



# Whitehouse Primary School: Pupil Premium 2017-18

1. Summary information			
Academic Year	2017-18	Total PP budget	£90,360
Total number of pupils	434	Number of pupils eligible for PP	75

2. School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of looked after children (LAC)	Number of PP Mainstream SEN	Number of ARP children	Number of service children
75 17%	38 51%	37 49%	7 9%	16 21%	15 20%	2 3%

3a. Current attainment: Without ARP			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing and maths	57%	71%	67%
% making expected standard or above in reading	71%	71%	77%
% making expected standard or above in writing	100%	89%	81%
% making expected standard or above in maths	86%	87%	80%

Improved since

<b>3b. Current attainment: All Pupils</b>			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (School)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing and maths</b>	36%	65%	67%
<b>% making expected standard or above in reading</b>	45%	67%	77%
<b>% making expected standard or above in writing</b>	64%	81%	81%
<b>% making expected standard or above in maths</b>	55%	81%	80%

Improved since |

<b>4. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	<b>Limited language, written and comprehension skills on entry to the school</b> for some PP – starting points at Reception are 32-36 months and end of EYFS data shows a gap between PP children and others in Communication and Language and Literacy, although PP are above others in reading at this stage.
<b>B.</b>	Rising numbers of children are starting school with <b>basic self-care needs</b> e.g. toilet training – 35% in current 2017 cohort which impacts on staff deployment and learning time.
<b>C.</b>	29% of children who receive PP have <b>additional and complex needs in terms of either a medical, physical or special educational need</b> or other factors such as looked after, under child protection or child in need procedures.
<b>D.</b>	Some PP children suffer from <b>low esteem and have other social, emotional and behavioural issues</b> that need to be addressed. These issues can have a detrimental effect on their academic progress.
<b>E.</b>	Children <b>do not read often and widely enough</b> which impacts on vocabulary and comprehension skills.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>F.</b>	Attendance rates for pupils eligible for PP are below the target for all children of 96%. Average attendance 2015-2017 was 94% (without ARP) and 93% ALL children.
<b>G.</b>	Social difficulties experienced by families including housing, finance, family literacy, domestic violence and parental anxieties/mental health resulting in a difficult or a chaotic home life for some PP
<b>H.</b>	Lack of parental engagement and interest (which can affect attendance) and limiting pupil life experiences and aspirations.

## 5. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved language, reading, comprehension and written skills for PP to be achieved in Reception and this success build on in KS1 and 2.	<b>Reception:</b> % of PP at expected + in Communication and Language and Literacy is inline with non PP pupils in May 2018 and the gap of PP at exceeding reduced. <b>End of KS1:</b> % PP at expected + in reading and writing is within 10% of non-PP pupils in May 2018
<b>B.</b>	Improvement of reading habits and regularity of reading including comprehension skills for PP in Years 3 - 6 through additional reading sessions and regular deep questioning and development of oral/written explanations and responses.	PP in Y3, 4 and 5 make rapid progress by the end of the year so that all without SEND meet age related expectations. <b>End of KS2:</b> progress scores in reading are at least in line with the national average.
<b>C.</b>	Children read widely and with enjoyment	Children develop greater understanding of a range of texts, develop reading stamina and develop a wider vocabulary and understanding
<b>D.</b>	Higher rates of progress across KS2 for both PP with SEND and high attaining pupils eligible for PP.	Pupils eligible for PP identified as SEND and most able make as much progress as 'other' pupils identified as SEND or exceeding, across Key Stage 2 in maths, reading and writing.
<b>E.</b>	Ensure accelerated progress by providing a responsive, tailored curriculum for pupil premium children that is monitored regularly and closely for impact.	All interventions have a significant impact on academic, emotional and social wellbeing and are reviewed on a half termly basis
<b>F.</b>	Communication and engagement between the school and PP parents through the Parent Support Adviser so that parents engage and work in partnership with the school. Ensure those families who require support, advice and help have the confidence to come into school and receive necessary support.	Greater number of families engaging with school and feeling supported, resulting in improved attendance, school readiness and reading at home.

