



1. Summary information					
School	White Meadow Primary Academy				
Academic Year	2020-21	Total PP budget	£281,260	Date of most recent PP Review	July 2020
Total number of pupils	612	Number of pupils eligible for PP	216	Date for next internal review of this strategy	Feb 21
Total number of pupils eligible for PP in EYFS			20	Total EYFS PP budget	£26,900

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.	<p>Early language and literacy skills, resilience and high expectations.</p> <p>Poor attendance (17-18 All = 95% DS = 94%, 18-19 All = 95% DS = 94%, 19-20 (Sept to March only) All = 94.5%, DS = 93.6%</p> <p>Persistent Absence (17-18 All = 89 pupils DS = 42 pupils, 18-19 All = 95 pupils DS = 47 pupils, 19-20 (Sept to March only) All = 122 pupils DS = 50 pupils</p> <p>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.</p>	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improved rates of progress for higher attaining pupils eligible for PP.</p> <p>(Linked to Ofsted target - Jan 2017 and SDP)</p>	<p>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 .</p>
B.	<p>Class circle times, PSHE curriculum 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.</p>	<p>B4L will be excellent throughout the school leading to increased learning for all children and for PP children in particular.</p>
C.	<p>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</p>	<p>In depth analysis will lead to a greater impact of interventions for pupils with more complex needs.</p>
D.	<p>Increased attendance rates for children eligible for PP</p>	<p>Overall attendance among children eligible for PP improves to be at least in line with 'other' pupils.</p>

	<p>All students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully</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>
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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 reading, writing and maths</p> <p>Development of vocabulary throughout the primary curriculum a high priority.</p> <p>Pupils learn more and remember more through a robust, engaging and bespoke wider curriculum offer.</p>	<p>Additional adults in each year group to ensure differentiation to address need.</p> <p>SDMS, coaching and mentoring have a focus on vocabulary CPD.</p> <p>Subject leaders at the forefront of developing, monitoring and evaluating their subject alongside 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>Subject monitoring deep dives, which include pupil voice, shows a thorough understanding of wider curriculum subjects and articulated through higher level vocabulary.</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>Regular monitoring and feedback at Leadership and Senior Leadership meetings.</p>	<p>RM LG JP SC AF</p>	<p>Half termly</p>
<p>S & L Specialist £12,042</p> <p>Additional adults supporting in class AM £35,679</p> <p>11 before 11 £2000</p>				<p>Total budgeted cost</p>	<p>£49,721</p>

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>That PP 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>Pastoral Team including Head of Inclusion, SENCO, Child and Family worker and learning mentors address a wide range of needs which help pupils access and make progress across the curriculum.</p>	<p>Challenge Time / Strategies and Interventions</p> <p>Baseline asses all students eligible for PP through TA and tests.</p> <p>SENCO 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>Weekly pastoral meetings to discuss</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 for the last 4 years.</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>Weekly pastoral meeting to discuss 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>HoS</p> <p>SLT</p> <p>SLT</p> <p>Head of Inclusion, Child and Family worker, SENCO</p> <p>SLT</p>	<p>C + R Committee Meeting 1 x each term</p> <p>Half Termly in Pupil Progress Meetings</p>

	progress of PPG children				
				Total budgeted cost	£195,335
<p>TA afternoon interventions £39,832 Head of Inclusion (% related to PP numbers) £43,968 Learning and behavioural Mentors x 5 £88,743 Play Therapy £12,480 SEN resources £1093 Pastoral support (% of Pastoral support workers salary related to PP numbers) £9,219</p>					
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>School minibus to collect children identified with poorest attendance and barriers to attendance</p> <p>Half termly tracking of whole school attendance data.</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 96%</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 with HT and attendance lead concerning DS.</p>	HOS/AHT	Weekly, fortnightly and half termly dependent on which aspect.

	<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>		Letters about attendance sent home regularly.		
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
<p>Trips/experiences £6162 Mini Bus £1950 Jumpers for signing up for PP Fund £229 Swimming top up £3828 FSM top up £24,035</p>					
Total budgeted cost					£36,204

