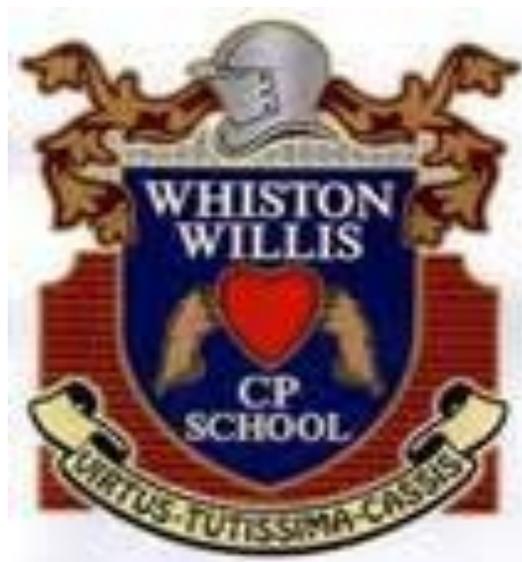


PUPIL PREMIUM GRANT EXPENDITURE 2016-2017



PLANNED EXPENDITURE REPORT TO PARENTS

SCHOOL NAME	WHISTON WILLIS COMMUNITY PRIMARY SCHOOL
PERSON RESPONSIBLE FOR THE PLAN	Ian Cooper/ Finance and Resource Committee

Number of Pupils and Pupil Premium Grant received for 2016-2017	
Total Number of Pupils	
Total number of Pupils eligible for PPG	119
Amount of PPG received per pupil	£1320
Service children PPG x 1	£300
CLA PPG x 2	£3800
Total amount of PPG received	£161,180

OBJECTIVES IN SPENDING PUPIL PREMIUM GRANT FUNDING

- Ensure that our children's attainment and progress is appropriate to their age and stage and that any gap that exists between their performance and that of their peers nationally is diminishing.
- Additional intervention provision to improve outcomes in reading, writing and maths are delivered by skilled staff members to diminish any gaps that exist between disadvantaged pupils at Whiston Willis and their peers nationally
- Provide social and emotional support/interventions to improve attitudes to learning and pupil well-being.
- Personalised learning to meet the needs of all children in a culture of high expectation.

	Nursery	Rec	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number on roll									
Disadvantaged									
% disadvantaged in year									

WHISTON WILLIS COMMUNITY PRIMARY SCHOOL

BARRIERS TO LEARNING

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. At Whiston Willis, we recognise that these challenges are varied and unique to each individual child. As a school we have a good record of ensuring pupils make good progress.

Barriers to learning that are currently faced by our disadvantaged pupils include:

In School Barriers: The following barriers to learning have been identified based upon evidence provided from externally published data, internal tracking, careful monitoring of impact of Pupil Premium expenditure and impact across previous years on both individual pupils and groups and structured monitoring of teaching and learning across school.
Lower attainment on entry especially in communication, language and literacy.
Lower attainment in reading, writing and maths at end of EYFS, Y1 phonics screening, KS1 and KS2.
Increased national expectations in curriculum and assessment leading
Staffing
External barriers
Attendance and Persistent Absence for FSM
Emotional vulnerability and well being
Lower levels of parental support and engagement and parental capacity to support the curriculum
Lower aspirations, motivation and engagement.
Low income household
Limited life experiences

	DESIRED OUTCOMES AND HOW THEY WILL BE MEASURED	SUCCESS CRITERIA
A	To continue to diminish gaps that exist in EYFS for disadvantaged pupils in prime areas of learning.	The school gap between disadvantaged and non-disadvantaged pupils is further reduces by 10%
B	To improve outcomes for pupils at the end of KS1 to diminish the gap between disadvantaged pupils at WW and pupils nationally	Gap between WW attainment at KS1 and attainment nationally further closes in reading, writing and maths. The proportion of disadvantaged pupils achieving expected/ higher levels increases and indicates at least good progress from starting points.
C	To improve outcomes for pupils at the end of KS2 to diminish the gap between disadvantaged pupils at WW and pupils nationally	Gap between WW attainment at KS2 and attainment nationally begins to close in reading and writing. The proportion of disadvantaged pupils achieving expected/ higher levels increases and indicates at least good progress from starting points.
D	To improve outcomes for disadvantaged pupils across all year groups.	In school gaps between disadvantaged and non-disadvantaged pupils closes in all subject areas in all year groups.
E	To improve attendance for FSM pupils and reduce persistent absence figures for the same group of learners	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.1% to 96% in line with 'other' pupils.
F	To raise expectations, motivation and engagement	All children show high levels of aspiration, engagement and motivation in learning.

