocks £80</p>												
<p>Students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully</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 learning, language and social skills development.</p>	<p>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.</p>	<p>Progress scores for disadvantaged pupils in Y6 2018 results showed that we have successfully closed the gaps for these pupils in their journey through WMPA.</p> <p><u>Progress score for DS pupils in RW&M.</u></p> <table border="1" data-bbox="1355 1077 1729 1289"> <thead> <tr> <th>Prog</th> <th>Rd</th> <th>Wr</th> <th>Ma</th> </tr> </thead> <tbody> <tr> <td>WMs DS</td> <td>0.23</td> <td>-0.78</td> <td>0.03</td> </tr> <tr> <td>Nat Non-DS</td> <td>0.31</td> <td>0.24</td> <td>0.31</td> </tr> </tbody> </table>	Prog	Rd	Wr	Ma	WMs DS	0.23	-0.78	0.03	Nat Non-DS	0.31	0.24	0.31	
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WMs DS	0.23	-0.78	0.03													
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