



White Bridge Community Primary School

Pupil premium strategy statement 2017-18

1. Summary information					
School	White Bridge Primary				
Academic Year	2017-18	Total PP budget	127,880	Percentage of children entitled to PPG	22%
Total number of pupils	433	Number of pupils eligible for PP	94	Percentage of children entitled to PPG who are also SEN	31%

Attainment at the end of 2017

2a. End of Key Stage 2 2017 (Number in Cohort 70 – 19 PPG)			
All pupils		Pupils eligible for PP (19)	Pupils not eligible for PP (51)
% achieving in reading, writing and maths	66%	58%	69%
% achieving expected level in reading	73%	74%	73%
% achieving expected level in writing	84%	79%	86%
% achieving expected level in maths	83%	74%	86%
% achieving expected level in GPS	84%	79%	86%

2b. End of Key Stage 1 2017 (Number in Cohort 55 – PPG 12)			
All pupils		Pupils eligible for PP (12)	Pupils not eligible for PP (43)
% achieving in reading, writing and maths	57%	50%	60%
% achieving expected level in reading	72%	67%	74%
% achieving expected level in writing	65%	58%	69%
% achieving expected level in maths	69%	67%	69%

2c. Phonics Year 1 (Number in Cohort 58 –PPG 11)		
All pupils	Pupils eligible for PP (11)	Pupils not eligible for PP
% achieving expected level in phonics 78%	73%	79%

2c. Phonics Year 2 (Number in Cohort 56 PPG)		
All pupils	Pupils eligible for PP (11)	Pupils not eligible for PP (national average)
% achieving expected level in phonics 87%	91%	86%

2d. EYFS (Number in Cohort 61 – PPG 9)		
All pupils	Pupils eligible for PP (4)	Pupils not eligible for PP (national average)
% achieving GLD 70%	25%	74%

3.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.	Poor oral language from children when they join reception.
B.	Poor parental engagement.
C.	Children's attitudes to learning.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	
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2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Maintain standards achieved for reading and numeracy for all children.	School data will be at least in line with National if not better.
B.	Maintain standards achieved for writing for all children.	School data will be at least in line with National if not better.
C.	Improved oral language for Reception children.	Assessment data will show that reception children have improved language skills.
D.	Improved pupil welfare	

3. Planned expenditure					
Academic year	2017-8				
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?
To maintain standards achieved for reading, and numeracy for all children.	Increased TA support in the class and to run intervention groups.	Previous data has shown that splitting year 6 into smaller groups for Maths has improved standards and progress. TAs across the school are able to take small groups for maths and reading interventions.	SMT to monitor through lesson observations and tracking of pupil progress data to see the impact of interventions.	JW/ LH/ JC/ JM	Pupil progress meetings
To maintain standards achieved for writing for all children.	Specialised Literacy TA to run intervention groups and work with classes to improve standards of year 5 and 6 for writing. Increased TA support in class and to run intervention groups. Staff development cross years 5 and 6 to change the way writing is taught.	Data from 2017 has shown that increased TA support in year 6 improved standards –writing increased from 40% to 84%. Data from 2017 has shown that the changes made to year 6 in way in which writing was taught was positive. Year 6 teachers are now facilitating this in year 5.	SMT to monitor through lesson observations, work scrutiny and tracking of pupil data.	JW/ LH/ JC	Pupil progress meetings
Total budgeted cost					£45,394
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?