Review of 2019/20 Data	<i>% of PPG pupils at Spring 2020</i>	<i>% of overall cohort at Spring 2020</i>
Spring 2020 data used due to COVID closure		
Key Stage 1: Attainment		
% on track to achieve 'expected' in reading	46.2%	49.4%
% on track to achieve 'expected' in writing	26.9%	48.2%
% on track to achieve 'expected' in maths	30.8%	49.4%
% achieving 'greater depth' in reading	11.5%	16.5%
% achieving 'greater depth' in writing	11.5%	10.6%
% achieving 'greater depth' in maths	11.5%	14.2%
Key Stage 2: Attainment		
% achieving 'expected' in reading	55%	57%
% achieving 'expected' in writing	70%	61%
% achieving 'expected' in maths	61%	60%
% achieving in reading, writing and maths	73%	74%
% achieving 'greater depth' in reading	27%	26%
% achieving 'greater depth' in writing	6%	16%
% achieving 'greater depth' in maths	12%	19%
% achieving 'greater depth' in reading, writing and maths	3%	13%

1. Review of Expenditure 2019/20

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
<p>High levels of progress in reading, writing and maths</p> <p>Development of vocabulary throughout the primary curriculum a high priority.</p> <p>Pupils learn more and remember more through a robust, engaging and bespoke wider curriculum offer.</p>	<p>Additional adults in each year group to ensure differentiation to address need.</p> <p>SDMS, coaching and mentoring have a focus on vocabulary CPD.</p> <p>Subject leaders at the forefront of developing, monitoring and evaluating their subject alongside SLT</p>	<p>See table.</p> <p>On return to school, baseline data shows pupils have retained much of their previously learning (as evidenced through baseline PIRA/PUMA testing). This is particularly evident in Maths.</p>	<ol style="list-style-type: none"> Continue with progressive sequence of learning as per Maths and English policies as evidence shows the success of the strategies in place. Due to COVID school closure, development of the wider curriculum as not been completed. This will continue to this academic year. 	<p>Specialist Teacher Deployment £44,840</p> <p>S & L Specialist £11,806</p> <p>Additional adults supporting in class AM £36,618</p> <p>11 before 11 £2000</p> <p>Total: £95,264</p>

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
<p>That PP 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</p>	<p>Challenge time Strategies and Interventions</p> <p>Baseline asses all students eligible for PP through TA and tests.</p>	<p>See table for data</p> <p>On return to school, baseline data shows pupils have retained much of their previously learning (as evidenced through baseline PIRA/PUMA testing). This is particularly evident in Maths.</p>	<p>Considerable thought has gone into ensuring interventions do not take place at the same time each week so that pupils do not miss out on learning across the wider curriculum.</p>	<p>TA afternoon interventions £26,554</p> <p>Family Support Work £6,146</p> <p>Part time Inclusion support £10,199</p> <p>Head of Inclusion £30,620</p> <p>Learning Mentors £48,960</p> <p>Play Therapy £6,240</p> <p>EMTAS £390</p> <p>SEN resources £700</p>

<p>that of non PP Fund pupils.</p> <p>Pastoral Team including Head of Inclusion, SENCO, Child and Family worker and learning mentors address a wide range of needs which help pupils access and make progress across the curriculum.</p>	<p>SENCO 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>Weekly pastoral meetings to discuss progress of PPG children</p>	<p>During COVID closure, Pastoral team worked closely with identified families - delivering food parcels, liaising with social care professionals, keeping contact with identified pupils, raising safeguarding concerns and supporting learning.</p>		<p>SENCO costs for PP £18,321</p> <p>Total: £148,130</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>Continue the work started with the consultant Michael Gooch and Lucy Ellis (REAch2)</p> <p>Half termly tracking of whole school attendance data.</p> <p>Half termly tracking of small group attendance and impact of the school mini bus.</p>	<p>Poor attendance (17-18 All = 95% DS = 94%, 18-19 All = 95% DS = 94%, 19-20 (Sept to March only) All = 94.5%, DS = 93.6%</p> <p>Persistent Absence (17-18 All = 89 pupils DS = 42 pupils, 18-19 All = 95 pupils DS = 47 pupils, 19-20 (Sept to March only) All = 122 pupils DS = 50 pupils</p>	<p>Data is not reliable as this does not reflect the full academic due to COVID school closure. Summer term attendance is usually higher than Autumn and Spring and this is not taken into account.</p> <p>We will continue to implement the strategies in the next academic year.</p>	<p>Trips £4050 Mini Bus £2,070 Jumpers for signing up for PP Fund £100</p> <p>Total: £6,220</p>

	<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>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>Due to COVID school closure, development of the wider curriculum as not been completed.</p>	<p>This will continue to this academic year.</p>	<p>Swimming top up £2552 Music Lessons £1000 FSM top up £16,023 Forest Schools £1000</p> <p>Total: £20,575</p> <p>Grand total £270,189</p>