



Pupil Premium Funding Report for 2019-20

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 117 pupils who are entitled to benefit from the additional funding. The breakdown for each year group is as follows:
 - Year 3 = 22 pupils (18 who are in receipt of Free School Meals)
 - Year 4 = 34 pupils (30 who are in receipt of Free School Meals)
 - Year 5 = 33 pupils (29 who are in receipt of Free School Meals)
 - Year 6 = 28 pupils (25 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 £154,440.00 additional Pupil Premium funds and we have also received £1,800.00 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	£83,646.05
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 with Pupil Premium pupils further to address specific barriers to their maths knowledge; 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	£45,341.60
Including: TAs to support learning in the mornings; TAs to support learning in the afternoons and staffing for additional emotional and wellbeing support for two Pupil Premium pupils.	
Staff Professional Development Improving learning in the curriculum and improving social and emotional state	£3,711.00
Martin Burford training; Sue Rogers School Improvement Officer to work with staff; Quest partnership; staff courses; SLT training and CPD bookings.	
Professional services Improving learning in the curriculum and improving social and emotional state	£20,195.79
Power of Thought teaching and specialists' services e.g. Speech and Language, 1:1 mentoring; dyslexia, play therapy, behaviour support, educational psychologist and ASEND 1:1 teaching.	
Extra-Curricular Activities Extra-curricular enrichment and Family support	£317.00
Before/after school club; Sports clubs run by outside agencies and music lessons e.g. guitar and keyboard.	
Enrichment projects Extra-curricular enrichment	£1,391.00
Royal Shakespeare Company project, Young Shakespeare Company bookings and JCOB curriculum workshops.	
School Educational Visits Extra-curricular enrichment and Family support	£400.00
Residential in Year 6, Whitehall Week for Y6 and support towards year group trips.	
Resources/Stationary Family support	£1,429.33
Pupil planners, stationary, kit and magazine subscriptions.	
TOTAL SPEND	£156,431.77

- **Please note that from April 2020 the funding will be as follows:**
 Each 'Ever 6' FSM pupil was entitled to receive **£1,345.**
 Each 'Ever 6' Service pupil was entitled to receive **£310.**
 Each 'Looked After Children' (LAC) was entitled to **£2,345.**

Impact of Pupil Premium Funding

Improving learning in the curriculum:

PROGRESS OF PUPIL PREMIUM COMPARED TO PROGRESS OF NON-PUPIL PREMIUM

Please note that due to school closure as a result of the Coronavirus, these progress measures are based on the last assessments which took place during Spring Term 2020.

Progress strength	Progress Weaknesses
<ul style="list-style-type: none">- PP reading progress is greater than non-PP pupils in Yrs 3, 5 and 6- PP SPAG progress is greater than non-PP pupils in Yr 3- PP writing progress is greater than non-PP pupils in Yr 4- PP maths progress is greater than non-PP pupils in Yrs 4 and 6	<ul style="list-style-type: none">- PP SPAG progress is significantly less than non-PP pupils in Yr 5- PP writing progress is significantly less than non-PP pupils in Yr 6- PP maths progress is significantly less than non-PP pupils in Yrs 3 and 5

- The data also shows small differences (PP/non-PP) in progress within Year 3 writing.
- This is also true for Year 4 reading and SPAG, Year 5 writing and Year 6 SPAG.
- 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), 59% of PP pupils in Year 3 do so, as do 63% in Y4, 76% in Y5 and 69% 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

Please note that due to school closure as a result of the Coronavirus, these attainment measures are based on the last assessments which took place during Spring Term 2020.

- Year 3 pure PP pupils are outperforming non-PP pupils in attainment 'at' and 'above' expectation for reading, 'above' expectation for SPAG and 'at' expectation for reading, writing and maths combined. In all other areas, excluding maths 'above' expectation, Year 3 pure PP pupils are attaining within 10% of non-PP pupils.
- Year 4 pure PP pupils are outperforming non-PP pupils in attainment 'at' expectation for SPAG and 'above' expectation for reading, writing and maths combined. In all other areas, excluding GAPS 'above' expectation, Year 4 pure PP pupils are attaining within 10% of non-PP pupils.
- Year 5 pure PP pupils are outperforming non-PP pupils in attainment 'at' and 'above' expectation for reading, 'at' expectation for SPAG, 'at' expectation for writing and 'at' expectation for reading, writing and maths combined. Year 5 pure PP pupils are attaining within 10% of non-PP pupils in maths 'at' expectation.