Improved oral language for Reception children	Staff training in phonological awareness, Blanks questioning and extending children's vocabulary.	Initial baseline data show that most of our children start in Reception approximately 30 to 50 months beginning rather than 30-50 months. This puts all of our children at a disadvantage as it is proven that children with low language skills do not make progress with literacy skills.	Qualified teacher (ELKIAN) will run intervention sessions with reception children to improve language skills.	JM / HD	End
Rigorous tracking of pupils who are entitled to PPG to ensure that they are on track to make at least expected progress. Improved pupil welfare for children entitled to PPG	Inclusion Manager to ensure careful monitoring of data of children entitled to PPG. Inclusion Manager to ensure swift referrals to counselling and FSW for families that are entitled to PPG.	Rigorous tracking of data has proven effective for improving standards of children entitled to PPG. Data shows that children from a deprived background are more likely to use the services of a FSW and / or counselling and mentoring services. Parent engagement is low, particularly for children entitled to PPG.	Inclusion Manager to be part of pupil progress meetings where progress of children is discussed and next steps are considered. Consideration of pupil welfare for all children at SLT meetings.	JM	End of Key stage data
Total budgeted cost					£78, 246
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?
Improved pupil welfare	Contribution to the Local Delivery Group (LDG)	LDG provides prompt access to services for children and families. This includes play therapy, family counselling, family support worker, butterfly club, music therapy, art therapy and access to the knowledge of the LDG for signposting families to outside agencies.	SENCo monitors how quickly referrals are taken up and the effectiveness of services provided.	JM	Regular contact with Co-ordinator of the LDG.
Improved resilience and growth mind set for children.	Butterfly Project to work with one class and to run intervention groups across the school for children with poor attitudes towards school.	Questionnaires completed at the start and end of intervention. Children's voice shows that children are better equipped to deal with feelings and that motivation has improved. Children are happy to share the tools they have been shown.	Questionnaires and pupil voice.	JM	End of intervention
Total budgeted cost					£16,680 + £520 = £17,200

4. Review of expenditure				
Previous Academic Year 2016-17		£141,660		
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
To improve writing across the school.	Qualified teachers used to support writing interventions across the school	Writing improved at the end of KS2 by 44%. The previous year data showed that only 40% of the cohort were assessed to be working at expected standards. This increased to 84% in 2017 with 21% achieving the higher standard.	Specialised TA in year 6 to work with small groups has been beneficial so will now be extended to year 5.	
To improve reading, writing and maths for all children.	Increased TA support in the class and to run intervention groups.	Reading results at the end of key stage 2 improved from 61% to 73% in 2017. Maths results at the end of key stage 2 were maintained at 83% which was 8% higher than national. Writing results for SPAG at the end of key stage 2 improved from 75% to 84% which was 7% higher than national.	TA support in year 6 is essential so that groups can be arranged to support children that are not reaching expected standards.	£104,239
ii Targeted support				
	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
Improved resilience and growth mind-set for children.	Butterfly project to run two groups to target children with low resilience and poor attitudes	Pupil voice shows that children have been equipped with tools to deal with emotions which has increased resilience towards academic performance.	Butterfly Club to continue as a whole class intervention.	£1640
ii. 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

Improved pupil welfare	Contribution to the Local Delivery group.	<p>19 pupils accessed individual counselling sessions.</p> <p>1 family access Relate Family counselling for 12 sessions.</p> <p>4 families accessed Family support worker and were closed after 4, 6, 7 and 12 months. Two families are continuing to access the support.</p> <p>4 accessed Butterfly club for weekly sessions over 11 weeks.</p> <p>10 children accessed play therapy.</p> <p>5 children accessed music therapy.</p> <p>90 Year 6 children engaged with Risky Behaviour programme which provided education about keeping safe as young adults.</p>	<p>Contribution to the LDG proves good value for money. School is able to access services much quicker than if we had to rely on external agencies alone.</p> <p>Referrals to EWMHs usually take around 6 months before children are assessed and even then if the child does not meet the threshold for support they will not be offered counselling. The LDG provides quick support usually within a few weeks of the referral.</p>	£17,240
To improve the experiences of children entitled to PPG.	Funded places for extracurricular activities.	100 children benefitted from extracurricular activities. This improved engagement at school and encouraged interests.	Although this is a very worthwhile cause it is very difficult to assess the impact. Clubs were offered to all PPG children and not to those that had low attendance or low levels of engagement.	£470

5. Additional detail

All initiatives used by White Bridge Primary School are evaluated annually. However, it is extremely difficult to isolate a single spending decision and demonstrate that this has had a specific impact on a child or a group of children. Impact is measured in the following ways:

- Tracking progression of individual pupils within key subject areas, such as Reading, Writing and mathematics.
- Tracking attendance of eligible pupils.
- Discussions at governing body meetings in regard to the use of the PPG and its ongoing impact throughout the school year.