



Pupil Premium Funding Report for 2020-21

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 Headteacher 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 Headteacher 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 123 pupils who are entitled to benefit from the additional funding. The breakdown for each year group is as follows:
 - Year 3 = 32 pupils (32 who are in receipt of Free School Meals)
 - Year 4 = 22 pupils (21 who are in receipt of Free School Meals)
 - Year 5 = 35 pupils (35 who are in receipt of Free School Meals)
 - Year 6 = 34 pupils (32 who are in receipt of Free School Meals)

- Each 'Ever 6' FSM pupil was entitled to receive £1,345 this year.
- Each 'Ever 6' Service pupil was entitled to receive £310 this year.
- Each 'Looked After Children' (LAC) was entitled to £2,345 this year.
- In the current year, the school received £146,605.00 additional Pupil Premium funds and we have also received £1,860.00 through Pupil Premium Service Children Funding.

This year's strategies for the use of the funds

Governors, teachers and the well-being 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	£95,718.44
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 daily; experienced mathematics teacher to work with Pupil Premium pupils further to address specific barriers to their mathematics 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 well-being support from 'well-being' staff members.	
Support staff costs Improving learning in the curriculum, improving social and emotional state and family support	£39,106.50
Including: TAs to support learning in the mornings; TAs to support learning in the afternoons and staffing for additional emotional and well-being support for two Pupil Premium pupils.	
Staff Professional Development Improving learning in the curriculum and improving social and emotional state	£725.00
Quest partnership; staff courses; SLT training and CPD bookings e.g. art training.	
Professional services Improving learning in the curriculum and improving social and emotional state	£10,127.75
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	£0.00
Due to the Coronavirus pandemic, before/after school club, sports clubs run by outside agencies and music lessons e.g. guitar and keyboard did not run between March 2020 – April 2021.	
Enrichment projects Extra-curricular enrichment	£1,500.00
Young Shakespeare Company bookings and Royal Observatory virtual sessions.	
School Educational Visits Extra-curricular enrichment and Family support	£0.00
Due to the Coronavirus pandemic, residential in Year 6, Whitehall Week for Y6 and support towards year group trips was not possible for the period of March 2020 - April 2021.	
Resources/Stationery Family support	£1,387.95
Pupil planners, stationery, kit and magazine subscriptions.	
TOTAL SPEND	£148,565.64

- Please note that from April 2021 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 (INTERNAL SCHOOL MEASURES)

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

- 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), 69% of PP pupils in Year 3 do so, as do 73% in Y4, 63% in Y5 and 79% 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 OF PUPIL PREMIUM COMPARED TO ATTAINMENT OF NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

PP Attainment Strengths	PP and non-PP Attainment Small Differences	PP Attainment Weaknesses
<ul style="list-style-type: none"> - Yr 3 PP 'at' ARE in maths is only 1% less than 2019 National figure - Yr 3 PP 'above' ARE in maths is 1% above 2019 National figure - Yr 4 PP 'above' ARE in maths is 9% above 2019 National figure - Yr 5 PP 'at' ARE in reading is 1% above 2019 National figure - Yr 5 PP 'above' ARE in maths is 2% above National figure - Yr 6 PP 'above' ARE in maths is only 4% less than 2019 National figure 	<ul style="list-style-type: none"> - Yr 3 'above' ARE in reading, writing and RWM combined - Yr 4 'at' ARE in reading, writing and RWM combined - Yr 4 'above' ARE in reading, SPAG, writing, maths and RWM combined - Yr 5 'at' ARE in reading and writing - Yr 5 'above' ARE in writing and RWM combined - Yr 6 'above' ARE in writing and RWM combined 	<ul style="list-style-type: none"> - Yr 3 'at' ARE in all subject areas and 'above' ARE in SPAG and maths - Yr 4 'at' ARE in SPAG and maths - Yr 5 'at' ARE in SPAG, maths and RWM combined and 'above' ARE in reading, SPAG and maths - Yr6 'at' ARE in all subject areas and 'above' ARE in reading, SPAG and maths

ATTAINMENT GAINS FOR PUPIL PREMIUM PUPILS ACHIEVING 'AT' OR 'ABOVE' ARE FROM SPRING 2021 ASSESSMENTS TO SUMMER 2021 ASSESSMENTS (INTERNAL SCHOOL MEASURES)

	PIRA % difference between spring 2021 and summer 2021 assessments	GAPS % difference between spring 2021 and summer 2021 assessments	Writing % difference between spring 2021 and summer 2021 assessments	Maths % difference between spring 2021 and summer 2021 assessments
Year 3 PP pupils	+23%	+3%	+6%	+31%
Year 4 PP pupils	-31%	-6%	+3%	+30%
Year 5 PP pupils	+17%	+3%	-9%	+5%
Year 6 PP pupils	+7%	+5%	+23%	+19%

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

- Yr 3 pure PP 'above' ARE in RWM combined is greater than non-PP attainment.
- Yr 4 pure PP 'at' and 'above' ARE in reading is greater than non-PP attainment.
- Yr 4 pure PP 'at' ARE in writing and RWM combined is greater than non-PP attainment.
- Yr 4 pure PP 'above' ARE in GAPS and maths is better than non-PP attainment.
- Yr 5 pure PP 'at' ARE in reading, maths and RWM combined is greater than non-PP attainment.
- Yr 5 pure PP 'above' ARE in RWM combined is greater than non-PP attainment.