## 6. Planned expenditure

**Academic year**

**2017/18**

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?
Children read more frequently and widely.	<p>Individual reading to take place weekly with CT or TA. 2x read to take place each week led by teacher.</p> <p>Focus on reading at home via diaries/reading journals.</p> <p>Introduction of a weekly class bookworm award.</p>	<p>Reading is essential to access all subjects in the curriculum. Evidence shows that exposure to reading with a trained member of staff 1:1 as well as in small group increases attainment.</p> <p>Reading attainment and progress at the end of KS1 and 2 is below writing and maths.</p>	<p>Weekly monitoring of reading diaries by CT</p> <p>Half termly monitoring of reading diaries, books and lessons by English lead will identify the quality and quantity of reading.</p>	<p>S Wilkinson/ J Eyre</p> <p>£30,000</p>	Weekly and half termly

<p>Improved reading comprehension, vocabulary and language skills across school.</p> <p>Improved reading progress scores at the end of KS2.</p>	<p>Staff training on developing Vocabulary alongside partnership schools (Autumn 2017)</p> <p>Higher expectations for planned and explicit vocabulary and comprehension activities across the whole school. Further development of language activities in EYFS outside the classrooms.</p>	<p>The importance of developing vocabulary is very well-accepted as a key indicator for reading ability in children. Developing curriculum-related and general knowledge in our disadvantaged pupils will aid their progression as readers and writers.</p> <p>Average scaled scores for reading for PP at the end of KS2 are improving but there is still a gap of -2.2 with other pupils (school) and -3.8 with other pupils nationally.</p>	<p>Use of a Partnership INSET day to deliver training.</p> <p>Monitoring of pupil's language development in EYFS and outcomes in reading and writing across the school.</p> <p>Pupils have greater confidence in volunteering for public speaking/assemblies.</p> <p>A wider range of vocabulary will be used in writing tasks and reading comprehension activities.</p>	<p>S Wilkinson</p>	<p>January 2018 and then at the end of the 2017-18 academic year</p>
<p>Outcomes for PP with SEND and PP most able are improved in reading, writing.</p>	<p>Targeted interventions</p> <p>Most able writing booster club</p> <p>ICT – educational hardware and software resources</p> <p>Closer monitoring of provision and impact</p>	<p>Most able PP pupils are making less progress than other higher attaining pupils across Key Stage 2 nationally. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'. Similar picture with PP SEND.</p>	<p>Class teachers will set up and review targeted intervention groups to pupil need.</p> <p>Half termly reviews by CT to monitor provision and progress and to feed into pupil progress meeting discussions with TL</p> <p>TL to feedback intervention impact report to SLT at TL meetings.</p>	<p>S Randle/ J Eyre</p> <p>£37,000</p>	<p>Half termly and the end of the 2017-18 academic year</p>

<p>Increased attainment for PP pupils in reading, writing and maths at the end of KS1</p>	<p>Targeted Interventions aligned with gaps in progress and need</p> <p>PIRA and PUMA tests to assess gaps</p> <p>Closer monitoring of provision and impact</p>	<p>The gap between PP (without ARP) and other in reading (-29%) and writing (-19%) at the end of KS1 has increased from 2016.</p>	<p>English and Maths Leads will have dedicated support and leadership time in which to scrutinise data and monitor impact of interventions.</p>	<p>S Randle/ J Eyre</p>	<p>Half termly</p>
<p>PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential.</p>	<p>Exciting and engaging curriculum and access to learning</p> <p>Introduction and promotion of the principles of Growth Mindset</p> <p>Rewards linked to positive attitudes to learning and not just achievement</p> <p>Assemblies</p>	<p>Evidence suggests that meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving pupils.*</p>	<p>This will be evident in the observations of teachers and through pupil voice surveys.</p> <p>Accelerated progress made by PP as they have the support to develop their attitudes to learning.</p> <p>Monitoring teaching and learning</p> <p>Curriculum maps show engaging topics and hooks involving educational trips/visitors</p>	<p>J Eyre</p> <p>£3,315</p>	<p>At the end of the 2017-18 academic year</p>
<p><b>Total budgeted cost</b></p>					<p>£70,000</p>