WHISTON WILLIS COMMUNITY PRIMARY SCHOOL

How we will spend our PPG 2016-2017?

To address the barriers to learning identified and to respond to lessons learned from previous spending of Pupil Premium, the following plan has been developed considering research conducted by EEF

QUALITY OF TEACHING					
DESIRED OUTCOME	ACTION	EVIDENCE/RATIONALE FOR CHOICE	ENSURING EFFECTIVE IMPLEMENTATION	STAFF LEAD	REVIEW
A-Further improve outcomes and diminish differences for EYFS pupils so that the difference between PPE pupils and NPPE pupils is reduced by 10% COST-£7361	High adult/child ratio- Increased staffing in EYFS to reduce adult: child ratio to 1: 10 each morning to ensure Pupil Premium children to receive targeted support to improve attainment and increase rates of progress Further develop environment	Attainment on entry is historically below national for a number of disadvantaged pupils and Early years interventions (+5 months impact) appear to be particularly beneficial for children from low income families. (EEF Toolkit)	High quality leadership from EYFS Lead Regular reporting to Governors Feature of pupil progress meetings	NH JW	MARCH 2017 JULY 2017
C-To ensure high quality teaching for all children in key stage 2 that meets individual needs and ensures that staff are deployed effectively to work with pupils who need the most support within smaller classes in addition to altering learning behaviours in Y4 and Y5. The attainment gaps that exist between disadvantaged and non-disadvantaged pupils are reduced. COST-£28,011	Funding for 1 additional class teacher in lower KS2; maintaining 6 classes across the key stage resulting in reduced class sizes and accelerated progress and increased attainment in LKS2. Pupil Premium children to receive targeted support to improve outcomes	Reducing class size appears to result in around 3 months additional progress for pupils, on average. (EEF toolkit)	Monitoring of T&L through a triangulation of evidence to demonstrate impact on outcomes for pupils particularly in Y3-Y5. Reporting to Governors termly.	IC JW RP	MARCH 2017 JULY 2017
B/C/D-Staff are well trained to deliver high quality reading and writing sessions across school to directly impact on outcomes for disadvantaged pupils COST-£4250	Staff training on teaching reading skills, guided reading and reciprocal reading Staff training on teaching writing focusing on improving motivation, engagement and developing sentence structures.	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. (EEF toolkit)	High quality leadership from HB/GM to ensure effectiveness through challenge and support Reporting to Governors	HB GM	MARCH 2017 JULY 2017

