

Whitehill Junior School
Pupil Premium Strategy Statement 2019/2020

School Overview

Metric	Data
Pupils in school	241
Number / proportion of disadvantaged pupils	21 / 9%
Pupil premium allocation for this academic year	£27720
Published date	November 2019
Review date	September 2020
Statement authorised by	Mr Steve Mills (Headteacher)
Pupil premium lead	Mrs Antonia McConnell Smith (Asst Head – Inclusion)
Governor Lead	Mrs Debbie Nisbet

Disadvantaged pupil progress scores for last academic year (2018/2019)

Measure	Score
Reading	0.6
Writing	0.5
GPS	1.6
Maths	-1.2

Disadvantaged pupil performance overview for last academic year (2018/2019)

Measure	Score
Meeting expected standard at KS2 in R, W & M	33% (2/6)
Achieving higher standard at KS2 in R, W & M	17% (1/6)

Wider Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To ensure all staff take on the role of a pupil premium champion for an identified pupil, providing regular 1:1 catch-up and mentoring sessions. To capture the views and aspirations for this group to further inform bespoke provision for the pupil.
Priority 2	To continue to prioritise parental engagement as way of supporting pupils.
Barriers to learning these priorities address	Pupil agency and autonomy – many pupils have a fixed mind set when it comes to attitudes to learning. By providing pupils with their own ‘champion’ who will provide regular feedback and support we hope to give the pupils agency and confidence to aspire. Attendance – whilst pupils’ attendance for our PPG pupils is not significantly different, there is a noticeable gap when it comes to their parents. A proactive approach to remove barriers and increase parent confidence is essential.
Projected spend	Approx. £7000

Targeted academic support for current academic year

Measure	Activity
Priority 1	To provide focused, small group teaching opportunities across Year 3, 5 and 6 in line with the targeted teaching model in the core subjects.
Priority 2	Establish small group interventions and support for pupils in maths who appear to be falling behind their expected 'progress' as well as continuing to provide daily opportunities to read and be read to in school.
Barriers to learning these priorities address	<p>Teaching Quality – ongoing and focused professional development to ensure staff continually look to improve. The best teaching happens when all staff identify learning needs and focus on practice which has significant impact upon pupils' learning and development.</p> <p>Pupil Progress – Relatively small numbers within each year group have significant impact upon attainment percentages however by focusing on each and every pupil through PPMs, personalised opportunities can be established and tracked.</p>
Projected spend	Approx. £20000

Minimum academic outcomes for the current year

Aim	Target	Target date
Progress in Reading	For pupils to achieve at least a positive progress score regardless of their starting points and additional needs by the end of KS2.	July 2020
Progress in Writing	For pupils to achieve at least a positive progress score regardless of their starting points and additional needs by the end of KS2.	July 2020
Progress in Maths	For pupils to achieve at least a positive progress score regardless of their starting points and additional needs by the end of KS2.	July 2020
Other	For pupils to have access to a broad and balanced curriculum which prepares them for the challenges of KS3 as they move on to the next phase of their education at secondary school.	July 2020

Monitoring and implementation

Area	Challenge	Mitigating action
Wider Strategies	<p>Ensure all staff have time to meet with their PP pupil which doesn't impact upon contact learning time.</p> <p>Low self-esteem and aspirations of some pupils.</p> <p>Engaging with families where contact with school is minimal.</p>	<p>Flexible approach to be adopted for meetings which may include support in the pupil's classroom. Greater use of assembly times to meet, although key not to have all meetings at the same time, which might draw attention to the group as a whole.</p> <p>Positive attention given by SLT when allocating positions of responsibility.</p> <p>Head and admin team to continue to develop positive contacts which don't always need to be related to a specific event. Start conversations with 'no problem...' rather than, 'no...'</p>
Targeted support	<p>Budget pressures affecting staffing which limit the number of targeted groups (hence size of group) which can be maintained.</p> <p>Maintaining a broad curriculum offer for pupils who require intervention and targeted support.</p>	<p>Support staff to be upskilled to be able to take key groups through appropriate CPD, both in-house and external.</p> <p>Allocation of support staff according to need as opposed to equality amongst teachers / classes.</p> <p>Volunteers to receive training in maximising impact of 1:1 reading sessions from English Lead.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	<p>Progress in both reading and writing for small group of disadvantaged pupils was positive, highlighting the impact the targeted groups and HLTA intervention groups have. It is imperative we look to sustain these opportunities despite budgetary pressures. 4/6 pupils had a positive progress score in reading with a similar number in writing. 4/6 pupils achieved the expected standard in both reading and writing. 1/6 pupils achieved the higher standard in both subjects.</p>
Progress in Mathematics	<p>Progress in maths for this small group was below national average of zero. 2/6 pupils achieved a positive progress score. 4/6 pupils reached the expected standard with 1/6 pupil achieving the higher standard.</p>
Other	<p>50% of the disadvantaged pupils in this cohort were also SEND. A detailed analysis of PPG spend is available to staff, governors, local authority and Ofsted to highlight more detailed, specific impact of money spent.</p>