

Pupil premium strategy 2018-19



1. Summary information

Academic Year	2018/19	Total PP budget	£ 23,760	Date of most recent external PP Review	21 September 2017
Total number of pupils * (R-6)	305 updated *25/6/19	Number of pupils eligible for PP	18 (6%)	Date for next internal review of this strategy	January 2019

2. Current attainment

Ks1 Data 2018 (30 pupils)	Pupils eligible for PP (2)		Pupils not eligible for PP (28)	
	School	National	School	National
% achieving the expected standard in reading, writing and maths	100		79	
% in reading	100	60	82	74
% achieving expected standard in writing	100	50	79	65
% achieving expected standard in maths	100	58	93	73

3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

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| A. | Speech and language capabilities.
Poor language skills on entry to school impacting on academic capacity, progress capability, communication skills and self esteem |
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B.	Capacity to ensure highly individualised targeted support for those children with significant SEND needs and disadvantage.	
C.	High inward mobility - leads to gaps in learning, impact on consistency and causes instability	
D.	Levels of resilience, low self-esteem and high levels of social emotional support required Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils. SEMH provision meets the needs of these pupils.	
External barriers		
E.	Lack of wider experiences in terms of vocabulary development eg. access to reading books, visits to places of cultural interest, sporting activities that impact on gross and fine motor skills for writing.	
F.	Significant issues in the family home and lack of parental involvement resulting, for some children in limited support for education and significant emotional issues impacting on educational attainment.	
G.	A capacity to afford comfortable, well fitted uniform.	
4. Desired outcomes (and how they will be measured)		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Improved outcomes for new pupils entering the school (Accelerated progress from baselines for all new pupils) Speech and Language Therapy, contributing to children's progress in these and other affected areas of the curriculum.	Pupils receive immediate intervention to fill any gaps in learning. Effective delivery of Talk Boost provision. Staff training which enhances skilled delivery of SALT support. For all of our Pupil Premium children to be supported emotionally when they need it through learning mentor and class teacher. Smooth transition and clear communication ensures pupils settle and are working effectively and in line with other pupils immediately.
B.	A diminished difference in rates of progress for those children who are PP and SEND. (Termly pupil progress meetings evidence accelerated progress and narrowing of	Pupils to make at least as much progress as all children nationally.

	attainment gap)	<p>Ambitious PP /SEND targeting seeking to diminish the matched and non-matched progress difference in Reading, Writing and Maths (whilst contextualising these children). Evidence of successful Reading, Writing and Maths interventions demonstrating clearly impact on progress to ensure every effort to diminish the difference in progress has been made.</p> <p>Improvements in Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP /SEND Pupils.</p> <p>- Successful introduction of RWI scheme for spelling.</p>
C.	<p>Develop growth mindsets in pupils eligible for PP which will improve levels of resilience, self-esteem, determination and independence.</p> <p><i>(Pupil voice evidencing that children feel better, are able to cope. Increased confidence and resilience witnessed by staff. Fewer incidents recorded in behaviour/pupil file)</i></p>	<p>The resilience, self-esteem, determination and growth mindsets of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved.</p> <p>Introduction of climbing confidence group for PP pupils through learning mentor group.</p> <p>Introduction of learning behaviours group with learning mentor.</p> <p>Introduction of emotional wellbeing group.</p>
D.	<p>Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.</p> <p>SEMH provision meets the needs of these pupils. Children are able to engage with learning.</p>	<p>Enhancement of school physical provision for children with SEMH</p> <p>Completion of the nurture room, and provision during playtimes and lunchtimes. Feedback reports impact of this space for children who access them.</p> <p>Impact of calm start, 3 o clock club, mindfulness activities can be seen in readiness to learn.</p> <p>Evidence of successful interventions demonstrating clearly impact on progress and attainment.</p>

		<p>Improvements and intervention in the support of Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP/SEMH Pupils.</p> <p>Staff training enables staff to identify need and target support early for pupils with SEMH.</p> <p>School wide approach to supporting children with SEMH impacts positively for all pupils including those with PP.</p> <p>Referrals to outside agencies result in positive support and progress for pupils with SEMH.</p> <p>Partnership working with external agencies allows access to services for more families.</p>
E.	<p>Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.</p>	<p>Excellent awareness and knowledge of each PP child through relationships built with staff, allowing targeted support for each child.</p> <p>Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free-of-charge provisions offered to enrich personal life experiences.</p> <p>Support for some families to attend holiday clubs to ensure ongoing contact with school during the school holidays.</p>
F.	<p>Greater involvement with families and school to support the social and emotional wellbeing of the pupils.</p> <p>“hard to reach” families attend school events and feel more engaged in school life and their child’s education. Vulnerable families feel supported.</p> <p>Support for families moving to our new community.</p>	<p>Reduce number of absences, increased confidence of pupils to participate in whole class activities and extra-curricular provision.</p> <p>Effective delivery of parent workshops, attended by a wide range of families.</p> <p>Effective delivery of a range of events which invite parents/carers in to school</p> <p>Engagement with Home learning and reading at home increases for these children.</p> <p>Effective TAF meetings where the school is an active participant.</p>

		<p>Effective liaison with external agencies which allow families to develop, and children to be more settled and ready to learn.</p> <p>Stability and support for families leads to increased pupil well being and therefore improved outcomes.</p> <p>Effective delivery of a range of events which invite parents/carers in to school</p> <p>Engagement with Home learning and reading at home increases for these children.</p>
G	The option to have financial support for uniform e.g. School Shoes/uniform will significantly contribute to the welfare and comfort of some of our pupils.	Positive impact on self esteem and welfare of pupils

4. Pupil Premium proposed expenditure for 2018 to 2019

A proposed expenditure has been planned based on the pupil premium income for 2018 to 2019 which is a total of £ 16,820

Every child identified in our school with an entitlement to Pupil Premium funding is unique. This means we have carried out needs analysis for each individual child to ensure that the provision we put in place, using Pupil Premium funding, is targeted to ensure we are supporting each one of them in a way that suits them best.

