

# Whitehouse Primary School: Pupil premium strategy / self-evaluation 2019 - 2020



Summary information					
<b>School</b>	Whitehouse Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£84,560	<b>Date of most recent PP Review</b>	09/19
<b>Total number of pupils</b>	410	<b>Number of pupils eligible for PP</b>	64	<b>Date for next internal review of this strategy</b>	07/20

School context						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of children in our care	Number of Mainstream SEN	Number of EHC children	Number of service children
<b>64</b> <b>16%</b>	<b>33</b> <b>52%</b>	<b>31</b> <b>48%</b>	<b>5</b> <b>8%</b>	<b>20</b> <b>31%</b>	<b>9</b> <b>14%</b>	<b>2</b> <b>3%</b>

## Strategy Statement

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium forms a vital part of this process. This funding helps remove some of the barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life.

The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

The overall aims of our pupil premium strategy:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally by at least 10 percentage points
- To improve overall progress in RWM between KS1 and KS2 for both disadvantaged pupils and their peers
- To raise the in-school attainment of both disadvantaged pupils and their peers to at least 80% expected plus across RWM and SPAG

**The core approaches that are currently implemented and contribute to closing gaps:**

CPD for teaching staff to improve the quality of Teaching and monitoring impact in all 3 Key Stages.	PSA and admin time to facilitate initiatives to improve the rates of attendance and reduce persistent absenteeism	Provision of PSA in school to address specific needs for pupils and work with parents and social care as needed.
Teachers focus on planning, delivering and assessing intervention programmes (including higher achievers) in reading, writing, mathematics and SPAG	Trained TAs to support pupils with attachment, social and emotional issues eg. Nurture group work, lunchtime supervision, lego therapy.	A range of curriculum enrichment and unique learning activities provided beyond the classroom for children. E.g. JASS Award
1:1 intensive reading programmes.	Stay and Play sessions for parents in EYFS to help build relationships with parents as well as model early reading, writing and maths skills.	The use of specific ICT programmes including Lexia, Readtheory, timestable rockstars to support reading, maths and SPAG for Pupil Premium.

**1. Current attainment 2018 - 2019**

	Pupils eligible for PP	Pupils not eligible for PP		Data from previous 3 years		
		School average	National average	2015-16	2016-17	2017-18
<b>GOOD LEVEL OF DEVELOPMENT (GLD)</b>	20%	78%		50%	67%	75%
<b>YEAR 1 PHONICS SCREENING CHECK</b>	73%	100%	82%	100%	40%	70%
<b>END OF KS1</b>						
% achieving expected standard or above in reading, writing and maths	70%	88%	N/A	70%	50%	20%
% making expected progress in reading	70%	88%	78%	80%	50%	50%

% making expected progress in writing	70%	90%	73%	70%	50%	20%
% making expected progress in maths	80%	88%	79%	80%	100%	20%
<b>END OF KS2</b>						
% achieving expected standard or above in reading, writing and maths	44%	83%	71%	50%	57%	36%
% making expected progress in reading	56%	83%	73%	75%	71%	55%
% making expected progress in writing	67%	89%	78%	75%	100%	73%
% making expected progress in maths	67%	97%	79%	75%	86%	55%

### 1. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	<b>Limited language, written and comprehension skills</b> for some PP meaning immature speech, difficulties with language skills and some fine and gross motor skill difficulties in EYFS.
<b>B.</b>	Some PP have limited understanding and knowledge of basic number bonds.
<b>C.</b>	A number of children are starting school with <b>basic self-care needs</b> e.g. toilet training – 20% in current 2019 cohort which impacts on staff deployment and learning time.
<b>D.</b>	45% of children who receive PP have <b>additional and/or 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>E.</b>	70% of PP children suffer from <b>low self-esteem and/or have other social, emotional and behavioural issues</b> . These issues can have a detrimental effect on their learning and academic progress.
<b>F.</b>	Children <b>do not read often and widely enough at home</b> which impacts on vocabulary and comprehension skills.

