



Pupil Premium Funding Report for 2018-19

Overview

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives for Pupil Premium in this School

- Our school will ensure that the Pupil Premium funding reaches the group of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gaps between the achievement of these pupils and their peers.
- The school will assess what additional provision should be made for the individual pupils under four key areas:
 - Improving learning in the curriculum;
 - Improving social and emotional state;
 - Extra-curricular enrichment and
 - Family support.
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

School Policy

The Head teacher and Governing Body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Head teacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact.

Statistics

- Whitehall currently has 128 pupils who are entitled to benefit from the additional funding. The breakdown for each year group is as follows:
Year 3 = 26 pupils (24 who are in receipt of Free School Meals)
Year 4 = 32 pupils (30 who are in receipt of Free School Meals)
Year 5 = 31 pupils (29 who are in receipt of Free School Meals)
Year 6 = 39 pupils (35 who are in receipt of Free School Meals)
- Each 'Ever 6' FSM pupil was entitled to receive £1,320 this year.
- Each 'Ever 6' Service pupil was entitled to receive £300 this year.
- Each 'Looked After Children' (LAC) was entitled to £2,300 this year.
- In the current year, the school received £168,960 additional Pupil Premium funds and we have also received £1,800 through Pupil Premium Service Children Funding.

This year's strategies for the use of the funds

Governors, teachers and the wellbeing team of staff looked carefully at the needs of each pupil with the aim of giving our most vulnerable children the opportunity to make good progress and achieve a variety of successes. We believe that confident happy children who are both well supported and taught skilfully will make the most progress and serve them with the skills they will need to achieve in the future. Therefore, the school decided to apportion the money to a range of provision as outlined below:

Teaching and Staff Costs Improving learning in the curriculum, improving social and emotional state and family support	£105,973.77
Including: employment of a co-worker for Pupil Premium co-ordinator whose timetable includes time to individually coach PP children and run targeted intervention groups; employment of specialist SEN teachers who work with SEN and Pupil Premium Pupils; class teachers offering extra classes before school; experienced mathematics teacher to work Pupil Premium Pupils to further close the attainment gap; leader of family group and GREG (Grass Roots for English Group); release for Pupil Premium coordinator to team teach, plan, monitor and evaluate provisions for Pupil Premium pupils and emotional and wellbeing support from 'wellbeing' staff members.	
Support staff costs Improving learning in the curriculum, improving social and emotional state and family support	£46,495.66
Including: TAs to support learning in the mornings; TAs to support learning in the afternoons and additional emotional and wellbeing support.	
Staff Professional Development Improving learning in the curriculum and improving social and emotional state	£3,660.00
Martin Burford training; Michael Burghart training; Quest partnership; 'Mental Health and Wellbeing' training; Pupil Premium conference; SLT training and CPD bookings e.g. raising achievement in writing.	
Professional services Improving learning in the curriculum and improving social and emotional state	£6,365.41
Power of Thought teaching and specialists' services e.g. Speech and Language, 1:1 mentoring; dyslexia, play therapy, behaviour support and educational psychologist.	
Extra-Curricular Activities Extra-curricular enrichment and Family support	£1,657.00
Before/after school club; Sports clubs e.g. cricket club and music lessons e.g. guitar and keyboard.	
Enrichment projects Extra-curricular enrichment	£1,185.72
Royal Shakespeare Company project and Sky Academy Studios trip.	
School Educational Visits Extra-curricular enrichment and Family support	£1,589.00
Residential in Year 6, Whitehall Week for Y6 and support towards year group trips.	
Resources/Stationary Family support	£1,276.22
Pupil planners, stationary, kit and magazine subscriptions.	
TOTAL SPEND	£168,202.78

Impact of Pupil Premium Funding

Improving learning in the curriculum:

PROGRESS OF PUPIL PREMIUM COMPARED TO PROGRESS OF NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

- The data shows small differences (PP/Non-PP) in progress within Year 3 SPAG and writing.
- This is also true for Year 4 maths and writing.
- Year 5 are showing that PP pupils are progressing at a better rate than Non-PP pupils in SPAG and have a small difference in writing progress.
- Year 6 show a small difference in progress between PP and Non-PP pupils for reading and PP pupils are progressing at a better rate than Non-PP pupils in SPAG, writing and maths.
- The school as a whole shows a small difference (PP/Non-PP) in progress within SPAG and maths. PP pupils are progressing at a better rate than Non-PP pupils in writing however PP pupils' progress in reading is less than Non-PP pupils.
- It should be noted that in all of the year groups, there are some very complex cases: of our PP group, many pupils fall into additional groups (e.g. SEN/EAL/Late joiner), 50% of PP pupils in Year 3 do so, as do 75% in Y4, 74% in Y5 and 87% in Y6. Please also note that for the pupils who are late joiners, we have gaps in knowledge in regards to what support they have received from their previous school.

