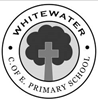
**Pupil premium strategy/self-evaluation** Whitewater Church of England Primary School ****

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| 1. **Summary information** | | | | | | | | |
| **School** | | Whitewater Church of England Primary School | | | | | | |
| **Academic Year** | | 2021-22 | **Total PP budget** | | £15,925 | **Date of most recent PP Review** | | September 2021 |
| **Total number of pupils** | | 9 PP  91 NOR  9.8% | **Number of pupils eligible for PP (£1,345 per ch)** | | 5 = £6,725 | **Date for next internal review of this strategy** | | July 2022 |
| **Number of pupils eligible for PPG (£2,300 per ch)** | | 4 = £9,200 |
| 1. **Current attainment** | | | | | | | | |
|  | | | | *Pupils eligible for PP (your school)*  *2022 = 9* | | | *Pupils not eligible for PP (national ave)* | |
| **% achieving expected standard or above in reading, writing & maths** | | | | 11% | | | *% (65%) (2019)* | |
| **% making expected progress in reading (as measured in the school)** | | | | **55%** | | | *% (73%) (2019)* | |
| **% making expected progress in writing (as measured in the school)** | | | | **44%** | | | *% (78%) (2019)* | |
| **% making expected progress in mathematics (as measured in the school)** | | | | **44%** | | | *% (79%) (2019)* | |
| 1. **Barriers to future attainment (for pupils eligible for PP)** | | | | | | | | |
| **Academic barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | | |
|  | Quality of teaching – ensuring all disadvantaged children are exposed to ‘quality first teaching’ by continually adapting and improving practice and refining the curriculum. | | | | | | | |
|  | Communication with home- increase parent’s knowledge of what their children are learning and progress they are making. Increase the ability to support learning at home. | | | | | | | |
|  | Speech, Language and vocabulary. Some of our disadvantaged children have concerns with their speech, language and vocabulary skills, which impacts on their ability to communicate effectively and make progress in all areas of the curriculum. | | | | | | | |
|  | Attitudes to learning/Learning behaviours – some of our disadvantaged children show lower levels of resilience to their peers. | | | | | | | |
|  | Enrichment/ equity – to ensure that all our disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience, such visits from the wider community and educational visits. | | | | | | | |
| **Additional barriers** *(including issues which also require action outside school, such as low attendance rates)* | | | | | | | | |
| **F.** | Enrichment/Parental Engagement– some of our disadvantaged children have a lack of engagement in home learning and have limited access to educational resources, such as laptops and IT resources at home. The EEF identifies that level of parent/guardian attitudes to home learning can accelerate academic progress. | | | | | | | |
| **G.** | Issues requiring support from the Social Care team- some of our children entitled to Pupil Premium funding, experience involvement with Children’s Services. | | | | | | | |

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| 1. **Desired outcomes**   *(specific outcomes and how they will be measured)* | | **Success criteria** |
|  | Children make expected attainment targets and progress rates in reading, writing, maths and combined. | Of the 9 PP children 4 are SEN&PP & in view of the National lockdown our targets for achieving ARE are lower than in previous years. The 2 PP children in Year 6 are also SEN so have bespoke targets on their ISPs. |
|  | Improved communication - increase parental understanding of their children’s attainment and progress. | An increase in communication between parents and teachers resulting in greater parental understanding of their child’s academic targets. |
|  | Speech sounds developed, alongside Language and vocabulary repertoire increased for our children entitled to Pupil premium funding. | For those children with a speech link / language assessment, improvements will be identified. Language Intervention / Black sheep / Solent Therapy Pack programmes will show developments and progress for PP children. |
|  | Children demonstrate our learning behaviours including an increase in their resilience and a positive attitude to learning. | Children’s individual targets on their pupil premium plans will be met and teachers see an increase in positive attitudes to learning and decreased off-task behaviours in class.  For those children receiving ELSA support they will achieve their targets. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2021-22** | | | | |
| The 3 headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Pupil progress meetings held after each Data Drop throughout the year (4 times) using PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress]. | Staff awareness of all children’s needs raised, high expectations for all maintained. SLT are aware of gaps in achievement, progress and support any interventions in place to close these. | Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and planned actions/interventions evaluated and adapted. | Progress meetings focused on key targets set at beginning of year and result in clear outcomes moving forward for individuals and groups. | GG/SM | Pupil progress meetings will be held regularly and outcomes shared with SLT & governors. |
