

Pupil Premium Strategy – Withinfields Primary School

| 1. Summary information | | | | | |
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| Academic Year | 2019-21 | Total budget (inc. all DA pupils) | 19-20 £102 160 20-21 £104 910 | Date of most recent PP Review | Oct '18 |
| Total number of pupils | 378 | Number of pupils eligible for PP | 73 | Date for next internal review of this strategy | Oct '20 |

| 2. Current attainment | | |
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| EYFS 2018-19 | <i>Pupils eligible for PP (10) (All pupils National 2018)</i> | <i>Pupils not eligible for PP (36) (All pupils National 2018)</i> |
| Proportion of pupils achieving a good level of development (GLD) | 70% (71.5%) | 80% (71.5%) |
| Proportion of pupils achieving at least the expected standard in Reading | 80% (77.0%) | 88% (77.0%) |
| Proportion of pupils achieving at least the expected standard in Writing | 70% (73.7%) | 83% (73.7%) |
| Proportion of pupils achieving at least the expected standard in Number | 90% (79.6%) | 94% (79.6%) |
| Year 1 Phonics 2018-19 | <i>Pupils eligible for PP (9) (33% of PP cohort also SEND) (All pupils National 2018)</i> | <i>Pupils not eligible for PP (30) (All pupils National 2018)</i> |
| Proportion achieving the expected standard in Year 1 Phonics | 67% (82%) | 90% (82%) |
| KS1 2018-19 | <i>Pupils eligible for PP (11) (All pupils National 2018)</i> | <i>Pupils not eligible for PP (47) (All pupils National 2018)</i> |
| Proportion achieving at least expected standard in Reading | 73% (75%) | 72% (75%) |
| Proportion achieving at least expected standard in Writing | 36% (70%) | 63% (70%) |
| Proportion achieving at least expected standard in Maths | 73% (76%) | 76% (76%) |
| KS2 2018-19 | <i>Pupils eligible for PP (14) (36% of PP cohort also SEND) (All pupils National 2018)</i> | <i>Pupils not eligible for PP (34) (All pupils National 2018)</i> |
| Proportion achieving at least expected standard in Reading | 43% (73%) | 74% (73%) |
| Proportion achieving at least expected standard in Writing | 43% (78%) | 82% (78%) |
| Proportion achieving at least expected standard in Maths | 43% (79%) | 76% (79%) |
| Proportion achieving expected standard or above in R/W/M | 36% (65%) | 53% (65%) |

| 3. Barriers to future attainment (i.e. those characteristics which pupils eligible for PP are more likely to display) | | |
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| I: In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) E: External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | | |
| A. | Limited experience and vocabulary, especially in areas wider than everyday life. (E/I) | |
| B. | Less independent as learners, so more reliant on very high-quality teaching to make accelerated progress. (I/E) | |
| C. | Family- and home-related issues (e.g. emotional and relationship difficulties, lower academic aspiration, housing and transport challenges, etc) | |
| D. | Lower rates of home reading, sometimes accompanied by a lack of access to books. (E/I) | |
| E. | Low levels of pre-school nutrition leading to a reduction in readiness for learning. (E/I) | |
| F. | Underachieving (<i>as opposed to under-attaining</i>) pupils not always identified quickly or accurately enough to allow for timely interventions to be made. (I) | |
| G. | Attendance issues (E/I) | |
| H. | Reduced ability to learn co-operatively or collaboratively. (E/I) | |
| I. | Limited experience of having extended time away from home. (E/I) | |
| J. | Parents may lack the confidence or capacity to support home-school learning. (E/I) | |
| 4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>) | | Success criteria |
| A. | All PP pupils to have an entitlement level of vocabulary within each curriculum topic, and be able to use words effectively to describe what they are learning, in context. (<i>1:1 interviews with DA pupils conducted on a termly basis</i>) | 90% of PP pupils in each year group can use 10 basic words appropriately in connection with each topic. |