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

<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, conversation and interest (which can affect attendance).
<b>I.</b>	Access to the internet, home learning opportunities and a readiness for learning.
<b>J.</b>	Limiting pupil life experiences and aspirations.
<b>2. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )	
<b>A.</b>	Early Intervention at school entry FS1: improved collaboration and communication with parents/carers via initial home visits, stay and play invitations and parental guides for reading and writing development.
<b>B.</b>	Improved language, vocabulary, reading, comprehension and written skills for PP across KS1 and 2.
<b>Success criteria</b>	
<p>High attendance at stay and play sessions.</p> <p>Parents/carers have a better understanding of how to help and support their children with shared, high expectation of both learning and behaviour.</p> <p>Home/school relationships are forged on school entry and built upon throughout the child's school career.</p>	
<p><b>EYFS:</b> Continue to build on success from previous years where disadvantaged outperform non-disadvantaged GLD</p> <p><b>End of KS1:</b> at least 80%+ PP at expected + in reading, writing and maths and/or in line with national</p> <p><b>End of KS2:</b> the gap in reading and writing has narrowed and PP is in line with national</p>	

C.	Improvement of reading habits and regularity of reading for PP across school including comprehension skills in Years 1 - 6 through additional reading sessions and regular deep questioning and development of oral/written explanations and responses.	Reading habits are encouraged from Nursery – Y6. Children develop greater understanding of a range of texts, develop reading stamina and develop a wider vocabulary and understanding of language.  <b>End of KS2:</b> progress scores in reading are at least in line with the national average.
D.	Higher rates of progress in RWM across KS1 & KS2 for all PP	Pupils eligible for PP make as much progress as their peers across Key Stage 2 in maths, reading and writing and the progress gap is narrowed end of KS2.
E.	Ensure accelerated progress by providing a responsive, tailored curriculum for pupil premium children that is monitored regularly and closely for impact.	Only time targeted interventions that have a significant impact on academic, emotional and social wellbeing are implemented.
F.	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.	Disadvantaged and vulnerable families engaging positively with school and feeling supported: resulting in improved attendance, school readiness and regular reading at home as evidenced in reading records.

3. Review of expenditure				
Previous Academic Year		2018 - 2019		
i. Quality of teaching for all				
Action	Intended outcome	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
Teaching Inference explicitly as part of our guided reading programme.	Improved reading and comprehension scores across school KS1- KS2 leading to improved attainment at the end of KS2	PIRA scores	Inference scores have improved for all year groups and is now only an area for development with 4 out of 12 classes (33%)	
PIRA tests to assess gaps in reading – targeted planning and teaching of areas for development  Closer monitoring of provision and impact	Increased attainment for PP pupils in reading, writing and maths at the end of KS1	CRWM has reached highest percentage in three years with the gap narrowing from -63% to -26%  Closer monitoring including a focus on the gap between dis and non-dis at pupil progress meetings has tightened up awareness and whole school focus to close the gap.	We will continue with this approach and further develop in LKS2.	Cost of PIRA per child: £3.70 x 74 =  <b>£ 272</b>