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

N.B. 89 pupils were on roll during the SATs, 34 of these pupils were PP. Four non-PP pupils were eligible to be removed from the data set as they joined after the start of Year 5 with no English. This data includes teacher assessments for 4 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 2021)	26%	?%	?%
% making expected attainment in reading (Teacher Assessment 2021)	50%	?%	?%
% making expected attainment in writing (Teacher Assessment 2021)	41%	?%	?%
% making expected attainment in SPAG (Teacher Assessment 2021)	41%	?%	?%
% making expected attainment in mathematics (Teacher Assessment 2021)	41%	?%	?%

Please note that the following comments are general statements, given the nature of the data and the current climate. This cohort of pupils have had both years of Upper School significantly disrupted due to COVID-19 and the impact of this can be felt much more significantly this year, than in 2020.

- PP attainment in reading has decreased by 25% compared to PP reading attainment in 2020. There is still a gap between PP and non-PP reading attainment which stands at 32%.
- PP attainment in SPAG has decreased by 34% compared to PP SPAG attainment in 2020. There is still a gap between PP and non-PP SPAG attainment which stands at 35%.
- PP attainment in mathematics has decreased by 30% compared to PP mathematics attainment in 2020. There is still a gap between PP and non-PP attainment in mathematics which stands at 31%.

- PP attainment in writing has decreased by 23% compared to PP writing attainment in 2020. There is still a gap between PP and non-PP writing attainment which stands at 35%.
- The percentage of PP pupils achieving 'at' expectation in reading, writing and mathematics combined has decreased this year by 36% and the gap between PP and non-PP pupils in reading, writing and mathematics combined has increased with the difference between them being 41%.
- How to measure the rate of progress in reading, writing and mathematics for PP and non-PP pupils is not yet known due to SATs not taking place this year.
- It should be noted that this was a very complex cohort. 10 of these Pupil Premium pupils were late joiners; 9 of these Pupil Premium pupils had SEN needs (with 4 of those pupils having significant SEN need) and two of these Pupil Premium pupils had significant emotional needs.

Whitehall will continue to maintain focus to close the gap between PP and non-PP pupils' progress and attainment.

Having returned to school from two lockdowns (March - July 2020 and January – March 2021), all Pupil Premium pupils have been considered for the Government's catch-up provision. Our catch-up premium funding plan can be found here:

<https://primariesite-prod-sorted.s3.amazonaws.com/whitehall-junior/UploadedDocument/f67a426bb1bb42089bb4eec3d91cc829/covid-19-catch-up-funding-plan-2020-21.docx.pdf>

WHAT ACTIONS FOR 2020-21 HAD MOST IMPACT:

- High quality, focused teaching a priority across the school.
- Recovery curriculum for whole school for three-week return in September 2020 (to include core skills and mental health).
- Purchase White Rose Mathematics premium content to support planning for Catch-Up learning within classes.
- Pre-teaching established to make curriculum access more equitable.
- Year Leaders liaised closely with PP coordinator to determine focus of intervention groups and select pupils appropriately.
- Each year group was assigned at least one additional member of staff to provide in-year 'hub' groups for pupils requiring Catch-Up and/or special support.
- PP coordinator tracked reading wpm speed of PP pupils resulting in the introduction of Reading Plus for Upper School pupils.
- Effective parent teacher communications established: year group email addresses for direct access.
- Use of Kick London mentor to target focus children's self-confidence and self-esteem (mentoring programme run Wednesdays and Thursdays).
- Well-being Officer and PP coordinator continued to check in with our most vulnerable families.
- Successful use of two emotional well-being units of learning based on a film stimulus in autumn and spring Terms.
- Online reading activities were provided throughout lockdown through our subscription to 'Bug Club' and 'Reading Plus' for Upper School.
- During lockdown, use of Oak National Academy's reading tasks and provided English text books, enabling all pupils to access learning, regardless of ICT limitations.
- Throughout lockdown, teachers phoned pupils each week to support pupils in their home learning.
- Upon return from lockdown, teachers have sought to motivate pupils to write.
- Specific mathematics content was missed by some pupils due to lockdown, leading to gaps in learning, although online provision for mathematics was plentiful. Question level analysis has taken

place and using DfE/NCETM guidance too, teachers have adapted mathematics lessons so key objectives advised were taught in order to address the impact of school closure upon our return.