| Regular whole staff CPD focused on school improvement actions, establishing a clear philosophy for teaching and Learning. | Ensure high quality teaching from all teachers and support staff. The ‘Whitewater Way’ will be evident with teachers applying the ‘Tool Kit’ of strategies. | Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. | Observations of learning with  specific feedback  Book/planning monitoring where next steps identified. | GG/SM | Termly monitoring of books, teaching and planning to review impact on T&L. |
| Staff training on the concept of growth mindsets. Develop the ‘Learning Pit’ analogy and use for self and peer assessment of skills, knowledge and learning behaviours. | Consistent language and images used to promote the learning pit across the school.  The children start to display more resilience and lessons include an element of challenge.  Learning behaviours displayed by all children are positive. | A growth mindset is the belief that your skills and abilities can change. The children can believe that they can work at something and improve. | Training to create a shared understanding.  Teaching regularly referring to the learning pit until embedded in practice.  Observations of teaching and learning with  specific feedback. | GG/SM | Monitor the use of the learning pit in lessons when undertaking half-termly learning walks. |
| To ensure our curriculum promotes the learning behaviours and core Christian values of Fellowship, Courage and Creativity. | Children to be aware of the learning behaviours.  Children to develop resilience and independence and demonstrate this in their learning. | Evidence emerging from EEF suggests that these approaches provide powerful ways to raise pupil attainment. | Learning behaviours taught and referred to in weekly plan to raise the profile with all children. | GG/SM Class teachers | Monitor the use of values in lessons when undertaking half-termly learning walks. |
| Staff training on the various AFL mechanisms to be used in English and Maths. | Improved quality of AfL in English and Mathematics ensuring the level of challenge is appropriate for all learners.  For all children to be assessed in all subjects and for them to know how well they have done in each subject. | The EEF reports the high impact of AfL based on extensive evidence. High-quality teaching is essential to achieving the best outcomes for all pupils, particularly those most disadvantaged. | To ensure that the children’s knowledge and skills assessed and their performance shared with them. | GG/SM  LO/SH | Data drops to take place 3/4 times throughout the year.  Learning walks / lesson observations to take place each term. |
| Ensure improved teaching of phonics for pupils entitled to PP funding.  Involve Parents in supporting children to learn phonics | Consistent teaching of phonics to ensure all lessons are at least good.  All disadvantaged children to leave the school having passed the phonics test. | Research from the EEF shows the average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. | Set milestone targets to ensure that all PP children are making good progress form their starting points.  Training given to all staff as phonics to be taught to all children who still require support. ‘Little Wandle’ in use for teaching.  Arrange for Phon/Read leader to work with HIAS to evaluate provision.  Resources to be provided to parents – online and paper resources. | BJ/KH  SR/KH | Half-termly Phonic assessment to take place-.  Lesson observations / feedback to take place each term. |
| To raise standards in early reading for disadvantaged children. | Children to develop language and vocabulary skills required in their reading.  The frequency that children read at home increases and that as a school we can track engagement.  Children read to daily in EYFS and KS1. | Research shows by the EEF states that both decoding and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading | Discuss words before starting the book through pictures, videos, drama etc.  Enhanced resources. | BJ/KH  SR/KH  SH | English leads monitor /lesson observations each term. |
| To ensure that our recovery plans help children to catch up on any lost learning opportunities. | For all children to achieve end of Key Stage targets.  For all children to have made at least expected progress based on their prior attainment.  For non SEN PP children to be line with Non PP for RWM combined at both EXS and GDS. | Evidence shows disadvantaged children generally face additional challenges reaching their potential at school . Pupil premium/ recovery plans are in place to ensure opportunities for learning are planned for in small steps and progress is made. | Plan Interventions using data from 20-21 to help address gaps.  PP strategies will be reviewed in line with EEF latest guidance.  Construct Strategy Statement clearly explaining how we are using both our Recovery Premium and Pupil Premium and the impact it is having | GG/SM | Half termly review of the interventions.  Strategy statement to be complete by the end of Aut 1.  PP strategies will be reviewed regularly. |