<p>Pre-teach and same day interventions as part of QFT approach trialed in UKS2 maths and writing.</p>	<p>Misconceptions and/or skills development gaps are plugged prior to teaching concepts.</p> <p>Instant feedback on progress and next steps.</p> <p>Improved attitudes to learning.</p>	<p>Using this approach has narrowed the attainment gap in year 5 maths: dis: 71% Non-dis:79%</p>	<p>We will continue with this approach in maths and roll it out across school as a successful strategy.</p> <p>Close monitoring of dis vs non-dis gap for all classes to continue.</p>	<p>£239.06 per child/year x 17 children (year 5)</p> <p><b>£4,064.02</b></p>
<p>Targeted ICT reading Interventions for MAT/SEN</p> <p>Most able writing booster club</p>	<p>Outcomes for PP most able are improved in reading and writing.</p> <p>Closer monitoring of provision and impact</p>	<p>End of KS1: 30% (3 children) achieved GD in reading and 20% (2 children) in writing which is the highest achieved in the last three years</p> <p>End of KS2: 22% (2 children) achieved GD in reading which is the highest in the last three years</p>		<p>£ 173.52 per child/year x 8 children</p> <p><b>£1388.16</b></p>
<p><b>ii. Targeted support</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Individual reading to take place weekly with CT or TA.</p> <p>2x read to take place each week led by teacher.</p> <p>Focus on reading more at home via diaries/reading journals.</p>	<p>Improved reading progress scores at the end of KS2.</p> <p>Children read more frequently and widely.</p>	<p>Although reading progress scores at the end of KS2 were – 4.0 and at a 3 year low with the gap widening, overall progress in reading Years 1 - 5 was improved across the school.</p> <ul style="list-style-type: none"> <li>• 57% disadvantaged reached expected in PIRA tests (SS 100+) of the 43% that didn't 90% were SEN and 10% suffered emotional trauma through the year.</li> <li>•</li> <li>• 79% disadvantaged made term on term progress with improved SS</li> </ul> <p>49% made accelerated progress with 28% disadvantaged gaining SS of 112+</p>	<p>We will continue with this approach next year.</p>	<p>£820.64 per child/year x 64 children</p> <p><b>£52,520.96</b></p>
<p>Phonics interventions and catch up sessions</p>	<p>Improved reading and comprehension for PP children from FS – Year 2</p>	<p>100% PP success on Year 1 phonics check</p>	<p>We will continue with this programme of support next year and extend it to Years 3 and 4 to ensure that all children have a firm foundation of phonics knowledge with no gaps in knowledge.</p>	<p>£488.15 per child/year x 15 children (KS1)</p> <p><b>£7,322.25</b></p>

Teacher/TA Inference intervention reading groups	Improved reading and comprehension across school KS1-KS2 leading to improved attainment at the end of KS2	<p>PIRA scores: (Inference)</p> <p><b>End of KS1 attainment:</b> 2017-18 disadvantaged achieved 50% reading attainment 2018-2019 disadvantaged achieved <b>70%</b> reading attainment which was only 7% behind national</p> <p><b>End of KS2 attainment:</b> 2017-18 disadvantaged achieved 55% reading attainment 2018-2019 disadvantaged achieved 56% reading attainment which was 17% behind national at 73%</p>	Success has been evident at KS1 but there have been little gains at KS2. Closer scrutiny of this approach across KS2 needs to be developed.	<p>£260.35 per child/year x 63 children across KS1 &amp; KS2</p> <p><b>£16,402.05</b></p>
Use of Individualised ICT reading programmes: LEXIA and READTHEORY.com	Improved reading and comprehension across school KS1-KS2 leading to improved attainment at the end of KS2	See impact measures above.	The direct impact of these programmes needs to be monitored and tracked more rigorously, if we continue to use them, to show their value against attainment gains.	Lexia cost per child £36 x 75 = £2,700
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>Buy in Counselling Services e.g. Alliance referrals</p> <p>Parent Support from</p> <p>Parent Support Adviser,</p> <p>Early help to engage with parents and work 1:1 with children</p>	<p>To improve children's mental health.</p> <p>To improve children's emotional well-being in order to make them ready for learning.</p> <p>To work with hard to reach families, develop nurture groups, run TAC/TAF meetings, improve attendance across school.</p> <p>To maintain good attendance</p>	<p>Many children across the school including non PP children have had access to in house therapeutic counselling; drawing and talking to improve their emotional well-being. Tracking shows that these children are continuing to make steady progress across a range of subjects and are working in whole class situations for increasing periods.</p> <p>PSA continues to reach these parents and support them with their children's education. Many of these parents make PSA their first port of call should they need advice.</p>	<p>Approach will continue as there continues to be a list of children waiting to receive therapy.</p> <p>PSA to continue with this approach.</p>	<p>Lego Therapy: £228.76 per child/year x 12 <b>£2745.12</b></p> <p><b>£4000</b> Alliance costs per year</p> <p><b>£27,745 +</b> ongoing costs from school budget</p>
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<p>Before/After School Activities: Multisport; Choir; Art Club; Board games Club; Extra-Curricular Support; Team Treat experiences Bushcraft Singing lessons Carlton Residential School Trips</p>	<p>Working together, self-confidence, Development of skills/social participation, making healthy lifestyle choices.  Rise in progress, children ready for learning. Sport and musical experiences  Improvement in self-confidence, social interaction  Learning outside the class room will give children a wide variety of opportunities to enrich their development impacting on their social and emotional well-being.  Improved attendance and children were able to talk confidently about their new learning experiences.</p>	<p>Average of 32% of PP children take up the opportunities of after school clubs.  Take up is usually much higher at the start of the academic year but many of these children lack resilience and the support of parents, so dropout rates are usually higher than non-PP children.</p>	<p>Extra-curricular activities and school trips will continue to be a valuable addition to the teaching and learning of all children.</p>	<p><b>£8,300</b></p>
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Growth Mindset	PP children maintain a positive view of themselves as learners and show a determination to be independent and to achieve their full potential.	<p>Improved attitudes to learning and making mistakes. More PP children having a go at challenges and see themselves as having growth mindset:</p> <p>Pupil survey results: 96.6% of 30 Y5 and Y6 children now think that effort, working hard and having a GM determines success.</p> <p>Staff survey results: ALL staff surveyed said they had noticed that GM was enabling children to be more willing to take on challenging tasks; helping them be more responsible for</p>	Continue to embed this as part of whole school culture through lessons, assemblies and GM champions. Develop and extend to parents through a dedicated section on the website and a dedicated page in the school newspaper.	CPD/Resource s/stickers etc <b>£500</b>
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**4. Planned expenditure**