In our school many systems are in place to support children from all groups of learners to make progress. Pupil Premium funding allows us to enhance this provision. Our Pupil Progress meeting allow us to discuss children's progress in detail and ensure provision is matched to their individual needs. These discussions focus on academic and pastoral issues. Our assessment, tracking and monitoring systems allow us to identify any child, or groups of children not making sufficient progress, and then systems ensure that additional intervention or support is put in place to accelerate progress.

Building Blocks for Success	What this means...
Whole-school ethos of attainment for all	Whitehouse Primary has an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
High-quality teaching for all – a focus on the classroom before bolt on strategies	Whitehouse Primary emphasises 'quality first teaching' and provides consistently high standards by setting expectations, monitoring performance and sharing best practice.
Meeting individual learning needs	Teachers identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Whitehouse Primary provides individual support for specific learning needs and group support for pupils with similar needs.
Addressing behaviour and attendance	Whitehouse Primary ensures effective behaviour strategies are in place, responds quickly to poor attendance and provides strong social and emotional support, including through working with families.
Data-driven and responding to evidence	Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. Daily formative assessment provides clear feedback for pupils. Whitehouse Primary uses evidence to make decisions about its support strategies.
Deploying staff effectively – developing skills and roles	Whitehouse Primary devolves responsibility to frontline staff, uses its best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.
Clear responsive leadership	The Senior leadership team set ever higher aspirations and lead by example. They hold all staff responsible for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

Planned expenditure:

Academic Year : 2018-19

I Quality of teaching for all:

Desired outcome	Chosen Action/Approach	What is the evidence and rationale for this choice? Links to Building Blocks to Success	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?

A,B,C,E	<p>Improving quality first teaching through increased Senior Leadership Capacity</p>	<p>Improvement in teaching of all pupils to enhance attainment and progress. Improvement in challenge and pace to drive standards and enhance attainment. Delivery of high-quality, Quality First Teaching CPD. Enhanced pedagogical understanding and lesson observation techniques.</p> <p><i>Building Blocks for Success: attainment for all, high quality teaching for all, effective deployment of staff</i></p>	<ul style="list-style-type: none"> -Rigorous Audit Circle Process maintained. - Feedback from CPD - Rigorous Governor Monitoring. - Appraisal cycle for all staff. 	SLT	<ul style="list-style-type: none"> -Termly – Appraisal, Observations & Impact of Teacher Support Programmes where applied. -Ongoing analysis of staff INSET/CPD.
AB,C,E	<p>Quality First Teaching Training and Resourcing</p>	<p>Providing resources to support Quality First Teaching which will impact on the attainment and progress of all groups of children. Providing high-quality CPD and support from Maths Mastery Specialist teacher to impact on all pupils. High quality feedback for Pupil Premium pupils at all times. Implementation of talk boost for language support and reading. Implementation of RWI for spelling support.</p> <p><i>Building Blocks for Success: attainment for all, high quality teaching for all, meeting individual learning needs, data-driven and responding to evidence, effective deployment of staff</i></p>	<ul style="list-style-type: none"> - Assessment of interventions - Assessment of maths mastery through termly assessments - Staff training of maths mastery, RWI and Talk boost. Provide CPD for leaders and staff delivering programmes - Lesson observations of these interventions and maths mastery. 	SLT/SN/ English lead	<ul style="list-style-type: none"> - Analysis of pupil progress. -Lesson observations -Ongoing analysis of staff INSET/CPD.

AB,C,E	Diminishing the Gap in attainment and progress due to high mobility into school	<ul style="list-style-type: none"> - All staff to receive support on the delivery of maths Mastery by Trust SLE for maths. -Phonics training and support for all teachers- phonics groups across school. - Small group intervention with class teacher or teaching assistant with identified pupils who need further support. 	<ul style="list-style-type: none"> -Due to high mobility into school, pupils have all had very varied experiences of maths mastery and phonics. Pupils have also arrived at different times in the school year which has resulted in gaps in their learning. -School timetable allows for a break between maths which supports the Mastery approach and phonics groups are planned across school. 	SLT	Termly and half termly data collection points and pupil progress meetings
ii Targeted support:					
Desired outcome	Chosen Action/Approach	What is the evidence and rationale for this choice? Links to Building Blocks to Success	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A,B,C,D,E	Targeted booster and intervention sessions	<p>Responsive booster and intervention to boost academic attainment and progress. A diminishing difference in core subjects between pupil-premium and non-pupil premium children.</p> <p>Targeted support to ensure the accelerated rate of progress for this group of children with basic mathematics and literacy skills</p> <p>High-quality intervention offered by qualified teachers and trained HLTAs.</p>	<ul style="list-style-type: none"> - Assessment of interventions. - Provide CPD for leaders and staff delivering programmes. - Lesson observations of these interventions. 	SLT	<ul style="list-style-type: none"> - Termly cornerstones assessment - After intervention cycle assessment to take place and progress monitored.