| **Total budgeted cost** | | | | | 8,558 |
| **Review (Jan 22):**  Since December, teaching teams have been altered after additional recruitment. Core subject leader support secured from experienced practitioners and weekly planning support in place. Staff training has been completed on the ‘Learning Pit’ and the ‘Whitewater Way’ strategies. Pleasing Spring learning walk shows adapted practice to include Learning Pit displays. Pupils were engaged in learningand displayed positivelearning behaviours (independently moving on etc) this will be repeated later in the term with specific focus on observing the PP pupils.  Core subject plans have improved. Little Wandle has been implemented for the teaching of phonics and resources purchased for reading. | | | | | |
| **Review (March 22):**  Pupil Progress meetings were held to review progress. Class teachers met with SLT to prioritise teaching focus & intervention groups. This term’s learning walks and lesson observations show continued embedding of ‘The Whitewater Way’, ‘learning pit’ and growth mindset strategies. | | | | | |
| **Review (July 22):**  This term’s learning walks and lesson observations show continued embedding of ‘The Whitewater Way’, ‘learning pit’ and growth mindset strategies. Catch-up sessions and interventions have begun for lower-achieving phonics children using Little Wandle resources. | | | | | |

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| 1. **Targeted support** | | | | | |
| **Action** | **Intended outcome** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| All PP/PPG children have an ‘Individual Support Plan’ (PEP for LAC/PA) highlighting individual barriers to learning, previous and current attainment, progress and any additional support/ interventions in place to improve outcomes. | Parents, staff & governors able to clearly see the support in place for individual children. Increased responsibility from staff for all disadvantaged children. | Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress. | The plans will be monitored, reviewed and evaluated regularly by SLT and shared with parents. | GG/SM | Personal plans will be reviewed as part of each Data Drop by teachers and outcomes shared with SLT at each pupil progress meeting throughout the year. |
| Ensure that assessment and monitoring procedures for the school enable effective identification of gaps.  Use SIMS for on-going tracking and assessment. | Assessment is ongoing and used effectively to identify gaps and inform planning.  SLT/Staff to be able to use assessment data to inform planning and intervention support. | Quality teaching and learning based on continuous and frequent feedback, adapted to pupil needs is one of the most effective ways to ensure progress. EEF. | GG to lead staff meeting on assessment.  SLT training. | GG/SM | During Spring Term we will assess regularly and use this to create analysis of data and groups. |
| Create set of non-negotiables for all disadvantaged children (e.g. reading with adult 2x a week, additional library books, additional parent consultation, working with teacher 3x a week, identified key adult) | Raising profile of disadvantaged children across the school. Ensuring children receive additional academic and pastoral support. | A whole-school set of non-negotiables, shared with all staff, helps ensure all adults are working together to accelerate progress of disadvantaged children. | Non-negotiables will form part of each child’s individual support plan/PEP. These will be reviewed as part of pupil progress meetings. | GG/SM | Individual Support plans will be reviewed as part of each Data Drop by teachers and outcomes shared with SLT at each pupil progress meeting throughout the year. |
| Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (ISPs used to identify gaps in skills) | Improved learning outcomes for all disadvantaged children, narrowing the gap between them and their peers. | This support is precise and  allows for specific teaching of  both basic skills for literacy and maths to enable this group of children to both catch up and keep up | Good communication between LSAs and class teachers. Class teachers to take responsibility for identification of needs, planning and assessing impact. Pupil progress meetings enable SLT to monitor impact of interventions. | GG/SM | Pupil progress meetings will be held regularly and outcomes shared with SLT & governors. |
| ELSA provision personalised to the needs of individual children | Identified children will make progress against their personal ELSA targets. | Children who have secure attachments and strong emotional resilience skills are more able to be successful learners. | ELSA meets SENCO at end of each half term to evaluate provision and plan following term’s support. | SM | Half termly when SENCO and ELSA meet. |
| **Total budgeted cost** | | | | | 3,608 |
| **Review (Jan):**  Teachers have assessed all pupils to identify gaps. Staff training has been completed introducing ISPs (Individual Support Plans). Teachers are setting up the child’s assessment and progress info along with historical/recent targets. Training on the EEF toolkit for supporting disadvantaged children has also been completed and we will revisit this to share strategies employed in class. Pupils requiring ELSA have started provision. | | | | | |