ATTAINMENT STRENGTHS OF PURE PUPIL PREMIUM ONLY (not inc SEN, EAL or late joiners) COMPARED WITH NON-PUPIL PREMIUM AT EXPECTATION (INTERNAL SCHOOL MEASURES)

- Year 3 pure PP pupils are outperforming Non-PP pupils in attainment at expectation for reading, writing, SPAG and maths.
- Year 4 pure PP pupils are within 10% of Non-PP pupils attaining at expectation for writing and SPAG.
- Year 5 pure PP pupils are outperforming Non-PP pupils in attainment at expectation for reading, SPAG, Maths and reading, writing and maths combined.

ATTAINMENT AND PROGRESS OF YEAR 6 PUPIL PREMIUM COMPARED WITH NON-PUPIL PREMIUM

The following analysis includes the data for 5 PP pupils who did not take the test due to significant SEN and 1 higher achieving PP pupil who did not sit the tests due to ill health.

	<i>Pupils eligible for PP (WJS)</i>	<i>Pupils eligible for PP (National)</i>	<i>'All' national average)</i>
% achieving expected standard or above in reading, writing & maths (SATs results 2019)	54%	51%	65%
% making expected attainment in reading (SATs results 2019)	57%	62%	73%
% making expected attainment in writing (as measured in the school)	73%	68%	78%
% making expected attainment in SPAG (SATs results 2019)	70%	67%	78%
% making expected attainment in mathematics (SATs results 2019)	70%	67%	79%

- PP scaled score attainment in reading is 1 point greater than last year. PP pupils have a scaled score which is 2 points behind Non-PP pupils (a closing of the gap by 2 points compared to 2018 results) and PP are only 1 point behind 'all national' scaled score for reading.
- PP scaled score attainment in SPAG is 1 point greater than last year. PP pupils have a scaled score which is 2 points behind Non-PP pupils (a closing of the gap by 1 point compared to 2018 results) and PP are 1 point greater than 'all national' scaled score for SPAG.

- PP scaled score attainment in maths is 1 point less than last year. PP pupils have a scaled score which is 3 points behind Non-PP pupils (an increase in gap by 1 point compared to 2018 results) however PP pupils have the same scaled score as 'all national' for maths.
- PP attainment in writing has increased by 13% compared to PP writing attainment in 2018. The gap between the percentage of PP pupils attaining at expectation in writing compared to Non-PP pupils has closed by 4% this year. Furthermore, the percentage of PP writing attainment is 5% greater than 'PP national'.
- The percentage of PP pupils achieving at expectation in reading, writing and maths combined has increased this year and the gap between PP and Non-PP pupils in reading, writing and maths combined has closed by 6% compared to 2018 results.
- The rate of progress in reading for PP pupils is below the national figure for all pupils with -3.78. PP pupils have a difference of -3.76 points progress in comparison to the Non-PP pupils in our school. Both PP and Non-PP pupils have shown a decrease in progress measures compared to last year;
- The rate of progress in writing for PP pupils is above the national figure for all pupils with 0.32. PP pupils have a difference of 0.96 points progress in comparison to the Non-PP pupils in our school. Both PP and Non-PP pupils have shown an increase in progress measures compared to last year;
- The rate of progress for PP pupils in maths is below the national figure for all pupils with -1.09. PP pupils have a difference of -2.93 points progress in comparison to the Non-PP pupils in our school (the gap between PP and Non-PP pupils in their maths progress has increased compared to this time last year).
- It should be noted that this was a very complex cohort. 20 of these Pupil Premium pupils were late joiners; 12 of these Pupil Premium pupils had SEN needs (with 5 of those pupils having significant SEN need) and one of these Pupil Premium pupils had significant emotional needs. Furthermore, one HA Pupil Premium pupil did not sit the tests due to ill health and
- Whitehall will continue to maintain focus to close the gap between PP and Non-PP pupils' progress and attainment.

Note: Measures for overall progress scores of all pupils and disadvantaged pupils are compared with the national figure for all pupils, which is 0.