		<p>SEMH support through 3 o clock club, calm start and lunchtime provision.</p> <p><i>Building Blocks for Success: meeting individual learning needs, data-driven and responding to evidence, effective deployment of staff</i></p>			<p>-Observations of intervention sessions.</p> <p>- Analysis of pupil progress.</p>
A,B,C, D,E	<p>1-1 mentoring and group interventions. Development of Nurture room.</p>	<p>Supporting Pupil Premium children who have social and emotional needs through 1-1 and group mentoring sessions.</p> <p>To develop the children’s social and emotional skills through nurture groups with trained learning mentor.</p> <p>SEMH support through 3 o clock club, calm start and lunchtime provision.</p> <p><i>Building Blocks for Success: meeting individual learning needs, addressing behaviour and attendance</i></p>	<p>- Assessment of pupil progress in interventions</p> <p>- Observations of nurture groups and assessment of all interventions</p> <p>-Timetable the learning mentor and HLTAs effectively</p>	BG/LC	<p>- Assessments of individuals within interventions after intervention cycle and termly assessments</p> <p>-observations of interventions</p> <p>- Analysis of pupil progress.</p>
A,B,C	<p>Talk Boost Training and Intervention</p>	<p>Targeted and evidence-based intervention programme, which supports language delayed children in reception and KS1 and KS2 to make progress with their language and communication skills. Intervention is followed up with whole class sessions run by the teacher.</p>	<p>- Closely assess pupils before and after intervention</p> <p>- Observations of nurture groups and assessment of all interventions</p> <p>-Timetable the HLTAs effectively</p> <p>-Staff to implement follow up session within the classroom</p>	LC/HLTAs/All staff	<p>- Assessments of individuals within interventions after intervention cycle and termly assessments</p>

		<p>HLTA to be trained in the intervention to enable the intervention to be delivered effectively.</p> <p><i>Building Blocks for Success: attainment for all, high quality teaching for all, meeting individual learning needs, data-driven and responding to evidence, effective deployment of staff</i></p>			<p>-observations of interventions</p> <p>- Analysis of pupil progress</p> <p>- Termly review through pupil progress meetings.</p>
iii Other approaches:					
Desired outcome	Chosen Action/Approach	What is the evidence and rationale for this choice? Links to Building Blocks to Success	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
E,F,G	Contributions to trips and other extracurricular opportunities and provision of essential uniform items	<p>Ensuring equal access to all areas of school life, in addition to being able to make some otherwise impossible opportunities viable.</p> <p>Increased involvement in out-of-school opportunities.</p> <p>Enhanced self-esteem, confidence</p> <p>Ensure pp children are wearing the correct uniform and self-esteem is not effected</p> <p>Confidence climbing group ran by learning mentor. This includes a trip. Intervention to be assessed for impact.</p> <p>All children Y1-4 to benefit from the development of self-esteem, self-</p>	<p>- Employment of music services timetabled and delivering opportunities</p> <p>- Confidence climbing group in place and PP students able to access the provision. Planned and delivered by learning mentor.</p> <p>- Provide self-esteem, wellbeing and mindfulness within timetabled curriculum. Timetables to be monitored and observations to be undertaken.</p>	SLT/BG/Teaching staff	<p>- Analysis of pupil progress.</p> <p>- Analysis of children's learning behaviours.</p> <p>- Termly review through pupil progress meetings.</p>

		<p>confidence, and musical skills through the employment of Inspiring Music services to provide a variety of projects across the school.</p> <p><i>Building Blocks for Success: meeting individual learning needs, addressing behaviour and attendance</i></p>	<p>-All children will be in uniform and class teachers will monitor this.</p> <p>-Extracurricular opportunities provided and a timetable of these will be issued to ensure a variety are available to pupils.</p> <p>- Children will show more willingness and be ready to learn through an enriched curriculum</p>		<p>-Termly review of extra-curricular opportunities.</p>
F	<p>Greater involvement with families and school to support the social and emotional wellbeing of the pupils.</p>	<p>Provide effective TAF meetings for children and their families.</p> <p>On entry children have often moved school mid-term and this can affect their emotional wellbeing. Many have relocated making big changes to home life as well as school life. EAL is often a common factor for the school also. Their emotional and social wellbeing has a direct impact on their ability to fully engage with whole school curriculum and after school activities.</p> <p>Encourage a greater home school link</p> <p>Open lines of communication through having an open door policy, marvellous me to celebrate successes and through email.</p> <p>Invite parents in for special days to encourage hard to reach families to be part of our school community.</p>	<p>Whole school has a strong ethos of wellbeing for all.</p> <p>Wellbeing chart in all classrooms</p> <p>-Regular contact with home to support children and families.</p> <p>-Increase opportunities to engage with trips and extra-curricular activities through financial support.</p> <p>-Regular support and observations by Pupil Premium Lead.</p> <p>-Community links created early to ensure families know where they can</p> <p>- TAF meetings will be effectively implemented and outside agencies will be working collaboratively with</p>	SLT	<p>- Termly review of opportunities to invite the wider community and parents into school.</p> <p>- Monitoring pupil's readiness to learn through their resilience, emotional wellbeing and readiness to learn. Termly review through pupil progress meetings.</p>

