



## Pupil Premium Grant Plan – Whipton Barton Federation – 2017/18

### Impact Summary – end of summer term 2018

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total PPG
PPG	13	28	33	15	32	25	22	30	198

At Whipton Barton, our expenditure has three elements:

- Accessibility and support: this area covers specific interventions for pupils to support learning, break down social, emotional and mental health barriers to learning and provide evidence-based classroom support
- Teaching and learning
- Enrichment

#### Accessibility and support

Action	Role objective
Specific, TA-led interventions for individual pupils	<ul style="list-style-type: none"> <li>• To accelerate the progress of PPG pupils in reading, writing and mathematics</li> <li>• To improve the SEMH of pupils to enable them to access learning more effectively</li> </ul>
Forest School	<ul style="list-style-type: none"> <li>• To improve the SEMH of pupils to enable them to access learning more effectively</li> </ul>
Percussion intervention	<ul style="list-style-type: none"> <li>• To improve the auditory processing of pupils to enable them to access learning more effectively</li> <li>• To improve sequencing, instruction-following and gross motor skills</li> </ul>
Thrive and Family Support	<ul style="list-style-type: none"> <li>• To improve the SEMH of pupils to enable them to access learning more effectively</li> </ul>

#### Teaching and Learning

Action	Role objective
Data tracking meetings	<ul style="list-style-type: none"> <li>• To keep teachers focussed on target PPG pupils</li> <li>• To review the impact of support for PPG pupils through data and book scrutiny</li> <li>• To formulate plans for further intervention if pupils fail to make progress</li> </ul>
Support for pupils in class through TA restructure:	<ul style="list-style-type: none"> <li>• TA re-structure will allow targeted support of PPG pupils in the afternoon.</li> <li>• Funding also used to provide additional training for TAs to ensure their support of pupils is of a high standard</li> </ul>

<ul style="list-style-type: none"> <li>• Feedback</li> <li>• Meta-skills</li> <li>• Pre-teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Guiding children through written teacher feedback and supporting them with self-assessment tasks on a regular basis.</li> <li>• Supporting children with clear “learning to learn” strategies to enable them to take more effective responsibility for their own learning</li> <li>• Pre-teaching key concepts, skills or ideas in advance of lessons. This will enable children to be used as “experts” in the class to improve engagement.</li> </ul>
IRIS – personalised T and L focussed CPD	<ul style="list-style-type: none"> <li>• To improve the quality of teaching and learning in all classrooms</li> <li>• To improve the transference of professional development into the classroom</li> <li>• To create a more open culture of professional support and challenge</li> <li>• To build effective, self-sustaining and reflective teaching and learning teams</li> </ul>
Mathletics	<ul style="list-style-type: none"> <li>• To provide under-achieving PPG pupils with regular differentiated and targeted maths support activities</li> <li>• To improve maths standards for PPG pupils</li> <li>• To provide parents of PPG pupils with access to online maths support at home</li> </ul>

### Enrichment

Action	Role objective
Adventurous, creative and technological experiences	<ul style="list-style-type: none"> <li>• To provide a menu of adventurous, creative and technological experiences for disadvantaged children to boost confidence through experiencing success and high quality outcomes</li> </ul>
Infant and Junior breakfast clubs	<ul style="list-style-type: none"> <li>• To ensure that no child in receipt of PPG is disadvantaged by starting the day without an adequate breakfast</li> </ul>
Free clubs	<ul style="list-style-type: none"> <li>• To enable all PPG pupils to access one free club from an external provider, including group or individual music provision</li> <li>• To expand the range of clubs provided for all pupils</li> </ul>

### Impact on attainment across KS1 and KS1

	Reading		Writing		Mathematics	
	% pupils making at least expected progress	% of pupils at age-related expectation	% pupils making at least expected progress	% of pupils at age-related expectation	% pupils making at least expected progress	% of pupils at age-related expectation
PPG pupils	75	62	70	51	76	68
Non-PPG pupils	78	74	73	71	78	72
Attainment gap	Despite the fact that disadvantaged pupils in 2017/18 Y6 made more progress in reading, writing and mathematics than their non-disadvantaged peers, this was not the case for all year groups and as a result, the overall gap in attainment between disadvantaged and non-disadvantaged pupils grew this year. Our plan for the 2018/19 academic year will be radically different and will focus exclusively on reading, writing and mathematics and revolve around specific barrier-reduction and learning plans for target pupils.					