**i. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved fine motor and written skills for PP children in Reception	Dough disco for early writing development.	This intervention is fun and successful and has helped pupils with low baseline starting points make accelerated progress in writing.	EYFS lead has introduced this as a daily EYFS strategy.	J List	Half termly
Improved language, comprehension and reading skills for PP children in Reception and year 1	Phonics interventions and catch up sessions  Individualised ICT reading programmes	The importance of phonics in the Early Years and KS1 curriculum is very well- established with daily teaching. Our year 1 team will ensure they track the progress of pupils in the build-up to the phonics screening.	Targeted children identified quickly and reading intervention programmes for those pupils who are behind year group expectations to help ensure pupils do not fall further behind the peers.  Review interventions through intervention impact reports at termly PPMs.	L Copley	Weekly/Half Termly
Improved reading and comprehension across school KS1- KS2 leading to improved attainment at the end of KS2	1:1 daily reading and TA/CT reading groups  Inference intervention groups  Individualised ICT reading programmes	Evidence suggests children respond well to individual and tailored small group support that is specific to their identified learning need.	PIRA assessments delivered across school and gaps identified for precision teaching.  Children identified for targeted 1-1 support to improve reading ages.  Review interventions through intervention impact reports at termly	S Wilkinson	Half termly
Improved reading progress scores at the end of KS2.	English Booster groups at year 6	The teaching of reading focusing on the different assessment focuses in small groups gives greater outcomes than guided reading sessions.	Timetabled interventions Monitoring of groups and data from assessments  Review interventions through intervention impact reports at termly PPMs.	Y 6 teachers/ J Eyre	Half Termly

Children with underlying academic, emotional and social needs are identified early and their needs met.	Close collaboration of Senco and PSA  Early help agency involvement e.g. Alliance referrals	Early intervention has been proven to have the greatest impact long term.	Regular reviews of pupils with the Educational Psychologist, SENCo and individual teachers.	S Gallafant/ V Gibson	Ongoing/Weekly/ Half Termly
Ensure all children have access to an engaging curriculum that meets their needs.	Discrete QFT groups for PP children with medical, physical and additional complex needs.	Access and inclusion are paramount to educational development. Children who are unable to access the mainstream curriculum are given access to a more appropriate setting and learning environment that meets their needs. Attainment for these pupils improves because of the tailored curriculum.	Discrete teaching areas and groups are set up run by highly qualified and skilled HLTAs  Observations of specialist staff and interviews with children accessing this enhanced curriculum.	S Gallafant  £4,999	Weekly/Half termly
Children are able to communicate effectively with members of staff and each other	Speech therapy delivered in school	Language acquisition is essential to enable pupils to interact with others and the world around.	Observations of sessions – advice from speech and language service.	S Gallafant	Annually
<b>Total budgeted cost</b>					£37,000
<b>ii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Support for families and pupils who are vulnerable	Breakfast Club and After-school Club for PP  Part-time Parent Support Adviser, SENCO and	School data indicates that attendance has improved when PP have been supported by PSA and Alliance services.	Regular feedback from parents and pupil feedback tells us of the impact of this valuable work.  Evidence from the children through engagement, making progress and feeling less anxious.	S Gallafant/ V Gibson  £4,000	Weekly/ Half termly



	Early help to engage with parents and work 1:1 with children				
Improve attendance of PP pupils	<p>Review of attendance data by PSA and SLT</p> <p>PSA to work with at risk PP pupils.</p> <p>To facilitate family meetings to target PP families.</p>	DFE evidence indicates that good attendance is pivotal to achievement.	<p>Monitor rates of attendance. Review attendance plans to measure impact.</p> <p>Request medical evidence letters/ requests for parents meeting</p> <p>Offer rewards for improved and continuous attendance e.g. hydro pool.</p>	V Gibson/ J Eyre  £4,606	Bi-weekly/ Half termly
Pupils understand how they are progressing and what they need to do to improve further	Feedback via precise marking, dedicated improvement time and individual meetings.	Effective feedback enables learners to make up to 8 months progress over the course of the year. Pupils learn through understanding what they need to do differently to improve.	<p>Book scrutinies.</p> <p>Pupil interviews.</p> <p>PPMs</p>	SLT	Termly
Data systems allow for effective tracking and reporting of PP pupils.	Systems allow for an overview of PP pupils data and allow for teachers and SLT to monitor and gage performance.	Sutton trust evidence shows that effective tracking systems need to be in place in order to monitor pupil achievement.	Staff/Team Meetings. Streamlined tracking system that is easy for staff to use and monitor progress.	J Eyre/ A Malo £2,000	Termly
<b>Total budgeted cost</b>					<b>£10,666</b>

\* According to evidence of effectiveness in the Sutton Trust / EEF Teaching and Learning Toolkit.

#### Additional detail

LAC children are supported through PP+ for access to weekly swimming sessions and adventurous activities: £2,600