		<p>Regular parent meetings timetabled termly.</p> <p>Children with additional needs will have additional meetings to ensure support in class which is matched to their needs within a collaborative meeting between parents, staff and pupil.</p> <p><i>Building Blocks for Success: meeting individual learning needs, addressing behaviour and attendance</i></p>	<p>the school to implement the best provisions for the pupil and their family.</p> <p>- SEND plans/ behaviour plans/ attendance plans will be monitored collaboratively with pupil, parents and teaching staff. A review will monitor the effectiveness of targets implemented.</p>		
<p>Total Funding Expenditure : £ 23,760</p>					

**We currently only receive funding of £1320 due to the funding formula being based on the previous year's census and therefore not recognising pupil premium pupils for our new children. However, we are fully committed to supporting these children and therefore will match the shortfall in funding.*

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Outcome analysis				
Desired outcome	Chosen action/approach	Impact	Lessons learned	

<p>Improved outcomes for new pupils entering the school (Accelerated progress from baselines for all new pupils) Speech and Language Therapy, contributing to children's progress in these and other affected areas of the curriculum.</p>	<p>Pupils receive immediate intervention to fill any gaps in learning. Effective delivery of Talk Boost provision. – Training summer term 2019 booked Staff training which enhances skilled delivery of SALT support. For all of our Pupil Premium children to be supported emotionally when they need it through learning mentor and class teacher. Smooth transition and clear communication ensures pupils settle and are working effectively and in line with other pupils immediately.</p>	<p>Provision mapping tracking shows pupils are making good progress within interventions. Where progress isn't being made provision is quickly changed to meet the pupil's needs. All PP pupils have had access to interventions to support SEMH needs and learning needs on self-referral and some teacher referrals.</p> <p>Without training for Talk boost effective delivery would not be possible. Investing in training Summer term 2019 to ensure effective delivery for next year.</p> <p>SALT training ELKLAN completed by LM. LM delivering interventions based on new learning. Pupils making progress on their SALT targets in FS and KS1 (see provision mapping)</p> <p>Transition planned for summer term 2 to ensure all PP pupils settle effectively for the following academic year. Transition into this academic year successful. Learning mentor really supported pupil's transition with self-referrals to the reach up room. Pupils had opportunities to discuss their feelings. Pupils participated in group work. Pupils were taken on confidence climbing. Most PP pupils have made less referrals to the reach up room as the year has gone on showing confidence within the classroom and in less need of support. 1 PP pupil only increase.</p>	<p>Learning mentor has been a success and the provision has been identified as a strength. (School audit/SEND audit). This to continue and to develop an 'outdoor reach up space' through forest school.</p> <p>Talk boost training has been completed – the implementation of talk boost sessions to be implemented next year. 4 members of staff trained. 1 lesson per week to be implemented into the timetable.</p> <p>ELKLAN training successful. LM completed interventions in Early years to continue.</p> <p>Transition support successful. 1 PP pupil where not successful – external agency involvement and additional support for SEND needs.</p>	
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A diminished difference in rates of progress for those children who are PP and SEND. (Termly pupil progress meetings evidence accelerated progress and narrowing of attainment gap)

Pupils to make at least as much progress as all children nationally. Ambitious PP /SEND targeting seeking to diminish the matched and non-matched progress difference in Reading, Writing and Maths (whilst contextualising these children). Evidence of successful Reading, Writing and Maths interventions demonstrating clearly impact on progress to ensure every effort to diminish the difference in progress has been made. Improvements in Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP /SEND Pupils. - Successful introduction of RWI scheme for spelling.

PP pupils in Spring term made good progress. (see o track data)
 4 PP pupils joined us in the spring term. 3 who are EAL and English is not their first language. Pupils had little language and have been immersed in language and provided time to talk interventions and pre teaching of topic to support the learning of new vocabulary. This has allowed for the pupils to be successful in the classroom and now are able to interact with peers. They are below national children nationally having been in this country for just 1 term.
 PP pupils have risen from 13 (September 2018) to 18 (April 2019)
 Spring term data (EYFS pupils not included in o track data)–

PP READING Below L/2 (33.33%) At/above ARE 6/2 (66.67%) Above ARE 1/2 (8.33%)	PP WRITING Below 5/2 (11.67%) At/above ARE 7/2 (58.33%) Above ARE 1/2 (8.33%)	PP MATHS Below 2/3 (5.38%) At/above ARE 1/3 (84.62%) Above ARE 1/3 (30.77%)
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EYFS PP pupils are meeting early learning goals. 1 EAL PP pupil is being supported to meet the goals as pupil is learning the English language.
 In KS1 PP pupils are making better progress than that of all peers-