WHAT ACTIONS FOR 2018-19 HAD MOST IMPACT:

- Whole school focus on the teaching, learning and assessment of reading has seen an improvement in PP pupils' reading attainment across the school.
- Whole school focus on the teaching, learning and assessment of vocabulary use and grammar has seen an improvement in PP pupils' attainment and progress in writing and SPAG.
- Team-teaching programme enabled experienced teachers to share outstanding practice with new colleagues therefore impacting all PP pupils in class.
- Whole school introduction of Times Tables Rockstars to improve children's speed of recall for times tables across the school.
- Targeted maths interventions have enabled pure PP pupils to achieve a greater percentage at expectation compared to Non-PP pupils in Years 3 and 5.
- Targeted writing interventions in Years 3 and 4 have enabled pure PP pupils to achieve a greater percentage at expectation compared to Non-PP pupils.
- Targeted SPAG interventions in Years 3, 4 and 5 have enabled pure PP pupils to achieve a greater percentage at expectation compared to Non-PP pupils.
- Targeted reading interventions have enabled pure PP pupils to achieve a greater percentage at expectation compared to Non-PP pupils in Years 3 and 5.

FUTURE ACTIONS FOR 2019-20 BASED ON THIS DATA:

- Closely monitor reading progress for PP pupils as this is less than Non-PP pupils. The school's new guided reading initiative will be supporting the positive impact on reading progress.
- Closely monitor writing attainment at 'expected standard' for all Pupil Premium pupils as this is generally the largest gap between Pupil Premium and Non-PP pupils. Focused work on 'closing the vocabulary gap' will be a priority for the school.
- Writing and 'challenge for all' to be a continued focus in staff PDMs, monitoring and learning walks as this is proving to have a positive impact.

- Planned interventions for Pupil Premium pupils to have a reading focus.
- Closely monitor attainment at 'higher standard' for all Pupil Premium pupils across all subjects. Ensure daily practice in the classroom exploits setting work that is demanding for all learners.
- Ensure the whole school focus of 'closing the vocabulary gap' is being used in daily practice and the foundation subjects are specifically exploring academic language with pupils.
- Closely monitor maths attainment and use experienced maths teachers to overcome barriers to pupils' maths progress and attainment.
- Closely monitor Pupil Premium pupils who are not achieving reading, writing and Maths combined and provide intervention in the area they need to improve on.
- Provision to include additional support for Pupil Premium pupils within their Maths lessons by experienced teachers.

Improving social and emotional state

- Improved attendance evident from tracking Pupil Premium pupils' attendance (81% of PP pupils have above 90% attendance for this academic year).
- The behaviour policy and whole school behaviour scheme has enabled better behaviour results as identified from pupils' Attainment and Progress records and behaviour recording sheet.
- PP pupils have received sessions about 'Power of Thought' throughout this year.
- Some selected PP pupils have received 1:1 mentoring sessions which have proved to be very effective through questioning these participants.
- Improved confidence and self-esteem due to the vast opportunities given to PP pupils to perform to an audience.
- Raised aspirations through trips and experiences given to PP pupils.

Extra-curricular enrichment

- Increased participation of Pupil Premium pupils attending extra-curricular activities as the financial support is there for them to access new opportunities offered to them.
- Pupil Premium pupils attending all trips as financial barrier is now removed so they are gaining life experiences which they have not accessed before.
- Increased participation of Pupil Premium pupils attending Year 6 residential trip as well as Whitehall Week – they feel included in the memorable experience and are not excluded due to financial strain on the family.
- Finances for Pupil Premium pupils to attend enrichment trips based on their future aspirations.
- Finances for Pupil Premium pupils to be part of the first year of a two year programme run by the Royal Shakespeare Company (RSC).

Family support

- Resources purchased for struggling families so pupils have the same resources as their peers.
- Financial support for struggling families so their children can have lessons to play a musical instrument.
- Employed member of staff who oversees GREG (Grass Roots for English Group) who provides support to Pupil Premium families. The number of parents attending these groups has risen significantly over recent months.
- Staff members attending courses on emotional wellbeing, coaching and supporting vulnerable families in order to fulfil the needs of Pupil Premium families.

Summary

After evaluating the school's use of the additional Pupil Premium funding the evidence gathered, through the school's self-evaluation strategy, has shown that the intervention strategies have been very successful and that they have had a very positive impact on the progress, standards and achievement of those pupils entitled to the additional funds.

July 2019