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| B. | High quality teaching and learning support available in the vast majority of lessons, coupled with frequent opportunities to work independently. <i>(Assessment of written outcomes for targeted pupils)</i> | Formal observations and work scrutiny exercises evidence highly effective teaching and TA support for 90% of curriculum time. Formal observations highlight PP is a focus. |
| C. | Family and home-related issues are addressed by expert professionals, releasing teaching and learning staff to focus on pedagogy. <i>(data measures e.g. CPOMs)</i> | Target pupils' behaviours for learning are maximised and parents feel supported by school's systems – pupil premium parent voice / parent questionnaire responses. |
| D. | Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member. <i>(Home reading data and outcomes from 1:1 conversations with sample targeted pupils termly; standardised reading test results; accelerated reader data)</i> | % of PP achieving 100% on AR quizzing increases by 10% from 2018-19. Progress data shows that PP pupils make good progress across Key Stages in Reading. Percentage of pupils reading for pleasure increases via questionnaires. |
| E. | Eligible pupils are ready for learning in the morning after receiving adequate breakfast and access to milk. <i>(Lesson observation and enquiry walk outcomes describing pupil engagement)</i> | Adequate before-school nutrition provided, leading to increased concentration in morning lessons. |
| F. | High-quality interventions readily available for all pupils. Eligible pupils who are underachieving are identified quickly by staff. <i>(Analysis of R W and M data each half term to ensure that eligible pupils who are underachieving are targeted quickly; termly meetings between PPL / SENCO and class teachers)</i> | Progress data for eligible pupils is the same or better than non-eligible pupils in R, W & M. |
| G. | Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils. <i>(SIMS Attendance data)</i> | Attendance data for PP and non-PP pupils is diminished to a difference of <1% by July 2020. |
| H. | Increased ability of eligible pupils able to work co-operatively and collaboratively with other pupils, allowing increased progress. | Learning walks and lesson observations show that Kagan 'Co-operative Learning' strategies are supporting eligible pupils to engage well within 90% lessons. |

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| I. | Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom. Residential trip funded for eligible pupils. <i>(Registers and pre- and post-questionnaires from educational visits)</i> | Pupil's recounts of 'away from home' experiences via pupil interviews and questionnaires show that eligible pupils have a wider variety of experiences. |
| J. | Increased parental confidence and capacity to support eligible pupils with their learning and interact more regularly with school. | Increased attendance of eligible parents at parent support group and parent information sessions. Increased communications via Class Dojo in relation to learning. |

5. Planned expenditure

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| Academic year | 2019-21 |
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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 (including evidence-based, focused group learning delivered by support staff)

| Intent | Chosen action / approach | What is the evidence and rationale for this choice? | Implementation | Staff lead |
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| B. High quality teaching and learning support available in the vast majority of lessons, coupled with frequent opportunities to work independently. | TA work in classes to support QFT by additional targeted roving, questioning and feedback (£15,000) | EEF TA recommendations MITA recommendations (IoE research and scaffolding techniques) <i>EEF Toolkit Predicted Impact: Teaching Assistants (+1 month)</i> <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i> EEF Pupil Premium Guide 2019 | Additional training for NQTs and targeted teachers in how to deploy TAs effectively in the classroom. JP / SB / EH to model effective use of classroom support / strategies for eligible pupils across all Key Stages. SENDCo, PPL and HT to monitor delivery. | JP HY RR |