Year 1 Pupil Premium Differences		Percentage of Pupils At or Above Peer ARE Expectations								
Term	N	Reading			Writing			Mathematics		
		Full Progress	% Above	%	Full Progress	% Above	%	Full Progress	% Above	%
Autumn/End of Term 11	471-472	96.8%	2.0%	98.8%	96.8%	2.0%	98.8%	96.8%	1.0%	97.7%
Spring/End of Term 11	471-472	96.8%	1.0%	97.8%	96.8%	2.0%	98.8%	96.8%	1.0%	97.7%
Summer/End of Term 11	471-472	96.8%	1.0%	97.8%	96.8%	2.0%	98.8%	96.8%	1.0%	97.7%
Autumn/End of Term 12	471-472	96.8%	2.0%	98.8%	96.8%	2.0%	98.8%	96.8%	1.0%	97.7%
Spring/End of Term 12	471-472	96.8%	1.0%	97.8%	96.8%	2.0%	98.8%	96.8%	1.0%	97.7%

The gap is closing.
 3PP EAL pupils need supporting through EAL focused strategy for next year.
 1PP SEND pupil needs additional SEMH support and external agency support which is currently being accessed.

Lower KS2 – 1 EAL PP pupil did not make the expected progress in summer term (new to school). In year 4 1 PP SEND pupil with cognition and learning needs not making expected progress.

Year 3 Pupil Premium Differences		Percentage of Pupils At or Above their ARE Expectations								
		Reading			Writing			Mathematics		
Term	PP	Pupil Premium	% Difference	AE	Pupil Premium	% Difference	AE	Pupil Premium	% Difference	AE
Summer End of Term Y1	-	-	-	-	-	-	-	-	-	-
Autumn End of Term Y2	AT1 - AT2	100.00% (17)	27.0%	75.00% (12/16)	8.00% (2/25)	20.0%	80.00% (16/20)	100.00% (17/17)	0.0%	-
Spring End of Term Y2	AT1 - AT2	100.00% (20)	25.0%	75.00% (15/20)	100.00% (20/20)	20.0%	71.43% (10/14)	100.00% (20/20)	14.0%	-
Summer End of Term Y3	AT1 - AT2	100.00% (20)	14.0%	80.00% (16/20)	77.0%	17.0%	85.00% (13/15)	100.00% (20/20)	0.0%	-
Autumn End of Term Y3	AT1 - AT2	100.00% (20)	20.0%	80.00% (16/20)	34.0%	14.0%	74.29% (10/14)	100.00% (20/20)	0.0%	-
Spring End of Term Y3	AT1 - AT2	100.00% (20)	41.0%	85.00% (17/20)	2.0%	1.0%	75.00% (15/20)	100.00% (20/20)	25.0%	-

Year 4 Pupil Premium Differences		Percentage of Pupils At or Above their ARE Expectations								
		Reading			Writing			Mathematics		
Term	PP	Pupil Premium	% Difference	AE	Pupil Premium	% Difference	AE	Pupil Premium	% Difference	AE
Summer End of Term Y2	-	-	-	-	-	-	-	-	-	-
Autumn End of Term Y3	AT1 - AT2	10.00% (1)	22.2%	75.00% (11/15)	10.00% (1/10)	10.0%	80.00% (8/10)	10.00% (1/10)	5.0%	-
Spring End of Term Y3	AT1 - AT2	10.00% (1)	24.0%	75.00% (12/16)	40.0%	10.0%	85.71% (6/7)	10.00% (1/10)	22.0%	-
Summer End of Term Y3	AT1 - AT2	10.00% (2)	5.0%	75.00% (15/20)	88.00% (22/25)	2.0%	73.33% (11/15)	10.00% (1/10)	12.0%	-
Autumn End of Term Y4	AT1 - AT2	10.00% (2)	5.0%	75.00% (15/20)	10.00% (2/20)	10.0%	80.00% (16/20)	10.00% (2/20)	10.0%	-
Spring End of Term Y4	AT1 - AT2	10.00% (2)	4.0%	75.00% (15/20)	10.0%	10.0%	80.00% (16/20)	10.00% (2/20)	10.0%	-

Upper KS2 all PP pupils are achieving as well as their non PP peers.

Year 5 Pupil Premium Differences		Percentage of Pupils At or Above their ARE Expectations								
		Reading			Writing			Mathematics		
Term	PP	Pupil Premium	% Difference	AE	Pupil Premium	% Difference	AE	Pupil Premium	% Difference	AE
Summer End of Term Y3	-	-	-	-	-	-	-	-	-	-
Autumn End of Term Y4	AT1 - AT2	100.00% (20)	0.0%	100.00% (20/20)	100.00% (20/20)	10.0%	80.00% (16/20)	100.00% (20/20)	0.0%	-
Spring End of Term Y4	AT1 - AT2	100.00% (20)	10.0%	100.00% (20/20)	100.00% (20/20)	10.0%	85.71% (6/7)	100.00% (20/20)	10.0%	-
Summer End of Term Y4	AT1 - AT2	100.00% (20)	10.0%	100.00% (20/20)	100.00% (20/20)	10.0%	85.71% (6/7)	100.00% (20/20)	10.0%	-
Autumn End of Term Y5	AT1 - AT2	100.00% (20)	10.0%	100.00% (20/20)	100.00% (20/20)	10.0%	85.71% (6/7)	100.00% (20/20)	10.0%	-
Spring End of Term Y5	AT1 - AT2	100.00% (20)	10.0%	100.00% (20/20)	100.00% (20/20)	10.0%	85.71% (6/7)	100.00% (20/20)	10.0%	-

Year 6 Pupil Premium Differences		Percentage of Pupils At or Above their ARE Expectations								
		Reading			Writing			Mathematics		
Term	PP	Pupil Premium	% Difference	AE	Pupil Premium	% Difference	AE	Pupil Premium	% Difference	AE
Summer End of Term Y4	-	-	-	-	-	-	-	-	-	-
Autumn End of Term Y5	-	-	-	-	-	-	-	-	-	-
Summer End of Term Y4	-	-	-	-	-	-	-	-	-	-
Autumn End of Term Y5	AT1 - AT2	-	-	87.50% (14/16)	-	-	75.00% (12/16)	-	-	-
Spring End of Term Y5	AT1 - AT2	-	-	87.50% (14/16)	-	-	87.50% (14/16)	-	-	-
Summer End of Term Y5	AT1 - AT2	-	-	87.50% (14/16)	-	-	87.50% (14/16)	-	-	-
Autumn End of Term Y6	AT1 - AT2	-	-	87.50% (14/16)	-	-	87.50% (14/16)	-	-	-
Spring End of Term Y6	AT1 - AT2	-	-	87.50% (14/16)	-	-	87.50% (14/16)	-	-	-

Provision map data of interventions using exit data has also shown to have a positive impact on pupils learning and SEMH. Interventions are rigorously tracked and personalised for pupils needs.

Quality first teaching for all pupils has improved. All staff attended CPD at two mile ash in October 2018. The impact was shown in walk rounds and staff observations. LC and MD also completed a walk round for differentiation and meeting the needs of vulnerable groups with a particular focus on the most able, PP and SEND. See report for evidence. It was felt that Whitehouse provided an inclusive environment for pupils to achieve. Differentiation was observed and pupils were supported and stretched appropriately.

All staff have had RWI training and it is implemented in KS1 and FS successfully to be reviewed by English lead September 2019. GA supported staff in the implementation and has completed additional sessions. KS2 staff spent time observing KS1 staff teaching phonics. KS2 successfully implemented RWI spelling programme. Data to be analysed to measure the impact in the summer term through GPS attainment. Phonics identified as a strength across the school (Whole school trust audits)

Termly pupil progress meetings rapidly identifying pupils in vulnerable groups requiring additional support. Interventions/ support then put in place for identified pupils.

<p>Develop growth mindsets in pupils eligible for PP which will improve levels of resilience, self-esteem, determination and independence. <i>(Pupil voice evidencing that children feel better, are able to cope. Increased confidence and resilience witnessed by staff. Fewer incidents recorded in behaviour/pupil file)</i></p>	<p>The resilience, self-esteem, determination and growth mindsets of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved. Introduction of climbing confidence group for PP pupils through learning mentor group. Introduction of learning behaviours group with learning mentor. Introduction of emotional wellbeing group.</p>	<p>Pupil voice evidenced that children felt positive. Well being ambassador (See SEND pupil voice which also included PP students – report spring term 2019 Michelle Dixon). Pupils were confident and positive. They spoke openly of their interventions and felt they helped them and their class teachers did too.</p> <p>Increased confidence and resilience witnessed by staff and logged in exit data for Confidence and resilience interventions implemented. Provision mapping intervention exit data suggesting interventions having a positive impact on pupils levels of resilience, self-esteem, determination and independence. In addition pupils being successful in the classroom would suggest success in these areas.</p> <p>Where pupils haven't had a reduction in behaviour incidents (most have) appropriate support has been sought for example from specialist teachers, top up funding, EHC needs request, additional adults in the classroom, specialist outside agencies. No PP behaviour concerns.</p> <p>Learning behaviours group/ emotional wellbeing group/ calm start/ 3pm club with learning mentor have been evidenced as having a positive impact – Some PP examples of Learning mentor provision</p> <p>Pupil 1, Confidence Climbing Entry – Teacher assessed confidence with learning score 4/10 Exit – score rose to 9/10</p> <p>Pupil 2 , Calm Start Entry – Teacher concerns that negative emotions were impacting classroom engagement on a daily basis.</p>	<p>Whole school ethos of wellbeing and growth mind set continuing to develop.</p> <p>Interventions successful see impact. Continue and tweek. Next year introduce outdoor reach up room.</p>	
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		<p>Exit – Huge improvement with a noticeable impact, especially in the morning where incidents have reduced to almost nil.</p> <p>Pupil 3, Lunchtime drop-in/Supervised social interactions</p> <p>Entry – Repeated friendship issues at lunchtime having negative impact on afternoon learning.</p> <p>Exit – Reduction in number of incidents being carried into classroom.</p> <p>Pupil 4 –Friendship group</p> <p>Entry – Unwilling to participate in class. Withdrawn and doesn't engage with peers.</p> <p>Exit – Displays typical participation in classroom activities – Higher self-esteem and more confident.</p> <p>Pupil 5- Confidence Climbing</p> <p>Entry - Low self-assessed confidence score in AIS survey (2/10)</p> <p>Exit – Score improvement to 7/10</p> <p>Pupil 6 – Calm Start</p> <p>Entry – Confidence and Self-esteem low. Esp. in relation to reading.</p> <p>Exit – Shown improvement in confidence – now volunteering to read aloud.</p>		
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<p>D. Children with SEMH needs make good or better rates of progress and this impacts on attainment for these pupils.</p> <p>SEMH provision meets the needs of these pupils. Children are able to engage with learning.</p>	<p>Enhancement of school physical provision for children with SEMH</p> <p>Completion of the nurture room, and provision during playtimes and lunchtimes.</p> <p>Feedback reports impact of this space for children who access them.</p> <p>Impact of calm start, 3 o clock club, mindfulness activities can be seen in readiness to learn.</p> <p>Evidence of successful interventions demonstrating clearly impact on progress and attainment.</p> <p>Improvements and intervention in the support of Quality-First Teaching to enhance the opportunities and experiences for all, in addition to PP/SEMH Pupils.</p> <p>Staff training enables staff to identify need and target support early for pupils with SEMH.</p> <p>School wide approach to supporting children with SEMH impacts positively for all pupils including those with PP.</p> <p>Referrals to outside agencies result in positive support and</p>	<p>Pupils now have access to lunchtime support groups through on the playground – physical provision. The impact of this has been a more structured lunch time resulting in a decrease of behaviour incidents.</p> <p>In addition to this the reach up room (formally known as the nurture room) has been developed and is recognised as a strength within our audit from the Head of Pupil Support at IfTL and whole school audit. This provision is well resourced, supportive and a truly lovely environment to support pupils needs.</p> <p>Provision at lunch times was observed (SEE REPORT from the Head of Pupil Support at IfTL) which stated pupils were well supported at lunchtime and an inclusive practise was at the heart of it. Pupils are able to access the reach up room at lunch (some drop in and some structured lunch support for social needs).</p> <p>Calm start/ 3 o clock club – positive impact on pupils therefore continuing following terms. See provision map for assessment data. Pupils having better transitions when in calm start. Pupils having better afternoons when given the opportunity to unwind in 3 o clock club.</p> <p>Parents have also reported pupils at home to be calmer after 3 o clock club. (see above for more impact)</p> <p>Quality-first teaching has improved (walk rounds and teacher observations suggest this.</p> <p>Training provided for ASD Spring term 2. First quality teaching spring term 1.</p> <p>School wide approach for SEMH implemented through wellbeing scales, wellbeing ambassadors, emotional literacy, adult check ins through learning mentor, wellbeing sessions (PM), all have had a positive impact.</p> <p>Evidenced in an improvement in the learning behaviours</p>	<p>Provision for lunchtimes huge positive impact for all pupils including PP pupils. Calm start and 3 o clock club have had positive impact on pupils</p> <p>Continue to develop first quality teaching – particularly with a high level of new members of staff.</p>	
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	<p>progress for pupils with SEMH. Partnership working with external agencies allows access to services for more families.</p>	<p>seen from the children. The well-being averages of 5 children who have been case studied, show an overall improvement from the beginning of the programme to the end of week 8. The leader of the intervention also reports that the children have become more consistent in their scores day to day as the weeks have progressed. Referrals made to outside agencies due to safeguarding concerns. CFP working closely with two pupils. Families then able to access the support required.</p>		