WHISTON WILLIS COMMUNITY PRIMARY SCHOOL

<p>B/C/D-TA Staff are highly trained to deliver high quality intervention programmes that lead to improved outcomes for all children who are part of each intervention groups. COST-£6275</p>	<p>Key staff are identified to complete training to ensure 'proven' quality intervention sessions are delivered to disadvantaged children First Class@number 1 and 2 First Class@writing (LKS2/UKS2) Catch Up maths Project X Code Letters and Sounds Phonics Accelerated Reader</p>	<p>Overall, the pattern is that small group tuition is effective (+4 months) EEF Toolkit TA staff have historically not been deployed as effectively as possible across school. Previous deployment of support staff has lacked sharp focus on pupil outcomes and these interventions will increase accountability and improve outcomes.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult with other schools which used the programme to identify any potential barriers to good implementation. Monitoring by CAH</p>	<p>IC MIDDLE LEADERS CAH JW</p>	<p>MARCH 2017 JULY 2017</p>
<p>B/C/D-To provide further opportunities for learning that support accelerated learning for all children including those who are disadvantaged. £3000</p>	<p>Online access to learning based resources for pupils – Maths (Mathletics) and Reading (Accelerated Reader)</p>	<p>Schools whose pupils do homework tend to be more successful - EEF Toolkit (+2 months) Overall, studies consistently find that digital technology is associated with moderate learning gains (on average an additional four months).</p>	<p>Organise timetable and resources to ensure smooth implementation of interventions.</p>	<p>MP HB</p>	<p>MARCH 2017 JULY 2017</p>
<p>B/C/D/E- To improve attainment for all groups of learners at each KS in maths £1500</p>	<p>Mastery Approach to the curriculum - training and implementation; new curriculum model purchased</p>	<p>Mastery learning approaches are effective, (+5 months over the course of a school year) compared to traditional approaches. (EEF Toolkit) A minimum number of pupils including disadvantaged have achieved GDS/ high scores in recent assessments at the end of KS1 particularly.</p>	<p>Monitoring by curriculum leads and reporting to governors; pupil progress meetings / pupil tracking</p>	<p>NH/MP IC JW</p>	<p>MARCH 2017 JULY 2017</p>
<p>TOTAL BUDGETED COST FOR QUALITY OF TEACHING</p>				<p>£50,397</p>	

WHISTON WILLIS COMMUNITY PRIMARY SCHOOL

TARGETED SUPPORT					
DESIRED OUTCOME	ACTION	EVIDENCE/RATIONALE FOR CHOICE	ENSURING EFFECTIVE IMPLEMENTATION	STAFF LEAD	REVIEW
A-Improve communication skills of disadvantaged children in Nursery and Reception as, on entry, language skills are lower than those children not eligible for PP. £2553	Additional Speech and Language sessions to support vulnerable pupils who are causing concern - •TA delivery of BLAST programme to vulnerable pupils causing concern. •‘Find My Voice’ project to be completed	Overall, the pattern is that small group tuition is effective (+4 months) EEF Toolkit Independently evaluated intervention proven to be successful in Early Years to improve CLL.	Termly monitoring of data start-end of intervention and overall impact by class teachers, school leaders.	NH JW	DEC 2016 MARCH 2017 JULY 2017
B-To diminish gaps in attainment in reading and maths at end of KS1 via small group tuition. High quality and high value structured interventions are delivered across school by trained teaching assistants resulting in maximising the impact of staff in their role to impact on pupil outcomes. £20,169	High quality 1:1 and small group interventions are delivered to identified disadvantaged pupils that are proven to impact on pupil outcomes. Basic skills maths intervention for vulnerable children Project X Code Letters and Sounds intervention groups 1st Class at Number 1	Overall, the pattern is that small group tuition is effective (+4 months) EEF Toolkit. Attainment of disadvantaged pupils is below national at KS1 and these interventions have a history of impacting successfully on improved outcomes.	Monitoring by curriculum leads and reporting to governors; pupil progress meetings / pupil tracking	IC HB NH/MP	DEC 2016 MARCH 2017 JULY 2017
D-In school attainment gaps are reduced/diminished in Y3 and Y4 between disadvantaged and non-disadvantaged pupils due to accelerated progress of disadvantaged pupils in reading, writing and maths. £18625	High quality 1:1 and small group interventions are delivered to identified disadvantaged pupils that are proven to impact on pupil outcomes. • Project X Code • 1:1 reading • Catch Up Literacy/numeracy • 1st Class at Number 2 • 1st Class at Writing Pirates	Overall, the pattern is that small group tuition is effective (+4 months) EEF Toolkit	Monitoring by curriculum leads and reporting to governors; pupil progress meetings / pupil tracking	C JW RP HB NH	DEC 2016 MAR 2017 JULY 2017
C-To diminish gaps in attainment in reading & maths at end of KS2 via small group tuition across Y5 and Y6. £17,800	First Class@writing Dragon Hunter Catch Up maths Booster sessions Accelerated Reader	Overall, the pattern is that small group tuition is effective (+4 months) EEF Toolkit	Monitoring by curriculum leads and reporting to governors; pupil progress	IC JW RP HB	DEC 2016 MAR 2017 JULY 2017