ATTAINMENT AND PROGRESS OF YEAR 6 PUPIL PREMIUM COMPARED WITH NON-PUPIL PREMIUM
 SATs did not take place this year due to Covid-19 pandemic. Figures based on teacher assessments
 submitted for Secondary School Transfer.

N.B. This data includes teacher assessments for 3 PP pupils who have significant SEN needs.

	Pupils eligible for PP (WJS)	Pupils eligible for PP (National)	'All' national average)
% achieving expected standard or above in reading, writing & maths (Teacher Assessment 2020)	62%	?%	?%
% making expected attainment in reading (Teacher Assessment 2020)	75%	?%	?%
% making expected attainment in writing (Teacher Assessment 2020)	64%	?%	?%
% making expected attainment in SPAG (Teacher Assessment 2020)	75%	?%	?%
% making expected attainment in mathematics (Teacher Assessment 2020)	71%	?%	?%

- PP attainment in reading has increased by 18% compared to PP reading attainment in 2019. There is still a gap between PP and non-PP reading attainment which stands at 6%.
- PP attainment in SPAG has increased by 5% compared to PP SPAG attainment in 2019. There is still a gap between PP and non-PP SPAG attainment which stands at 8%.
- PP attainment in maths has increased by 1% compared to PP maths attainment in 2019. There is still a gap between PP and non-PP attainment in maths which stands at 15%.
- PP attainment in writing has decreased by 9% compared to PP writing attainment in 2019. However, the gap between the percentage of PP pupils attaining 'at' expectation in writing compared to non-PP pupils has closed by 4% this year.
- The percentage of PP pupils achieving 'at' expectation in reading, writing and maths combined has increased this year by 8% and the gap between PP and non-PP pupils in reading, writing and maths combined has closed by 8% compared to 2019 results.
- How to measure the rate of progress in reading, writing and maths for PP and non-PP pupils is not yet known.
- It should be noted that this was a very complex cohort. 13 of these Pupil Premium pupils were late joiners; 5 of these Pupil Premium pupils had SEN needs (with 3 of those pupils having significant SEN need) and one of these Pupil Premium pupils had significant emotional needs and
- Whitehall will continue to maintain focus to close the gap between PP and Non-PP pupils' progress and attainment.

WHAT ACTIONS FOR 2019-20 HAD MOST IMPACT:

- Whole school focus on the teaching, learning and assessment of reading has seen an improvement in PP pupils' reading progress and 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 across the school.
- Team-teaching enabled experienced teachers to share outstanding practice with less experienced colleagues therefore impacting all PP pupils in class.
- Whole school's continued use of Times Tables Rockstars to improve children's speed of recall for times tables across the school.
- Whole school introduction of mark books which enabled teachers to identify pupils' individual next steps to be addressed next lesson to overcome barriers in their learning.
- Targeted maths interventions have focused on closing the gap between PP and non-PP pupils by addressing the gaps in their learning.
- Targeted writing interventions in Year 5 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' and 'above' expectation compared to non-PP pupils in Years 3 and 5.

FUTURE ACTIONS FOR 2020-21 BASED ON THIS DATA:

- Closely monitor PP pupils' SPAG progress in next year's Year 6 cohort as they are currently progressing at a slower rate than their non-PP peers.
- Closely monitor PP pupils' maths progress in next year's Years 4 and 6 cohorts as they are currently progressing at a slower rate than their non-PP peers.
- Closely monitor reading progress and attainment for PP pupils across the school to ensure the school continues to improve on the closing of the gap between PP and non-PP pupils made during 2019-20.
- Closely monitor writing and maths attainment at 'expected standard' for all Pupil Premium pupils as these are generally the largest gaps between Pupil Premium and Non-PP pupils at the end of KS2. Focused work on 'closing the vocabulary gap' and 'Times Tables Recall' will be a priority for the school next academic year.
- 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 maths and writing 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 (85% of PP pupils had above 90% attendance for the period September 2019 – 20th March 2020).
- 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 and have their work displayed.
- Unfortunately, due to school closure as a result of the COVID-19 pandemic, our specifically organised PP trips and experiences planned to raise aspirations of PP pupils were cancelled. However, throughout school closure, teachers rang all PP pupils once a week to monitor social and emotional state and provide support and guidance where necessary.

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.
- Unfortunately, due to school closure as a result of the COVID-19 pandemic, our Year 6 residential, Whitehall Week, enrichment trips and Royal Shakespeare work were cancelled this year.

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.
- A pack of reading books were given to every Year 3-5 PP pupils during school closure as additional support to PP 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 2020