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| | TA work to deliver evidence-based targeted interventions to targeted small groups and individuals (£9,000) | <p>EEF Toolkit Predicted Impact: <i>Teaching Assistants (+1 month)</i></p> <p>In-school data analysis 2018-19: small group intervention was a strength in 2018-19 – see <i>Impact Report</i></p> | PPL & SENCo meetings ensure that all eligible pupils receive evidence-based intervention which is reviewed half termly. | RR HY |
| | | <p>Evidence from British Journal of Psychology (2019) found that a 20 minute writing activity carried out 3 times per year based on things children value can improve performance and reduce stress levels.</p> <p>Writing – whole school priority 2019-21</p> | PPL and HT to monitor delivery of new evidence-based intervention focussed on positive experiences and writing for DA pupils. | RR HY |
| | Staff training in key areas to support and challenge PP pupils. (£3,000) | <p>Quality first teaching has a disproportionately high positive impact on PP pupils, and effective CPD / training is a precursor to this.</p> <p><i>‘Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium’.</i> EEF Pupil Premium Guide, 2019</p> | HT to ensure that appropriate areas for training are identified and input delivered effectively. Staff ‘informal observations’ to focus on PP where appropriate. Planning scrutiny shows eligible pupils are identified and supported effectively. | HY |
| H. Increased ability to learn co-operatively and collaboratively. | Kagan structures implemented in all classrooms, allowing pupils who are eligible to work with a range of pupils, increasing their knowledge of | <p>EEF Toolkit Predicted Impact: <i>Collaborative Learning (+5 months)</i></p> | Kagan staff training to increase academic achievement, improve pupil relations and enhance self-esteem. | HY SB |

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| | wider life experiences. (£1,500) | | | |
| | Behaviour team to ensure targeted pupils from July 2019 receive intervention focussing on cooperation and collaboration. (£3,000) | In-school evidence from July 2018-19 showed positive impact for eligible pupils of interventions delivered by Behaviour HLTA. Nurture group positive impact 2018-19. | DHT to monitor behaviour of eligible pupils (number of colours reduces on termly basis due to intervention). | NB SB RR |
| A. Increase wider experiences and vocabulary, especially in areas wider than everyday life. | 'Withinfields' Treasure Chest' which outlines experiences available to all children will enhance life experiences of eligible children. | EEF Toolkit Predicted Impact: <i>Meta-Cognition (+8 months)</i> <i>Practical problem-solving, explicit reflection and discussion of thinking and emotion (Meta-cognition and self-regulation) to be involved.</i> | Pupil interviews show that children are exposed to opportunities other than those which are academically based. Experiences written about during writing interventions include those from WTC. | RR |
| Quality of teaching for all: Total budgeted cost | | | | £31,500 |
| ii. Targeted support | | | | |
| Intent | Chosen action / approach | What is the evidence and rationale for this choice? | Implementation | Staff lead |
| A. Improve the limited experience and | All PP pupils to have an entitlement level of vocabulary | Pupils will be able to use words effectively to describe what they are learning. EEF Toolkit Predicted Impact: | PPL to ensure that Clicker software used each topic to introduce vocabulary. | All teaching staff RR |

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| vocabulary, especially in areas wider than everyday life | within each curriculum topic. (£1,000) | <i>Collaborative Learning (+5 months)</i> <i>Oral Intervention Programmes (+5 months)</i> | Learning interviews based on words included in pre-teach with TA. | |
| | 'Talk Boost' training for new to Early Years staff to enhance vocabulary of eligible pupils (£0) | EEF Toolkit Predicted Impact: <i>Oral Language Interventions (+5 months)</i> (See EEF Literacy strategies) | Analysis of standards in communication between lowest and highest attaining pupils. Use of online tracker tool to measure progress of DA pupils. | RR EH MW |
| | British Picture Vocabulary Scale (BPVS) used to screen eligible pupils. (£500) | BPVS will identify delays in pupil's vocabulary development. High numbers of DA pupils with SEND will benefit from 'non-reader' friendly test. | Baseline (end of year 2019) data used to progress check assessments. All assessments to be carried out by HLTA for consistency. | RR |
| | Withinfields 'Goldilocks' vocabulary used consistently during QFT (£0) | <i>'Developing subject specific vocabulary is proven to have had positive impact'. Ofsted document: 'How schools maximised impact of their spending'.</i> | Lesson observations consistently record a challenging level of vocabulary across school. Pupil interviews show that DA pupils are able to use vocabulary relating to topics covered previously (including in previous years). | RR EH |
| G. Substantially increased attendance for targeted children. | Increased attendance and consistently positive behaviours for learning evident for the vast majority of targeted pupils. | Attendance linked positively with attainment (EEF). | PPL ensures that attendance data analysed termly for targeted families and all families with less than 95% attendance are a focus. Comparison of GSG club attendance compared with non GSG attendance shows that GSG club has a positive impact on attendance of eligible pupils. | HY RR JL |