<b>Academic year</b>	<b>2019 - 2020</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</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</b>
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Assessment will drive small group pre-teaching and bespoke differentiated teaching in maths and English subjects.	To further reduce the gaps at the end of key 2 stage in Reading, Writing and Maths between disadvantaged and non- disadvantaged children with a strong focus on reading.	EEF research shows that greater impact on progress is made in groups less than 12 pupils. Therefore, direct teaching support will be offered to a small group of children in LKS2 as well as children in Years 5 and 6.	A personalised programme of support will be implemented for maths and English to specifically selected children. Tracking the progress of these children at the end of each term and completing gap analysis data will ensure that gaps in their learning are addressed.	J Eyre D Cooper S Poulter	This will be reviewed on a termly basis through pupil progress meetings with the team leaders, assistant head teacher and teachers.
<b>Total budgeted cost</b>					<b>£5,500</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</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</b>

<p>Support staff allocation for children in most need.</p>	<p>To further strengthen teaching assistant support across the school, particularly for the younger children. To continue to identify the progress of vulnerable children in order for them to make maximum progress and close the gaps in attainment across all year groups.</p>	<p>There is evidence that Teaching Assistants are more likely to have a positive impact when delivering structured interventions than as general classroom support. The EEF recommends structured intervention that has some evidence of promise from previous evaluations.</p>	<p>Highly experienced support staff working in Y6 in a variety of ways to suit daily needs. Nurture group 2:5 deployed in Y5 for a vulnerable group of children 1:1 and 1:4 support is given to underachieving, disadvantaged children in Maths 2-3 times weekly LKS2 Extra support given to Year 1 in order to support pupil with behavioural needs. Support for Y2 to maintain no gaps at the end of KS1 in CRWM between disadvantaged and non-disadvantaged children.  Targeted interventions will continue to be used across</p>	<p>Team Leaders D Cooper S Poulter S Wilkinson R Heslop</p>	<p>Initial assessments will provide an approximate indication of the learner's ability in each of the components (and subcomponents) of numeracy and reading to identify the focus for intervention and data scores. New data scores will be generated at the end of each term to monitor progress and the impact of interventions.</p>
<p>Phonics interventions and catch up sessions</p>	<p>To ensure that all children PP children from FS – Year 4 have a firm foundation of phonics knowledge with no gaps.</p>	<p>Evidence from previous year's data shows that this approach is successful with nearly 100% of children making at least expected progress. It has been extended to LKS2</p>	<p>Experienced staff used for delivery Targeted time allocated across the school day as part of EYFS, KS1 and LKS2 daily timetable.</p>	<p>Team Leaders S Poulter S Wilkinson R Heslop</p>	<p>As above</p>

