

Pupil Premium Funding Report for 2015-16

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 134 pupils who are entitled to benefit from the additional funding. The breakdown for each year group is as follows:
Year 3 = 33 pupils (21 who are in receipt of Free School Meals)
Year 4 = 32 pupils (18 who are in receipt of Free School Meals)
Year 5 = 34 pupils (17 who are in receipt of Free School Meals)
Year 6 = 35 pupils (16 who are in receipt of Free School Meals)
- Each 'Ever 6' FSM pupil was entitled to receive £1 320 this year.
- Each 'Ever 4' Forces pupil was entitled to receive £300 this year.
- In the current year, the school received £149,160.00 additional Pupil Premium funds and we have also received £3,600.00 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	£72,185.71
Including: employment of a support teacher and specialist SEN teachers, class teachers offering extra classes before and after school, 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 one to one tuition by experienced teachers.	
Support staff costs	£61,735.18
Including: employment of a co-worker for Pupil Premium coordinator whose timetable includes time to individually coach PP children, TAs to support learning, 2 learning mentors, additional emotional and wellbeing support e.g. Pyramid club and professional development opportunities e.g. courses on emotional wellbeing and supporting vulnerable children and families.	
Professional services	£11,354.00
Maths online tutorials, reading volunteer service, Fluency Builder and special services e.g. Speech and Language, LEAP and behaviour support services.	
Extra-Curricular Activities	£2,586.00
Sports clubs e.g. cheerleading, cardio tennis and multi sports, multi-skills club, gymnastics club, cricket club and basketball club as well as music lessons e.g. guitar and keyboard.	
Enrichment projects	£3,120.00
Harefield Hospital, Natural History Museum, V&A Museum, Barbican, Kidszania, Lord's Cricket, Oliver Wyman and Royal Shakespeare Company project.	
School Educational Visits	£2,635.00
Residential in Year 6, Whitehall week for Y6, support towards year group trips.	
Resources/Stationary	£2,023.00
Pupil planners, stationary, kit and magazine subscriptions.	
TOTAL SPEND	£155, 638.89

Impact of Pupil Premium Funding

Improving learning in the curriculum:

PROGRESS OF PUPIL PREMIUM COMPARED TO PROGRESS OF NON PUPIL PREMIUM PUPILS FOR YEARS 3-5

- Yr5 PP pupils are showing to be progressing at a better rate than non-PP pupils in writing;
- Yr5 PP pupils are showing to be progressing at the same rate than non-PP pupils in maths;
- Yr4 PP pupils are showing to be progressing at the same rate than non-PP pupils in maths and
- Yr3 PP pupils are progressing at a slightly slower rate than non-PP pupils in reading, writing and maths. It should be noted that Yr3 has seen 3 PP pupils leave since September and 7 PP pupils join (therefore we have no autumn term assessment for these late joiners and we have no knowledge on what support they have received from their previous school). As well as this, 9 of the PP pupils in Yr3 are also registered with SEN.

ATTAINMENT STRENGTHS OF PUPIL PREMIUM ONLY (not inc SEN) COMPARED WITH NON PUPIL PREMIUM PUPILS AT EXPECTATION FOR YEARS 3-5

- Yr5 PP pupils are exceeding non-PP children in reading and writing for meeting end of year expectations;
- Yr4 has narrowed the gap in attainment between PP pupils and non-PP pupils in reading, writing and maths compared to last year;
- Yr3 PP pupils are exceeding non-PP pupils in maths for meeting end of year expectations and
- Yr3 has narrowed the gap in attainment between PP pupils and non-PP pupils in reading and maths compared to last year.

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

- The attainment gap has closed between PP and non-PP pupils in reading;
- The attainment gap between PP and non-PP pupils is closing with only 1 point difference in SPAG;
- The attainment gap between PP and non-PP pupils for maths is at 3 points;
- The rate of progress for PP pupils in reading is greater than the rate of progress for non-PP pupils and it is also above the national figure for all pupils;
- The rate of progress in writing is the same for PP and Non-PP pupils;
- The rate of progress for PP pupils in maths is above the national figure for all pupils but is still 1.28 points behind non-PP pupils and
- Whitehall will continue to maintain focus to close the gap between PP and non-PP pupils' 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.

DIFFERENCE BETWEEN ANNUAL PROGRESS SCORES OF PUPIL PREMIUM AND NON PUPIL PREMIUM PUPILS FOR THE WHOLE SCHOOL

- Progress in maths in Yr4 and Yr5 is the same for both pupil premium and non-PP pupils;
- Yr5 PP pupils are slightly better than non-PP pupils in writing;
- Yr6 PP pupils are slightly better than non-PP pupils in reading;
- Even though PP pupils are progressing at a slower rate than non-PP pupils, they are still progressing above the national figure by 1.57; and
- Differences are small elsewhere, except maths in Yr3. This may suggest that the longer pupils are with us (i.e. by Upper School), the impact of interventions is more visible.

Improving social and emotional state

- Improved attendance evident from Assertive Mentoring tracking of Pupil Premium pupils;
- Mentoring time has enabled better behaviour results as identified from Assertive Mentoring tracking of Pupil Premium pupils;
- PP pupils have received sessions about growth mindset;
- Improved confidence and self-esteem and
- Raised aspirations;

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 and
- Finances for Pupil Premium pupils to be part of the second 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 and
- Staff members attending courses on emotional wellbeing 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.

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