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| | School social worker to work closely with targeted families to ensure attendance increases (£8,500) | In-school data 2018-19 strongly suggests that working with parents and children to increase attendance is beneficial in attainment terms. | Staff record lateness on SIMS daily, highlighting PP pupils. Actions recorded by JL on CPOMS regarding attendance of eligible pupils. | RR HY JL |
| D. Increased in-school reading for targeted pupils, fostering a love of reading and a greater likelihood of reading at home, either independently or with support from a family member. | Teachers and TAs to deliver reading support to targeted children. Additional teacher in Y6 to support DARTS. (£7,000) | The centrality of reading to all successful learning has been well established, and this approach showed great promise in 2019. KS1 & 2 Reading data 2019 supports continuation of this strategy. | Reading leader to conduct 1:1 conversations with PP/non-PP pupils to ascertain whether there is a difference. Work of designated TAs to be monitored and evaluated by PPL and SENCo where appropriate. | HT EH JP |
| | Accelerated Reader (£0) | EEF Toolkit Predicted Impact: <i>Reading Comprehension Strategies (+5 months)</i> 2018-19 Positive Reading data as per Impact Report | UKS2 Lead to monitor % of eligible pupils accessing 'quizzing' and compare to non-PP pupils to target underachieving PP pupils. Reading Leader to ensure that no. of eligible pupils achieving 100% on each quiz, matches or is better than non-eligible pupils. | EH RR |

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| | Dedicated member of staff listening to readers at Get Set Go Morning Club. Funding dedicated to improving quality of reading areas around school. (£4,000) | EEF Toolkit Predicted Impact: <i>Reading Comprehension Strategies (+5 months)</i> (See EEF Literacy strategies) | Literacy work scrutiny each term conducted by Reading leader. Reading leader to ensure that sessions focus on comprehension objectives. PPL to monitor attainment in Reading of eligible pupils. | SB EH RR |
| F. Eligible pupils who are underachieving are identified quickly by staff. High quality interventions readily available for all pupils. | Peer mentoring 3x per week overseen by Behaviour HLTA (£2,000) | EEF Toolkit Predicted Impact: <i>Peer Tutoring (+5 months)</i> “Peer tutoring is most effective when pupils are provided with support to ensure peer interaction is high.” | PPL to ensure that work provided by class teachers is accurately matched to pupil’s needs and provides challenge. Positive progress for all children in ‘Multiplication check’ assessments. | NB RR |
| | UKS2 Small Group Maths tutoring from specialised Year 6 teacher (£4,000) | EEF Toolkit Predicted Impact: <i>One to one tuition / Small group intervention (+5 months)</i> “Using experienced and specifically trained teachers / tutors have nearly twice the impact on average.” July 2019 SATS results in Maths +13% pts compared with 2018 results due to small group focus in Year 6. | HY (HT) to monitor outcomes in Mathematics through pupil progress meetings / RAP meetings with Year 6 staff. | HY RR LP |
| | Feedback given to eligible pupils daily through RAR school wide approach to feedback. | EEF Toolkit Predicted Impact: <i>Feedback (+8 months)</i> Staff will have a solid understanding of PP pupil’s next steps through daily feedback opportunities. | PPL to monitor TAs awareness of DA pupils and conduct pupil interviews around feedback and next steps. | RR |

