

1. Summary information					
School	Whitemoor Academy				
Academic Year	2017/18	Total PP budget	£16,440	Date of most recent PP Review	Oct 17
Total number of pupils		Number of pupils eligible for PP	10	Date for next internal review of this strategy	Ongoing/July 18

2. Current attainment		
2017 SATs	<i>Pupils eligible for PP (4 pupils)</i>	<i>Pupils not eligible for PP (9 pupils)</i>
% meeting standard or above in reading, writing and maths	2 pupils 50%	6 pupils 67%
% meeting standard or above in reading	3 pupils 75%	7 pupils 78%
% meeting standard or above in writing	2 pupils 50%	9 pupils 100%
% meeting standard or above in maths	3 pupils 75%	8 pupils 89%
% attaining greater depth in reading, writing and maths	0 pupils 0 %	0 pupils 0 %
% attaining greater depth in reading	0 pupils 0%	2 pupils 22%
% attaining greater depth in writing	1 pupil 25%	2 pupils 22%
% attaining greater depth in maths	0 pupils 0%	2 pupils 22%

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.	Oral language skills in Early Years
B.	Emotional resilience and parental engagement
C.	Attainment of PP pupils in KS2 in Reading, Writing and Maths

External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Some low-income families find it hard to find extra enrichment activities.	
E.	Maintain increasing attendance rates for all eligible PP children. This impacts on school hours and can cause them to fall behind on average, if late start to school day or days lost.	
4. Desired outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve oral language skills for pupils eligible for PP in the Reception Class. Intervention Teaching Assistant (SB) and the class TA (AH) to carry out oral language activities to support specific and general needs, taking advice from the class teachers and Speech and Language Therapists.	Pupils eligible for PP in Reception class are able to express their needs better by the end of the year so that all pupils make good progress from their starting point.
B.	To improve the pupil's emotional resilience by introducing Thrive. PP pupils will be assessed and intervention and classroom activities will be delivered to address their ability to adapt to stressful and emotional situations.	Pupils eligible for PP are able to properly adapt to stress and adversity, managing their emotional reactions.
C.	PP pupils to maintain enthusiasm for learning which should ensure good attainment at the end of KS2.	A higher % of PP children achieve the expected standard in reading, writing and maths by the end of KS2.
D.	Parents occasionally provide extra opportunities for their children through children being inspired at school. School provides enrichment opportunities for all children through a variety of extra-curricular clubs and activities both on site (with teachers) and off-site (with teachers).	Equality of access for all children (when comparing PP to non PP children).
E.	Increase attendance rates for all pupil premium children.	Reduce the number of persistent absences, with a particular focus on 'Lates' amongst PP children: attendance figure to stand at 96% or above.

5. Planned expenditure					
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					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	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 both summative and formative assessments, alongside focussed moderation to track progress of children, with all teachers being aware of data of PP children.	End of year data gave us past information on progress but new curriculum and assessment procedures meant that our in-year tracking of PP children's progress compared to cohort figure overviews as opposed to now using PP and non-PP, within the same cohort and national figures.	Half termly pupil progress meetings. Termly monitoring days. Hub Council reporting.	SO/CW and all teachers	Half Termly
Improved oral language skills in Reception.	TA trained to carry out selected language programme. New EYFS teacher trained in RWI.	The money invested in training in Reception will have a long-term impact on their education. RWI training for staff will ensure correct sounds are being taught and applied in the initial stages of their learning.	Observations and tracking of progress.	ST, AH, SB	Half Termly
Improved end of KS2 attainment for PP children.	Staff training on effective feedback. Effective use of formative and summative assessments to track PP children in KS2.	Data (since 2015) has shown a decrease in attainment of PP children compared to non-PP children.	Half termly pupil progress meetings. Termly monitoring days. Observations and tracking of progress.	DG, LS, CW	Half termly
Total budgeted cost					Under review
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children to have additional support.	Classes have additional support in the form of Teaching Assistants.	We understand from research that PP children don't always reach full potential. Teaching Assistants support PP children in lessons and through interventions.	Observations and tracking of progress. CW to track intervention groups.	All class teachers/CW and class TAs	Half Termly

PP children to have wider contextual experiences.	Extra Curricular Activities and Visits planned through school but away from the classroom setting.	This should ensure that PP children have a wider array of practical life experiences which should support them with their life skills, social skills and thus	Dates set in diary for Extra-Curricular Activities and Visits, such as weekly sports events, and termly class visits to other outdoor opportunities.	LS	Ongoing
Total budgeted cost					Under review
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 (to 96% or above).	CW to monitor attendance rates, ensuring teachers contact parents once a child is away for 3 days or more. Meet with parents whose children are causing concern regarding attendance.	It is difficult to improve attainment of children if they don't attend school.	Meetings with EWO (Educational Welfare Officer) to focus on attendance rates and how these can be improved further. Half-termly attendance reviews. Hub Council Meetings	CW/SO/all teachers	Ongoing/half termly
Strategies to support PP children are shared and developed on a Trust Level.	PP Champion is appointed (CW – Head of School and LS – Year 5/6 class teacher) who will meet and work with other Aspire PP Champions to develop best practice. This role will also work with the sports lead to increase participation.	Monitoring visits to other academies has highlighted a variety of approaches and examples of best practice. This is a way to share that practice and improve the academies own interventions. Also, links with other Aspire Hub Academies will be important.	Monitoring of academy systems and data tracking. Aspire wide tracking of impact.	CW/LS	Ongoing
Total budgeted cost					Under review

6. Review of expenditure

Previous Academic Year	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
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.	There was a greater emphasis on the current assessment of PP children by using Classroom Monitor and groups were able to be set up so the leadership team could access data. However, it was difficult to track progress.	The programme was evaluated and it was agreed that assessments can be hand-written in the form of Group/Individual Assessment Sheets which attach to the planning to inform weekly and half-termly assessments. PP children are indicated with a purple dot.	
To ensure teachers are clear on starting points of children and are tracking them carefully from these points.	Introduce new tracking system to include benchmark data from key points GLD / phonics screening checks / KS 1/2	Due to the introduction of a clear attainment and progress tracking system, all teachers were clear on the starting points of the PP children. Their attainment and progress were able to be carefully tracked throughout the year. A staff meeting dedicated to looking at the latest report has ensured all teachers are focused.	This tracking system will continue to be used.	
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
Identify PP children who are not making sufficient progress – close the gaps.	Deployment of TA time to intervene and teach pupils through intervention.	Data has shown that the average scaled score for Reading and Maths for PP children in 2016 was -4.2 and in 2017 was +1.5.	TAs will continue to be used in and out of school hours to focus on those PP children.	
iii. 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

Pupil support group implemented to ensure needs are being met. Half termly monitoring of attendance.	S Chown (PSA) to work with families on an individual basis.			
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 highlighted the approaches of best practice. Sharing this practice and linking with other schools has improve Whitemoor's own interventions.	The PP Champion will continue to work alongside other PP Champions across the trust.	
Increase attendance rates for PP children and track attendance carefully.	Half termly monitoring of attendance EWO – employment Sharing attendance rates at parent interviews.			

7. Additional detail

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

Mid-year review of impact of PP funding: