

Pupil premium strategy statement (primary)

1. Summary information				
School	Withington Primary			
Academic Year	2018-2019	Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE in reading, writing and maths	33%	100% (75%)
% making ARE or above progress in reading	33%	100% (78%)
% making ARE or above progress in writing	33%	100% (76%)
% making ARE or above progress in maths	33%	100% (60%)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Literacy specifically phonics development
B.	Attainment gaps in Maths and English
C.	Improve attitudes to learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Lack of life experiences
E.	Aspiration
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	To develop staff knowledge and expertise in teaching phonics and spelling to enable the difficulties of poor early language skills in PP children to be addressed
	To increase reading progression and a more consistent spelling approach using school-wide approaches and resources

B.	To narrow the gap in achievement in English and Maths at the end of KS1 and KS2	To reduce the gap between PP and national other by >10%
C.	Evidence of standards in workbooks and attitudes to learning in observations is improved	Children at KS1 and KS2 meet whole school targets in RWM
D.E.	Children have a wider view of the opportunities available outside of the school and local community	Children have experienced at least three enrichment activities linked to learning in the curriculum

5. Planned expenditure

Academic year

2018-2019

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 ensure that relevant training is transferred to quality first teaching of phonics and spelling consistently across the school	Action plan for developing phonics and spelling is shared and monitored through learning walks	Education Endowment Fund	Regular monitoring by SLT through work scrutiny and learning walks	SLT, HoL	May 2019
To ensure that targeted planning and quality first teaching results in improved outcomes at KS1 and KS2 for PP children	Teachers plan effectively the next steps for children ensuring learning is relevant to their needs	Education Endowment Fund	Regular monitoring by SLT through planning scrutiny, work scrutiny and learning walks	SLT, HoL	May 2019

Children have more enrichment opportunities across a range of interests and topics	Teachers are building in outside visits, visiting speakers and online/digital resources that bring the world into the classroom to enhance the learning experience	Endowment Fund (Aspiration/Arts strategies)	Curriculum review and regular planning discussions	SLT, HoL	May 2019
Total budgeted cost					£14, 638
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?
The % of PP children in Yr meeting the national standard in phonics is the same or better than their peers	Improved phonics teaching using THRASS strategies	Education Endowment Fund (Phonics)	Pupil progress meetings, phonics screening checks and regular monitoring of phonics standards	HoL	May 2019
To improve the standard of spelling of disadvantaged children	Use of targeted interventions in SpAG time building on spelling patterns through THRASS strategies	Education Endowment Fund (Phonics)	Pupil progress meetings, phonics screening checks and regular monitoring of phonics standards, standards of spelling in workbooks	HoL	May 2019
To increase the number of disadvantaged	Use of targeted interventions in reading	Education Endowment Fund (Reading Comprehension Strategies)	Pupil progress meetings, monitoring of reading comprehension sessions,	HoL	May 2019

Children reading at the expected standard in all years	comprehension sessions		Standards of work in workbooks, reading checks with children		
Total budgeted cost					£5,400
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?
Children can comment on British Values and how they apply to the wider world	Children are exposed to cultural experiences that allow discussions of difference and tolerance	OfSTED Report 2014	Survey children's values and discussion	HoL	May 2019
Total budgeted cost					£4,300

6. Review of expenditure -amount -**Previous Academic Year****2017-18****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

ii. Targeted support

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

iii. 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
				£4522.30

7. Additional detail