| | PPL Leadership Time (£4,000) | A member of the SLT to be released to monitor the impact of PP spending and track progress of eligible pupils. | PPL accountable to HT | HY RR |
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| | Booster sessions (£2,000) | Positive correlation between booster attendees and outcomes in 2019. | Analysis of arithmetic, grammar, punctuation and spelling by HT. | HY SB |
| Targeted support: Total budgeted cost | | | | £33,000 |
| iii. Other approaches | | | | |
| Intent | Chosen action / approach | What is the evidence and rationale for this choice? | Implementation | Staff lead |
| C. Family- and home-related issues are addressed by expert professionals, releasing teaching and learning staff to focus on pedagogy. (<i>data measures e.g. CPOMs</i>) | Pastoral Support Team supporting parents and liaising over safeguarding, attendance, behavior, etc. Behaviour HLTA delivering specific interventions and activities e.g. 'Calm Club', mentoring and de-escalating situations. (£25,000) | By working with families and other agencies, the impact of these can be reduced to enable children to engage better and focus more in school. <i>EEF Toolkit Predicted Impact:</i> <i>Parental Involvement (+3 months)</i> <i>Social and Emotional Learning Interventions (+4 months)</i> | Data to be collected by HT from CPOMs and other sources. Measures of pupil attitude and self-esteem (e.g. disciplinary sanctions) to be monitored and evaluated. | HY NB JL |
| E. Eligible pupils are ready for learning during the whole day. | Get Set Go club breakfast and morning milk for eligible pupils (£1,000) | EEF report on Breakfast Clubs November 2016. | Pupil Premium lead to monitor the use of healthy nutrition to ensure that all children are ready for learning. | RR |

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| | PP pupils have access to morning clubs, including 'Get Set Go' (physical activity based) and a range of academic intervention clubs. (£7,000) | Parental and pupil feedback 2019 extremely positive therefore continuing. <i>"Overall impact of sports participation on academic achievement tends to be positive." (EEF)</i> | PPL to monitor attendance of eligible pupils half termly. Staff to target PP clubs on whole-school targets – reading comprehension, fundamental maths skills. | RR |
| | Eligible pupils to have access to Withinfields PE kit (£0) | As above: <i>"Overall impact of sports participation on academic achievement tends to be positive." (EEF)</i> | PPL to monitor % of eligible children regularly participating in PE / Intra-school / Inter-school sports | RR |
| I. Targeted children begin to widen their experience of having time socialising and learning away from home and the classroom. | Contribution towards the cost of residential and non-residential educational visits for targeted eligible pupils. (£750) | <i>EEF Toolkit Predicted Impact: Collaborative Learning (+5 months)</i> | HT to maintain a record of contributions to educational visits, and use questionnaires etc to elicit responses from eligible pupils. | HY |
| | Robin Wood residential activities available for all pupils. | <i>"Adventure learning interventions make approximately +4 additional months' progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence." (EEF)</i> | HT and residential lead to ensure that all eligible pupils attend residential activities at Robin Wood at a subsidised cost. | HY |
| | All pupils who wish to attend | Ofsted 2018 quote: <i>"Pupils said that they keep fit and have lots of opportunities to</i> | PP lead to maintain a register of eligible pupils and the club(s) attended. | RR Sports Staff |

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| | after-school clubs are able to and those who are less keen are actively encouraged to do so. | <i>take part in sport</i> ” therefore this approach will continue. | | |
| | Contribution to the cost of at least one after school club for any eligible pupils (£400) | <i>“Overall impact of sports participation on academic achievement tends to be positive.” (EEF)</i> | New clubs register being implemented, where parents request spaces via email. A minimum of 25% of spaces for each club are allocated to DA pupils to ensure more PP children attend. | KR RR |
| J. Increased parental confidence and capacity to support eligible pupils with their learning and interact more regularly with school. | Entitlement vocabulary sent home on paper as well as electronically to all parents with eligible pupils. | Parents will have a clear idea of the vocabulary required for pupils to achieve well within each topic, leading to more focussed support at home. <i>EEF Toolkit Predicted Impact: Parental Involvement (+3 months)</i> | BPVS / Pupil Interviews will ascertain vocabulary acquisition per topic. | RR |
| | Increase parent voice and school links - parent voice group to be established | Parent communication is currently strong in EYFS and therefore these links will be strengthened as children move into KS1/2. Extensive research around benefits of parental engagement in supporting children’s education. | Improved recoding systems for parental engagement for DA children. Parent views to be collated and put into action – fed back via newsletters and other parent communication avenues. Parent feedback. | RR |
| | | | Other approaches: Total budgeted cost | £35,050 |
| | | | TOTAL ACCUMULATED EXPENDITURE | £99,550 |