| **Review (March 22):**  All ISPs in place by end of Aut 2 (PP, SEN, LAC, PA, EAL). Non-negotiables discussed with SLT in Spring 1 to create list for all children, feedback meeting planned for Summer 2. Pupil Progress meetings were held to review progress including all sub-groups. Class Teachers held progress meetings with SLT to prioritise teaching focus & intervention groups | | | | | |
| **Review (July 22):**  ISPs all reviewed this term by SLT and sent out with end of year reports. Progress and attainment for EOY is difficult to analyse due to large number of SEND children amongst the PP children. New SEND assessments will be used next year to show performance age related outcomes compared to chronological. | | | | | |

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| 1. **Other approaches** | | | | | |
| **Action** | **Intended outcome** | **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 arrange a series of workshops to help parents develop greater knowledge of how to support their children’s learning Workshops to include:  Phonics, Reading, Writing, Maths | For parents to feel better equipped to support their child’s learning at home by knowing how they are taught in school and what they can do to support. | To increase parents’ knowledge of what their children are learning and the progress they are making. To increase parents’ ability to support their child’s learning at home. | DH to oversee.  Experienced practitioners to lead  Based on key areas from assessments. | SM  LO  SH | After each meetings to evaluate effectiveness and attendance and engagement from parents’ feedback. |
| Termly meetings in addition to whole school parent’s evenings to review PP/PPG children’s attainment, progress and discuss next step targets. | Increased parental engagement and understanding of children’s attainment and progress. | Some families need longer to discuss their children’s progress. The children of parents/families who engage regularly make better progress than those from families, which do not. | Class teachers organise timings/structure of meetings dependent on individual parent/child needs. Teachers to meet with HT after meetings to discuss changes needed to provision as necessary. | SM | Reviewed after each cycle of meetings to evaluate effectiveness for child/parent and teacher. |
| Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be challenged but support offered where necessary. | Continue to see attendance of PP/PPG children in-line with whole school attendance. | In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness. | School office & AHT regularly track attendance and contact parents before child’s attendance levels drop below 93%. | GG/SM | Attendance monitored at end of each half term. Report outcomes of attendance analysis to governors termly. |
| Financial support to  enable children to access  school visits, enrichment  activities, after school  clubs and school uniform | All children feel a sense of belonging to the whole school community and are able to access the full range of extra-curricular activities. | Children who feel secure and have a sense of belonging are better placed to learn. Ensuring equity for children from disadvantaged backgrounds. | Through newsletters & awareness ensure all parents are aware how they can ask for assistance. Class teachers inform SLT if there is anyone they think who is not accessing this support. | GG/SM  All class teachers | Ongoing throughout the year to ensure all children/families are accessing support they are entitled to. |
| **Total budgeted cost** | | | | | 3,829 |
| **Review (Jan):**  Newsletters sent out in December and Parent Survey completed. Parents’ evenings held in early October for all children. Teachers chased any non-attending disadvantaged families to discuss progress via telephone. Initial attendance analysis completed and most significant PAs contacted. | | | | | |
| **Review (March 22):**  Attendance tracked at the end of each half term and parents across the school contacted via letter and telephone. Data shared with governors at end of each term. Families across the school supported in a range of ways this term – support with school trips and extra-curricular clubs. Additionally support given for buying uniform and shoes for key families. Parenting workshops to be completed in Summer term. | | | | | |
| **Review (July 22):**  **Contin**ued ongoing financial support offered to key families – both using grants from government for school holiday meals and PP funding. Attendance tracked at the end of each half term and parents across the school contacted via letter and telephone. All PA children at end of the year contacted and informed attendance will be tracked more closely next year. | | | | | |

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| 1. **Additional detail** |
| Resources & documents used to evidence and support rationale:  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf>  https://educationendowmentfoundation.org.uk/evidence-summaries  <http://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>  <https://www.thriveapproach.com/thrive-training/?gclid=EAIaIQobChMI6NXIja2k9AIVAHxvBB14tA4TEAAYASAAEgI0yPD_BwE> |