

Pupil Premium Funding Report for 2016-17

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 = 24 pupils (20 who are in receipt of Free School Meals)
Year 4 = 36 pupils (22 who are in receipt of Free School Meals)
Year 5 = 34 pupils (18 who are in receipt of Free School Meals)
Year 6 = 34 pupils (17 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.
- In the current year, the school received £157,080.00 additional Pupil Premium funds and we have also received £4,800.00 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	£82,291.72
Including: employment of a co-worker for Pupil Premium co-ordinator whose timetable includes time to individually coach PP children; employment of a specialist SEN teacher who works with SEN and Pupil Premium Pupils; class teachers offering extra classes before school; experienced teacher to work with gifted and talented Pupil Premium Pupils; 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	£55,224.48
Including: 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.	
Staff Professional Development	£4,694.00
Martin Burford training; Fusion courses; Quest partnership; SLT training; Positive mental health training and CPD bookings.	
Professional services	£8,138.70
Maths online tutorials; reading volunteer service; Power of Thought teaching and special services e.g. Speech and Language, LEAP, play therapy and behaviour support services.	
Extra-Curricular Activities	£4,132.50
Sports clubs e.g. cheerleading, cardio tennis and multi sports, multi-skills club, gymnastics club, yoga club, table tennis club, street dance club, Elms football club and basketball club; music lessons e.g. guitar and keyboard.	
Enrichment projects	£1,218.57
Lord's Cricket; Enabling Enterprise trips; Brunel Challenge days and Royal Shakespeare Company project.	
School Educational Visits	£1,750.00
Residential in Year 6, Whitehall week for Y6, support towards year group trips.	
Resources/Stationary	£2,017.53
Pupil planners, stationary, kit and magazine subscriptions.	
TOTAL SPEND	£159, 467.50

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 progressing at a slightly slower rate than non-PP pupils in reading, writing and maths. It should be noted that Yr5 has some very complex cases: 7 pupils being PP, late joiners and EAL; 2 pupils being PP, late joiners, SEN and EAL; 3 pupils being PP, SEN and EAL and 7 pupils being PP and SEN;
- Yr4 PP pupils are progressing at a slightly slower rate than non-PP pupils in reading, writing and maths. It should be noted that Yr4 has some very complex cases and has had high mobility with 4 PP pupils leaving this year and 10 new PP pupils joining this year (therefore for the late joiners, we have gaps in knowledge in regards to what support they have received from their previous school);
- Yr3 PP pupils show to be progressing at the same rate than non-PP pupils in reading and writing and
- Yr3 PP pupils are showing to be progressing at a slightly slower rate than non-PP pupils in maths.

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

- Yr5 has narrowed the gap in attainment between PP pupils and non-PP pupils in writing compared to last year;
- Yr4 has sustained the same gap between PP pupils and non-PP pupils in reading compared to last year and
- Yr3 has sustained the gap in attainment between PP pupils and non-PP pupils in writing compared to last year.

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

- PP attainment in reading is the same as last year but is 3 points behind non PP pupils and 1 point below 'all national';
- PP attainment in SPAG is 1 point greater than last year but is 3 points behind non-PP pupils however it is 1 point above 'all national';
- PP attainment in Maths is 1 point greater than last year but 3 points behind non-PP pupils however it is 2 points above 'all national';
- PP attainment in writing is 4 points greater than last year;
- The rate of progress in reading for PP pupils is above the national figure for all pupils with 0.37. This is a greater progress measure than Non-PP pupils in our school;
- The rate of progress in writing for PP pupils is above the national figure for all pupils with 0.55. This is a greater progress measure than this time last year and is also greater than Non-PP pupils in our school;
- The rate of progress for PP pupils in maths is above the national figure for all pupils with 2.39 but is still 0.58 points behind non-PP pupils (the gap between PP and Non-PP pupils in their maths progress has diminished compared to this time last year) 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.

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

- Progress in reading and writing in Yr3 are the same for both PP and non-PP pupils;
- Yr4 PP pupils are progressing at a slightly slower rate than non-PP pupils in reading, writing and Maths. However this year group has experienced high mobility this year;
- Yr5 PP pupils are progressing at a slightly slower rate than non-PP pupils in reading, writing and maths but there are many complex cases within this year group;
- Yr6 PP pupils are progressing better than non-PP pupils in reading and writing;
- Progress in Maths in Yr6 shows PP pupils are progressing slightly slower than non-PP pupils and
- Where progress measures for PP pupils are below non-PP pupils, these differences are small. This may suggest that the longer pupils are with us (i.e. by Upper School), the impact of interventions is more visible.

Data from Analyse School Performance (ASP) 2016-17 (updated February 2018)

Progress

	School PP	School Other	National Other	In school gap	NA Other gap
Reading	0.37	0.18	0.33	+0.19	+0.04
Writing	0.54	0.09	0.18	+0.45	+0.36
Maths	2.39	3.32	0.28	-0.93	+2.11

Pupil Premium pupils at Whitehall **made greater progress than 'other' pupils in the school in reading and writing** and **greater progress than 'other' pupils nationally in reading writing and maths.**

Attainment: Expected Standard

	School PP	School Other	National Other	In school gap	NA Other gap
Reading	72%	80%	77%	-6%	-5%
Writing	66%	79%	81%	-13%	-15%
Maths	78%	86%	80%	-8%	-2%
GPS	75%	91%	82%	-16%	-7%
Science	72%	82%	86%	-10%	-14%
RWM	59%	75%	67%	-16%	-8%

The attainment of pupil premium pupils at the **expected standard** was **below 'other' pupils in the school and 'other' pupils nationally in all subjects and in RWM combined.** The **lowest gaps** were in **reading and maths.**

Attainment: Higher Standard/Greater Depth (in the case of writing)

	School PP	School Other	National Other	In school gap	NA Other gap
Reading	16%	32%	29%	-16%	-13%
Writing	19%	25%	21%	-6%	-2%
Maths	38%	54%	27%	-16%	+11%
GPS	41%	46%	36%	-5%	+5%
RWM	9%	29%	11%	-11%	-2%

The **attainment** of Pupil Premium pupils at the **higher standard /greater depth in writing** was **above or close to 'other' pupils nationally in writing, maths, GPS and in RWM combined.** The largest gaps were against **in school 'other' and NA 'other' in reading** and **in school 'other' in maths.**

Gap of 5% or less from school/NA 'other'	Above school /NA 'other'
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FUTURE ACTIONS FOR 2017-18 BASED ON THIS DATA:

- Closely monitor writing attainment at 'expected standard' for all Pupil Premium pupils as this is the largest gap (within writing) between Pupil Premium and School and National 'other';
- Writing to be a focus in staff PDMs, monitoring and learning walks;
- Planned interventions for Pupil Premium pupils to have a writing focus;
- Closely monitor reading attainment at 'higher standard' for all Pupil Premium pupils as this is the largest gap (within reading) between Pupil Premium and School and National 'other';
- Introduce a Pupil Premium intervention group for higher attaining readers to further support their progress and attainment;
- Closely monitor Maths attainment at 'higher standard' for all Pupil Premium pupils as this is the largest gap (within Maths) between Pupil Premium and School 'other' and
- Provision to include additional support for Pupil Premium pupils within their Maths lessons.

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 Power of Thought;
- 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 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 and
- 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 2017