- Whole school focus on the teaching, learning and assessment of reading has seen an improvement in PP pupils' reading progress across the school.
- Whole school focus on the teaching, learning and assessment of vocabulary use and grammar has seen an improvement in PP pupils' progress in SPAG across the school.
- Whole school continued use of Times Tables Rockstars to improve children's speed of recall for times tables across the school.
- Whole school continued use of mark books which enabled teachers to identify pupils' individual next steps to be addressed next lesson to overcome barriers in their learning.
- Targeted mathematics interventions have focused on closing the gap between PP and non-PP pupils by addressing the gaps in their learning.
- In-house writing tuition for a selection of PP pupils during the summer term with each pupil (in a group of four pupils) receiving eight hours of tuition to support writing progress and attainment.
- All year groups have received two-weeks of cover (three-weeks for Year 4) in which class teachers worked 1:1 or 1: small group with their own pupils on addressing writing and identifying next steps.
- We have also used our Catch-Up funding to enable 15 pupils per year group to receive 15 x 1 hour online tuition sessions for reading or mathematics. 12 x pupils per year group receive these at 8am and 3 x pupils per year group receive these at 2pm.

FUTURE ACTIONS FOR 2021-22 BASED ON THIS DATA:

- Closely monitor PP pupils' writing progress in next year's Years 4, 5 and 6 cohorts as they are currently progressing at a slower rate than their non-PP peers in this subject area.
- 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 in this subject area.
- Closely monitor PP pupils' attainment 'at' ARE in next year's Year 4 cohort for all subject areas and target these pupils for interventions.
- Closely monitor PP pupils' attainment 'at' ARE in next year's Year 5 cohort for SPAG and mathematics and target these pupils for interventions as these subjects have the largest attainment gap between PP and non-PP pupils.
- Closely monitor PP pupils' attainment 'at' ARE in next year's Year 6 cohort for SPAG and mathematics and target these pupils for interventions as these subjects have the largest attainment gap between PP and non-PP pupils.
- 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 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 mathematics attainment and use experienced mathematics teachers to overcome barriers to pupils' mathematics progress and attainment.
- Closely monitor Pupil Premium pupils who are not achieving reading, writing and mathematics combined and provide intervention in the area they need to improve on.
- To monitor progress and attainment across the school and use the Catch-Up funding wisely to improve progress and close the attainment gaps between PP and non-PP pupils.

Improving social and emotional state

- Improved attendance evident from tracking Pupil Premium pupils' attendance throughout the year including periods of school closure (88% of PP pupils had above 90% attendance for the period September 2020 – 11th June 2021).
- 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.
- Every afternoon during weeks beginning 07/09/20 and 08/03/21, all pupils, including Pupil Premium pupils, were explicitly taught about emotions, friendship, trust and uniqueness through movie stimuli. They were able to share their personal experiences during lockdown and express their emotions about this. All pupils gained a lot from this recovery curriculum and we could identify those who needed additional emotional support.
- All teaching staff took part in a five week online Place2Be Mental Health Champions' course in order to support pupils upon their return to school. Regular learning walks of the school showed that teachers were applying the skills gained from the course with their interactions with pupils in their class.
- 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 having their work displayed on the school website and in school.
- 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 closures, teachers rang all PP pupils once a week to monitor social and emotional state and provide support and guidance where necessary (forwarding any concerns onto the well-being team).

Extra-curricular enrichment

- Unfortunately, due to school closures as a result of the COVID-19 pandemic, our Year 6 residential, off-site enrichment trips and Royal Shakespeare work were cancelled this year.
- However, we exploited as many extra-curricular enrichment activities as we could under the COVID-19 guidelines with the following experiences: bikeability sessions, Young Shakespeare Company workshops, virtual fire brigade sessions, virtual planetarium sessions, police workshop visits, A-Life workshops, Life Bus sessions, bubble sports clubs, two GB athletes visiting the school, Road to Tokyo workshops, Go-Ape for Year 6, Beale Park for Year 6 and virtual session with Hannah Cockcroft.

Family support

- 31 FSM entitled families accepted food parcels during the first week of school closure in January whilst the Edenred voucher system was being set up by the government.
- 110 FSM entitled families received their Edenred vouchers throughout Spring Term 2021 school closure period.
- A further 8 FSM entitled families, who accessed the special provision during Spring Term 2021, opted to continue to accept the offer of hot dinners instead of receiving Edenred vouchers.
- Throughout school closure, families were supported either through: lending of a device, lending of a Vodafone dongle pack, regular phone calls home, workpacks or attending special provision.
- 50% of those attending special provision were PP pupils.
- 57% of the devices loaned were to PP pupil families.
- Resources purchased for struggling families so pupils have the same resources as their peers.
- Employed members of well-being staff who provides support to Pupil Premium families. The number of parents accessing this support has risen significantly over recent months.
- Staff members attending courses on emotional well-being, 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 3-6 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 successful. Even though the impact is not directly linked to increased progress and achievement scores of those pupils entitled to the additional funds, we as a school know that we are having a significant impact on the attendance, engagement and well-being of our pupils after the impact of COVID-19. We strongly believe that the gaps between PP and non-PP pupils will close again once this difficult period passes.

July 2021