



Whitehouse Primary School: Pupil Premium

1. Summary information			
Academic Year	2020 - 21	Total PP budget	£ 76,835
Total number of pupils	391	Number of pupils eligible for PP	60

2. 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 PP Mainstream SEN	Number of children with Complex needs	Number of service children
60 15.35%	32 53%	28 47%	5 8%	23 38%	3 5%	4 7%

3a. Current attainment: All Pupils			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (School)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing and maths	%	%	%
% making expected standard or above in reading	75%	80%	%
% making expected standard or above in writing	76%	73%	%
% making expected standard or above in maths	82%	83%	%

4. Barriers to future attainment (for pupils eligible for PP including high ability)

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

A.	Limited language, written and comprehension skills for some PP meaning immature speech, difficulties with language skills and some fine and gross motor skill difficulties.
B.	Some PP have limited understanding and knowledge of basic number.
C.	A small number of children are starting school with basic self-care needs e.g. toilet training – 2 children in current 2020 EYFS cohort which impacts on staff deployment and learning time.
C.	52% of children who receive PP have additional and complex needs in terms of either a medical, physical or special educational need or other factors such as looked after, under child protection or child in need procedures.
D.	80% of PP children suffer from low esteem and/or have other social, emotional and behavioural issues that need to be addressed. These issues can have a detrimental effect on their academic progress.
E.	Children do not read often and widely enough at home which impacts on vocabulary and comprehension skills.

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

F.	Attendance rates for pupils eligible for PP are below the target for all children of 96%. Average attendance 2015-2017 was 94.6% (without ARP) and 93% ALL children.
G.	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
H.	Lack of parental engagement and interest (which can affect attendance) and limiting pupil life experiences and aspirations.
I.	Access to the internet, home learning opportunities and a readiness for learning.

5. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	Parents/carers have a better understanding of how to help and support their children with shared, high expectation of both learning and behaviour. Home/school relationships are forged on school entry and built upon throughout the child's school career.
B.	Improved language, reading, comprehension and written skills for PP and this success build on in KS1 and KS2.	Continue to build on success in EYFS where disadvantaged have outperformed non-disadvantaged GLD
C.	Improvement of reading habits and regularity of reading across school including comprehension skills for PP in Years 1 - 6 through additional reading sessions and regular deep questioning and development of oral/written explanations and responses.	End of KS2: progress scores in reading are at least in line with the national average.
D.	Children read widely and with enjoyment from Foundation Stage onwards.	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.
E.	Higher rates of progress in RWM across KS1 & KS2 for all PP	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 2 in maths, reading and writing.
F.	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
G.	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

2020-2021

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?
<p>Children read more frequently and widely.</p>	<p>Reading guidance information is shared with parents in FS</p> <p>During parent sharing sessions in EYFS, teachers model effective reading strategies.</p> <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>Continuation of weekly class bookworm award.</p> <p>Continued use of reading bookmarks in KS1 and Journals KS2.</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 Class Teacher</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>	<p>Weekly and half termly</p>

<p>Improved reading comprehension, vocabulary and language skills across school.</p> <p>Improved reading progress scores at the end of KS2.</p>	<p>Planned work on developing Vocabulary alongside guided reading.</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 currently 99. There is still a progress gap of -1.0 with other pupils (school) and -3.8 with other pupils nationally.</p>	<p>Monitoring of pupil's language development in EYFS and outcomes in reading and writing across the school.</p> <p>Vocabulary is more prevalent and displayed throughout 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>Intervention audits</p>	<p>S Wilkinson</p>	<p>January 2019 and then at the end of the 2018-19 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'.</p> <p>Similar picture with PP SEND.</p>	<p>Class teachers will set up and review targeted intervention groups to pupil need including targeted clubs.</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 2018-19 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 tests to assess gaps in reading</p> <p>Closer monitoring of provision and impact</p>	<p>The gap between PP and others in reading and writing at the end of KS1 has increased.</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>At the end of the academic year</p>
<p>Total budgeted cost</p>					<p>£70,000</p>

i. 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?
Improved fine motor and written skills for PP children in EYFS	<p>Dough disco for early writing development.</p> <p>Squiggle as you wiggle for handwriting</p> <p>Daily letter formation practice in FS</p>	<p>This intervention is fun and successful and has helped pupils with low baseline starting points make accelerated progress in writing.</p>	<p>EYFS lead has introduced this as a daily EYFS strategy.</p> <p>More children have an accurate pencil hold when leaving EY.</p>	L Copley	Half termly
Improved language, comprehension and reading skills for PP children from FS – year 3	<p>Enrolment on the Nuffield Early Language Intervention Programme</p> <p>Phonics interventions and catch up sessions</p> <p>Individualised ICT reading programmes</p> <p>Inference intervention reading programme.KS2</p>	<p>The importance of early language and phonics in the Early Years and KS1 curriculum is very well-established with daily teaching.</p> <p>Our KS1 team will ensure they track the progress of pupils in the build-up to the phonics screening and SATS at the end of KS1.</p>	<p>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.</p> <p>Review interventions through intervention impact reports at termly PPMs.</p>	L Copley S Wilkinson	Weekly/Half Termly
Improved reading and comprehension across school KS1-KS2 leading to improved attainment at the end of KS2	<p>1:1 daily reading and TA/CT reading groups</p> <p>Inference intervention groups</p> <p>Individualised ICT reading programmes</p>	<p>Evidence suggests children respond well to individual and tailored small group support that is specific to their identified learning need.</p>	<p>PIRA assessments delivered across school and gaps identified for precision teaching.</p> <p>Children identified for targeted 1-1 support to improve reading ages.</p> <p>Review interventions through intervention impact reports at termly</p>	S Wilkinson	Half termly

Improved reading progress scores at the end of KS2.	English Booster groups at year 6 Inference interventions Y3 onwards	The teaching of reading focusing on the different assessment focuses in small groups gives greater outcomes than guided reading sessions. Whole class inference training and focused reading lessons.	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 Small group Lego Therapy	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	Weekly/Half termly
Children are able to communicate effectively with members of staff and each other	Speech therapy delivered in house in school via trained staff.	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
Development of social skills and behaviour support for those in need.	Structured break and lunchtime activities – puzzle club, play leaders, den building	Children who have focused and purposeful tasks and			
Total budgeted cost					£37,000

ii. 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?
Support for families and pupils who are vulnerable	<p>Breakfast Club and After-school Club</p> <p>Full-time Parent Support Adviser, SENCO and Early help to engage with parents and work 1:1 with children</p> <p>Weekly Therapy Pony sessions</p>	School data indicates that attendance has improved when PP have been supported by PSA and therapeutic services.	<p>Regular feedback from parents and pupil feedback tells us of the impact of this valuable work.</p> <p>Evidence from the children through engagement, making progress and feeling less anxious.</p>	<p>S Gallafant/ V Gibson</p> <p>£6,000</p>	Weekly/ Half termly
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>	<p>V Gibson/ J Eyre</p> <p>£4,500</p>	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>	<p>SLT</p> <p>£2,500</p>	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 £2,000	Termly
Pupils' experiences are enriched via visits and visitors in school.	Regular trips and visitors to enhance topics. Winning Team Treats	Children often have limited experiences beyond the local area and these are essential to support all aspects of learning.	Discussions with pupils	Team Leaders SLT £2,000	Termly
Parents are supported and offered guidance to help build positive relationships	Six week Positive Parenting Course	Relationships are the foundations of success. Having clear rules, routines and boundaries helps children feel safe and improve life chances.	Pupil and Parent Questionnaire	V Gibson	Summer 2019
Total budgeted cost					£17,000

* 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