WHISTON WILLIS COMMUNITY PRIMARY SCHOOL

			meetings / pupil tracking		
B/C/D-To diminish gaps in attainment in reading & maths in all year groups of most vulnerable disadvantaged pupils £3500	1:1 tuition introduced Maths-Y5/6 Third Space Learning 1:1 reading	Evidence indicates that 1:1 tuition can be effective. (+5 months) EEF Toolkit	Termly monitoring of data start-end of intervention and overall impact by class teachers, school leaders. Report to governors	RP HB	DEC 2016 MAR 2017 JULY 2017
A/B/C/D/E-To provide pastoral support to promote well-being; support behaviours and further develop parental partnerships To provide counselling & 1:1 professional support for emotional well-being and behaviour To continue to improve attendance rates; reducing PA for targeted group <i>All pupils are able to access the curriculum through issues being addressed that have proven to be a barrier to learning previously.</i> COST-£25885	Targeted Social and Emotional intervention delivered by SEN team (SENCO, LEARNING MENTOR, INCO) To small groups /individuals External Providers to provide targeted Social and Emotional intervention including: Play therapy- individual intervention sessions are completed with the most vulnerable PPG eligible pupils to address social and emotional barriers to learning. Attendance SLA and targeted work with vulnerable families by learning mentor. Attendance rewards.	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Pupil well-being; managing pupil vulnerability; diminishing barriers to learning from social circumstance	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Monitor attendance of vulnerable individuals to ensure lost learning time is reduced. Swift intervention is completed when vulnerable pupils are identified. How is attendance impacting on academic outcomes?	JW CAH BM PS	DEC 2016 MAR 2017 JULY 2017
TOTAL BUDGETED COST FOR QUALITY OF TEACHING				£88533	

WHISTON WILLIS COMMUNITY PRIMARY SCHOOL

OTHER APPROACHES					
DESIRED OUTCOME	ACTION	EVIDENCE/RATIONALE FOR CHOICE	ENSURING EFFECTIVE IMPLEMENTATION	STAFF LEAD	REVIEW
F- All children will develop a positive attitude to learning and 'growth mind-set' based on key values and good citizenship. £13,500	Commando Joe- Sessions will ensure development of the 'whole child' through SMSC and a focus on key values.	Outdoor learning experiences (+4 months) Behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours (+3 months)	Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	JW PS	DEC 2016 MAR 2017 JULY 2017
F-Disadvantaged pupils have the opportunity to go to homework club to ensure home learning is completed and supports rapid and sustained progress. COST-£1000	Schools Out/homework club for most vulnerable disadvantaged pupils in order to provide homework and computer access.	Schools whose pupils do homework tend to be more successful - EEF Toolkit (+2 months)	Ensure effective communication between home and school to target vulnerable pupils.	IC CAH	MAR 2017 JULY 2017
F- All children will develop a positive attitude to learning and 'growth mind-set' based on key values and good citizenship. COST-£2000	Forest Schools- To ensure children have opportunities to learn outside the classroom which will enrich their development through impacting on SMSC- right and wrong, morals, teamwork, self-confidence, enjoyment, participation.	Outdoor learning experiences (+4 months)	Ensure availability of effective provider and resources are appropriate.	IC JW PS	MAR 2017 JULY 2017
F-To increase participation levels and life opportunities of pupils. COST-£5000	Part Funding towards visits and visitors to enrich the curriculum and subsidise unique experiences for children in receipt of PPG that are not usually accessible.	Boosts self-esteem; positive attitudes to school; helps pupils understand world; encourages ambition	Participation levels monitored		MAR 2017 JULY 2017
To further extend usage of mobile technology to prepare pupils for life in modern Britain COST- £750	Purchase additional iPads to support learning for CLA	Overall, studies consistently find that digital technology is associated with moderate	Monitor outcomes of CLA pupils.	CAH BM	£600

WHISTON WILLIS COMMUNITY PRIMARY SCHOOL

		learning gains (on average an additional four months). Supports curriculum development model; provides learning support; extends view of world; support parental participation			
TOTAL BUDGETED COST FOR OTHER APPROACHES				£22250	

The impact of this plan will be monitored by the Head teacher, senior leaders and governors through evaluation of the specific PPG action plan on a half termly basis