



White Bridge Primary School

Pupil premium strategy statement 2019-20

1. Summary information					
Academic Year	2019-20	Total current PP budget	£72,600	Percentage of children entitled to PPG	12%
Total number of pupils	450 (census 2019)	Total previous PP budget	£120,000	Percentage of children entitled to PPG who are also SEN	33%
Number of pupils eligible for PP	55				

2a. End of Key Stage 2 2019 (Number in Cohort 52)				
National in brackets		All pupils	Pupils eligible for PP (14)	Pupils not eligible for PP (38)
% achieving in reading, writing and maths	(65%)	68%	33%	82%
% achieving expected level in reading	(73%)	71%	47%	82%
% achieving expected level in writing	(79%)	85%	50%	97%
% achieving expected level in maths	(79%)	81%	50%	92%
% achieving expected level in GPS	(78%)	85%	57%	95%

2b. End of Key Stage 1 2018 (Number in Cohort 56)				
		All pupils	Pupils eligible for PP (8)	Pupils not eligible for PP (48)
% achieving in reading, writing and maths	(65%)	63%	50%	65%
% achieving expected level in reading	(75%)	73%	75%	73%
% achieving expected level in writing	(69%)	70%	63%	71%
% achieving expected level in maths	(76%)	73%	63%	75%

2c. Phonics Year 1 (Number in Cohort 51)			
	All pupils	Pupils eligible for PP (6)	Pupils not eligible for PP (45)
% achieving expected level in phonics (83%)	88%	67%	90%

2c. Phonics Year 2 (Number in Cohort 52)			
	All pupils	Pupils eligible for PP (8)	Pupils not eligible for PP (44)
% achieving expected level in phonics	98%	100%	98%

2d. EYFS (Number in Cohort 77)			
	All pupils	Pupils eligible for PP ()	Pupils not eligible for PP()
% achieving GLD (74%)	64%	40%	64%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Language skills on entry are lower than expected.	
B.	Emotional well being of some children – when things goes wrong not all children have the resilience or tools to deal with this.	
C.		
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Home reading is improving but still not regular for all children.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To maintain and build on success of previous years attainment at the end of KS2.	End of KS2 data will be in line with national or better.
B.	To improve standards for numeracy at the end of KS1 for all pupils.	End of KS1 data will reflect an improvement.
C.		
D.		
Support for vulnerable children that are not in receipt of PPG		

4. Planned expenditure					
Academic year		2019-2020			
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 and improve standards for all children in literacy and numeracy.	To provide an additional adults in all classrooms for the morning session so that targeted interventions can be carried out within literacy and numeracy lessons.	Targeted interventions used by school are evidence based.	Careful planning by class teachers to ensure that teaching assistant time is targeted at those children that are not working at age appropriate expectations.	JW, LH, JM	Monitoring of teachers plans
To improve emotional wellbeing for all children.	To use the Zones of Regulation across the school as a way to help children manage their emotional wellbeing.	The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.	Staff meeting led by SENCO and Nurture Provision teacher to introduce The Zones of Regulation across the school. Teachers provided with resources to make a Zones board. All teachers to have a Zones of Regulation Board up by the end of Autumn term.	JW, LH, JM, HD	SENCO to monitor classroom environment. SENCO to talk to children about their understanding of the Zones.
Total budgeted cost					£54,600
ii. 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 via the MAT to FaCSS. The contribution is £40 per child per year.	The mission of FaCSS is to provide schools with a service that allows children and their families greater opportunities to achieve their full potential, with a particular emphasis on improving outcomes for vulnerable groups. It aims to maximise the use of scarce resources through effective local co-ordination and collaboration, between schools in the Epping Forest Schools partnership Trust and with other agencies and services such as the Family Hubs, Essex Family Solutions, Epping Forest District Council, Children and Families Social Care, the Emotional Well Being and Mental Health Service, etc.	SENCo monitors how quickly referrals are taken up and the effectiveness of services provided. Recent questionnaire across all MAT schools showed that the service provides a quick response.	JW, LH and JM	JM attends FACCS meetings which are held termly. FACCS Manager provides data on the services provided to schools and the progress seen in the families that they have worked with. The journey of change is reported by each service provider so that progress can be seen in each core life area.

Total budgeted cost £18,000

5. Review of expenditure

Previous Academic Year	Total amount received: £120,000
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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 £78,246
To maintain standards achieved for reading and numeracy for all children.	Increased TA support in class to run interventions programmes.	KS2 pupils were above national in reading, writing and maths combined, above national for writing, maths and GPS. We were 2% lower than national for reading.	Small groups for maths in year 5 and 6 is working as teachers are able to provide intensive support for children not working at expected levels. TA support for maths and literacy lessons continues to have a positive impact on all children.	
To maintain standards achieved for writing for all children.	Increased TA support in class to run interventions programmes	KS2 pupils were above national again for writing. 85% of the cohort achieved expected for writing and GPS.	The writing assessments made by year 6 teachers continue to help children to improve their own writing. All children have individual writing targets which careful planning by teachers help them achieve. Ta support is used within lessons to help children achieve their targets. GPS is taught daily which has helped children embed the secretarial skills of writing.	

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 £23,434
Improved oral language for Reception children.	NELI intervention to be run with children who had low language skills.	Pupils had 20 weeks of targeted intervention which was groups 3 times per week and individual sessions. All of this was planned and taught by the SENCO.	Intervention was effective and the materials were easy to use. Children enjoyed the groups. All children improved from baseline speech and language assessments. However, use of the SENCO to run these groups proved to be difficult because of the time this took away from the SENCO and also because the intervention should be delivered by someone who has good knowledge of the children and that the concepts can be generalised into every day teaching. If this is to be continued it would need to be delivered by Reception teaching staff.	
To improve emotional wellbeing across the school.	The Zones of Regulation to be introduced in one or two classes to evaluate the impact on children's emotional wellbeing.	The Zones of Regulation has been used effectively in the school's enhanced provision along with a few other classes. Children are now able to categorise their emotions into the 4 different coloured zones. The children that have used this are more aware of their emotions and are better equipped to control their impulses, manage their sensory needs and improve their ability to problem solve conflicts.	Classes that introduced the Zones felt confident to use resources and children engaged with boards and could use language of the Zones. The teachers that used this have reported that this was something that could be delivered as part of quality first teaching and that it had a positive impact on all of the children and not just those that struggled dealing with regulating themselves. SENCO and Mrs Davis introduced The Zones of Regulation across the school and all teachers have been asked to teach the basics and encourage children to engage with the coloured zones throughout the day. Every class is to have a Zones of Regulation Board and all teachers have been given resources to use.	
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 £17,200

Improved pupil welfare	Contribution to the FACCS Inclusion Manager to ensure swift referrals to counselling and FSW for families that are entitled to PPG.	166 families across the MAT school are supported every week. This can be through Family Support, individual counselling, play therapy, music therapy or parents attending the parenting programme. At WBPS: 8 pupils accessed individual counselling sessions. 8 children accessed play therapy. 4 children accessed music therapy. 4 families accessed the expertise and guidance of a Family Support Worker	Contribution to FACCS proves good value for money. School is able to access services much quicker than if we had to rely on external agencies alone. Referrals to EWMHs usually take around 6 - 12 months before children are assessed and even then if the child does not meet the threshold for support they will not be offered counselling. FACCS will be increasing the contribution for each child in each school. This will be an increased expenditure but this will be budgeted for.	
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6. 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.