Individual focused reading 2 x weekly	To promote a love of reading and to develop confidence and positive reading experiences. Improved reading progress scores at the end of KS2.  Children read more frequently and widely.	Evidence from previous year's data shows that this approach is successful with nearly 60% of children making at least expected progress. Children have engaged well with the approach and enjoy being rewarded with bookworm awards.	Progress of disadvantaged children is carefully monitored with RA measured outcomes at different points throughout the year to ensure that children are reading books targeted at their reading abilities and interest levels.	English lead S Wilkinson  All staff	End of each term and academic year
Teaching Inference Programme	Develop language and comprehension skills in order to improve the outcomes for greater depth in reading and further reduce the gap in reading at the end of key stage.	Observations of children and data provided from PIRA show that the children have increased reading inference and make good progress. Improved progress and attainment in reading continues to be a target on the School development Plan	Progress of disadvantaged children in Years 2, 4 and 6 carefully monitored with measured outcomes at the start and the end of the programme.	English lead S Wilkinson  All staff	End of each term and academic year

**Total budgeted cost    £104,520.96**

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</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</b>
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<b>Parent Support Advisor</b>	To work with hard to reach families, develop nurture groups, run TAC/TAF meetings, To maintain good attendance, provide advice to parents and signpost parents to appropriate agencies	Many PP children have low self esteem and/or aspirations due to mental health issues, poor parenting and difficult home learning environments. Pupils are not motivated or challenged by their parents, or given the opportunities to recognise what they are capable of achieving.	Positive relationships to be maintained as parents are now well aware of the role which PSA has in school and should continue to use her as the first port of call should they require any advice.	V Gibson	Ongoing
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<p>Before/After School Activities:</p> <p>Multisport; Choir; Art Club; Board games Club; Breakfast Club;</p> <p>Extra-Curricular Support; Team Treat experiences</p> <p>JASS adventure</p> <p>Singing lessons</p> <p>Carlton Residential</p> <p>School Trips</p>	<p>Working together, self-confidence, Development of skills/social participation, making healthy lifestyle choices.</p> <p>Rise in progress, children ready for learning. Sport and musical experiences</p> <p>Improvement in self-confidence, social interaction</p> <p>Learning outside the class room will give children a wide variety of opportunities to enrich their development impacting on their social and emotional well-being.</p> <p>Improved attendance and children will be able to talk confidently about their new learning experiences.</p>	<p>All disadvantaged children take up the extra opportunities and are able to attend events such as choir and theatre performances which they would not normally be able to attend.</p> <p>Working together, self-confidence, Development of skills/social participation, making healthy lifestyle choices.</p> <p>Rise in progress, children ready for learning</p> <p>Raising Aspiration</p> <p>Musical experiences</p> <p>Improvement in self-confidence, social interaction</p>	<p>Termly monitoring of each club and rotas in place for those clubs which are the most popular to ensure all children have equal access.</p>	<p>J Eyre</p> <p>B Mullen</p> <p>S Skillbeck</p>	<p>Ongoing</p>
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**Total budgeted cost    £26,000**

**5. Additional detail**

- We have used the following to support the sections above:
- Analysis of School Performance and other internal assessment and reporting software e.g. PIRA
- Evidence from the education endowment foundation (EEF) toolkit <http://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/>
- Results from staff and pupil surveys
- Analysis of attendance records
- Advice from external consultants