# Pupil premium strategy statement Whitemoor Academy

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| 1. **Summary information** | | | | | |
| **School** | Whitemoor Academy | | | | |
| **Academic Year** | 2016-17 | **Total PP budget** |  | **Date of most recent PP Review** | Oct 16 |
| **Total number of pupils** | 99 | **Number of pupils eligible for PP** | 18 | **Date for next internal review of this strategy** | July 17 |

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| 1. **Current attainment** | | | | | |
|  | | | *Pupils eligible for PP (your school)* | | *Pupils not eligible for PP (national average)* |
| **% achieving required attainment for Reading, writing and maths KS2** | | | **40%** | | *52%* |
| **KS2 average progress in Reading** | | | **-6.1** | |  |
| **KS2 average progress in Writing** | | | **-3.9** | |  |
| **KS2 average progress in Maths** | | | **-2.7** | |  |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | |
| **In-school barriers** | | | | | |
|  | | Children enter reception with low scores for speaking and listening | | | |
|  | | Emotional resilience and parental engagement can be difficult | | | |
|  | | Emotional issues for some PP children have an impact on their progress | | | |
| **External barriers** | | | | | |
| **F.** | | Limited wider experiences and low aspirations from parents | | | |
| 1. **Desired outcomes** | | | | **Success criteria** | |
|  | Close the gap between PP and other pupils in all attainment areas | | | Gap to be reduced from previous years | |
|  | Ensure PP children have individual needs met | | | Tailored support for PP children | |
|  | Engage children with wider experiences to raise aspirations | | | Aspiration events to engage pupils in wider opportunities | |
|  | Low attendance rates for some PP pupils can impact on their progress | | | Attendance rates for PP are in line with other pupils | |

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| 1. **Planned expenditure** | | | | | | |
| * **Academic year** | | **2016-17 £23,760** | | | | |
| 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 | | | | | | |
| 1. **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?** |
| Teachers have clear data and responsibility for tracking and improving the progress of PP children | Use of assessment system to track and share data. Classroom monitor | | End of year data gave us past information on progress but new curriculum meant that our in-year tracking of PP children’s progress was not as strong as it could have been. | Pupil progress meetings.  Data review meetings  Hub council reporting | S Olford  G Hooper (Head of School)  L Sumption(PP champion) | Half termly |
| To ensure teachers are clear on starting points of children and are tracking them careful from these points. | Introduce new tracking system to include benchmark data from key points GLD / phonics screening checks / KS 1/2  KS 2 daat | | Pupil progress meetings demonstrate that teachers are not consistently tracking children accurately from their starting points. | Monitoring / tracking data | S Olford  G Hooper  Subject leaders | Half termly |
| **Total budgeted cost** | | | | | | £2,000 |
| 1. **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?** |
| Identify PP children who are not making sufficient progress – close the gaps. | Deployment of TA time to intervene and teach pupils through intervention | | Stronger assessment will allow for more direct interventions. Employment of TA outside of normal school hours ensures pupils do not miss out on quality first teaching. | Monitoring and pupil tracking data | L Sumption (PP champion)  S O’Mahoney (TA) | Half termly |
| PP children to experience a wider variety of activities and opportunities including outdoor learning, sports clubs and visits. | Engagement tracking.  Invitations for pupils to take part in activities without barriers – i.e. cost to parents. | | To ensure that PP have the same opportunities outside of the classroom as non-PP. To create a love of learning and wider aspirations for their future. | Tracking of wider opportunities, after school clubs etc. Pupil conferencing and meetings with families to support in any way that we can. | L Sumption (PP champion)  G Hooper (Head of School)  B Slateford (PE lead) | Ongoing |
| **Total budgeted cost** | | | | | | £18,000 |
| 1. **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?** |
| Pupil support group implemented to ensure needs are being met.Half gtermly monitoring of attenmdace | S Chown (PSA) to work with families on an individual basis | | Needs to be identified through analysis of need. Family engagement leads to pupil engagement in school and improved attendance. | Regular meetings between PSA and families. Head of school to meet with PSA weekly to monitor. | S Chown (PSA  G Hooper (Head of School) | Weekly meetings |
| Strategies to support PP through Aspire Academy Trust | Appoint a PP champion to lead and work with other Aspire champions and develop best practice. | | Visits to other academies highlights approaches of best practice. Sharing this practice and linking with other schools will improve Whitemoor’s own interventions. | Aspire wide tracking of impact | PP champion | Ongoing |
| Increase attendance rates for PP children and track attendance carefully. | Half termly monitoring of attendance  EWO – employment  Sharing attendance rates  at parent interviews  at oarent interviews | | Current monitoring of attendance demonstrates some PP children have slightly lower attendance than other children. | Termly meetings with EWO  Half termly scrutiny | EWO / SO | Half termly |
| **Total budgeted cost** | | | | | | £4,500 |

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| 1. **Review of expenditure** | | | | | | |
| **Previous Academic Year** | | | **£24,360** | | | |
| 1. **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** |
| Ensure that PP make as good progress as non-PP | | Interventions for PP children. Monitoring visits and tracking using classroom monitor |  | | A lack of accurate progress data and information over the year lead to less impact as pupils were not tracked as closely as they could have been. | £2500 |
| Smaller class sizes leading to higher quality assessment and individualised teaching for PP children. | | We are continuing to support the funding of additional teacher. | A growth in pupil numbers plus additional teacher means we are ran 4 classes and used the hall as a classroom.  This has had a good impact on pupils across the school as class sizes are significantly lower. | | Yes. This approach has been successful and will be continued. | £6000 |
| 1. **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** |
| Target individual needs | Individual one to one support Key Stage 2 to meet carefully targeted individual needs and raise attainment. Each pupil had individual meta-cognition and feedback sessions weekly. This was to help them know how they learn best and to review and reflect on their work and learning. We have used the research from the Sutton Trust Toolkit for guidance and to determine which strategies have most impact in raising attainment for disadvantaged pupils. | | | Not all PP children were targeted – of those who were, attainment and progress was in line with non-PP children. | Whilst we will be continuing with this approach, we have decided to employ the qualified teaching assistant to lead these interventions before the start of the school day (8am – 8.30am). This ensures that pupils are not missing out on quality first teaching in order to attend these intervention sessions.  Only 5 pupils can be targeted each week in this way. We have chosen to work with 5 pupils for each term equating to 12 sessions each. | £2500 |
| 1. **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** |
| Support for emotional and social needs | | **Purchase of resources specifically  for Emotional/Social support for- books/games/toys** | Pupil premium pupils have benefited from these resources to help meet their social and emotional needs – TA support with games has led to better interaction at break and lunchtimes and stronger social friendships. | | We will continue to use these resources, however, will not be purchasing any more resources immediately. | £1500 |
| Training and implementation of ‘Draw and Talk’ for emotional needs | | Training for three Teaching Assistants to deliver this programme. | Four pupil premium pupils have benefited from this programme to help meet their social and emotional needs. Impact evidenced through tracking data and pupil and family conferencing | | This approach has been successful for PP children with specific social and emotional need, specifically family issues. We will continue with this approach next academic year, however, we plan to use some funding to access support from the educational psychologist in how to best adapt the programme for harder to reach pupils. | £1500 |
| Support for individual pupils with family issues. | | Music therapy part funded for specific pupil in need of therapy due to family issues. | Pupil has now been signed off by CAHMS having made good progress in all areas of social and emotional need. We will continue to monitor her needs and use draw and talk to support her further. | | This approach has been successful for the specific pupil, however, she has now been signed off so this is no longer required. | £1000 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to support the sections above. |