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<p>Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.</p>	<p>Excellent awareness and knowledge of each PP child through relationships built with staff, allowing targeted support for each child. Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free-of charge provisions offered to enrich personal life experiences. Support for some families to attend holiday clubs to ensure ongoing contact with school during the school holidays.</p>	<p>Staff have excellent knowledge of all pupils. PP children are recorded on planning so that all staff are aware of who they are. Observations of teaching shows that the needs of the PP children are met through QFT strategies. Monitoring has been undertaken by subject leaders and PP children have been a focus during this monitoring. Monitoring shows good evidence of progress in children’s books, that children commented that they felt supported in school and that teacher knowledge of PP children is good (see monitoring for more information). Pupil premium children are identified by staff and targeted support is implemented based on the pupil’s individual needs. In some cases this may be referrals to the reach up room and specific groups. It may also be support for enrichment activities. For example, 3 children have had access to music lessons through</p> <p>PP funding. As a result of this provision, staff report that their confidence has increased and parents enquire about the provision continuing as they see a positive impact on their child as well. This support is also discussed in pupil progress meetings termly.</p> <p>Analysis of and impact upon individual pupil experiences in and outside of school through discounted and free-of charge provisions offered to enrich personal life experiences.- pupils have had access to different things based on their needs. These sessions have included 3 most able groups; 2 for music and 1 for PE. Each individual case is analysed and whether it was VFM.</p> <p>This also includes most able trips. In addition, PP pupils were given subsidised music lessons - £450 to give opportunities they may not have had otherwise.</p>	<p>Pupils accessed opportunities they would not have had access to otherwise.</p>	
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<p>Greater involvement with families and school to support the social and emotional wellbeing of the pupils. “hard to reach” families attend school events and feel more engaged in school life and their child’s education. Vulnerable families feel supported. Support for families moving to our new community.</p>	<p>Reduce number of absences, increased confidence of pupils to participate in whole class activities and extra-curricular provision. Effective delivery of parent workshops, attended by a wide range of families. Effective delivery of a range of events which invite parents/carers in to school Engagement with Home learning and reading at home increases for these children. Effective TAF meetings where the school is an active participant. Effective liaison with external agencies which allow families to develop, and children to be more settled and ready to learn. Stability and support for families leads to increased pupil well being and therefore improved outcomes. Effective delivery of a range of events which invite parents/carers in to school Engagement with Home learning and reading at home increases for these children.</p>	<p>PP attendance figures are not concerning. Pupils attend regularly. Attendance continues to be monitored. PP attendance – 88.89% Non PP attendance – 95.83% PP club participation – 13/18 (72%) attending extra-curricular clubs. PP children have also represented the school in tournaments and for most-able projects. They have also attended clubs.</p> <p>PP parents have attended stay and play in the early years. 100% of PP children’s parents attended the sessions PP parents have attended well-being parent sessions. 1/18 (5%) PP parents attended the sessions. However, across the school this event was only attended by 22/305 (7%). Moving forward the invitations will be more targeted to raise the percentage of PP children attending PP parents have been attending parent’s evenings 100% of PP parents came to parents evening and school plays have been highly attended. PP parents have been supporting home learning. 100% of PP children complete home learning The impact of these things has been a greater parental input in Whitehouse school life.</p>	<p>More targeted invitations to parents of PP pupils.</p>	
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<p>The option to have financial support for uniform e.g. School Shoes/uniform will significantly contribute to the welfare and comfort of some of our pupils.</p>	<p>Positive impact on self-esteem and welfare of pupils</p>	<p>Impact has been had on self-esteem and welfare as pupils look the same as everyone else. Pupils are then able to access the curriculum without feeling different. Case study – one child did not have appropriate shoes for school. She stood out and was the victim of teasing. Through the uniform contribution, school supported the purchase of new shoes and the child now fits in with her peers and no longer experiences the teasing. Case study – Another child was unable to afford the residential contribution and would not have been able to attend. School were able to support through PP funding to allow this child to same opportunities as all others.</p>	<p>Continued support financially for parents to allow opportunities to all have a huge positive impact on pupils.</p>	
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i. Quality of teaching for all																
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost												
A,B,C,E	Improving quality first teaching through increased Senior Leadership Capacity	<p>Rigorous Audit Circle Process has been undertaken – a whole school audit and an IFTL pupil support audit. Lesson observations show that pupil premium children make good progress and appropriate support is provided.</p> <p>- Appraisal cycle for all staff.- Impact identifies areas to improve and CPD needed. This is implemented effectively to support pupil’s needs.</p>	Senior leadership capacity to be grown again due to rapid school growth and need for more leaders. Introduction of middle leaders and strengthening the team to support pupils effectively.	£500												
AB,C,E	Quality First Teaching Training and Resourcing	<p>- Assessment of interventions – provision mapping shows interventions within class have a positive impact on pupils and are value for money.</p> <p>- Assessment of maths mastery through termly assessments – termly assessments show maths progress is good –</p> <table border="1"> <thead> <tr> <th>PP READING</th> <th>PP WRITING</th> <th>PP MATHS</th> </tr> </thead> <tbody> <tr> <td>Below L/12 (33.33%)</td> <td>Below 5/12 (41.67%)</td> <td>Below 2/13 (15.38%)</td> </tr> <tr> <td>At/above ARE 8/12 (66.67%)</td> <td>At/above ARE 7/12 (58.33%)</td> <td>At/above ARE 11/13 (84.62%)</td> </tr> <tr> <td>Above ARE 1/2 (8.33%)</td> <td>Above ARE 1/2 (8.33%)</td> <td>Above ARE 1/13 (7.69%)</td> </tr> </tbody> </table>	PP READING	PP WRITING	PP MATHS	Below L/12 (33.33%)	Below 5/12 (41.67%)	Below 2/13 (15.38%)	At/above ARE 8/12 (66.67%)	At/above ARE 7/12 (58.33%)	At/above ARE 11/13 (84.62%)	Above ARE 1/2 (8.33%)	Above ARE 1/2 (8.33%)	Above ARE 1/13 (7.69%)	Talk boost not fully implemented as write stuff to address learner’s needs in writing became a priority due to the data and outcomes for the pupils. He write stuff showing positive impact (implemented spring 2019 – continue this into next year to fully analyse the impact.	£6966
PP READING	PP WRITING	PP MATHS														
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		<p>- Staff training of maths mastery, RWI and Talk boost. Provide CPD for leaders and staff delivering programmes. Write staff implementation in addition to the previously decided interventions to actively support the needs of the pupils. (writing PP pupil and whole school making slower progress – write stuff bought in to improve this and</p> <p>- Lesson observations of these interventions and maths mastery show pupils have access to good and outstanding teaching in maths and therefore making good progress – 85% of pupil working at expectations or above (greater depth standard)</p>		
AB,C,E	<p>Diminishing the Gap in attainment and progress due to high mobility into school</p>	<p>-Due to high mobility into school, pupils have all had very varied experiences of maths mastery and phonics. Pupils have also arrived at different times in the school year which has resulted in gaps in their learning. – diminishing the gap data shows the gap is closing. Ofsted also recognised this. Leading to improved outcomes see data analysis.</p> <p>-School timetable allows for a break between maths which supports the Mastery approach and phonics groups are planned across school. – impact huge improvement in maths – see results in table above. Phonics recognised as a strength in the school particularly in early years – Ofsted rated outstanding and iftl whole school audit recognised this too.</p>	<p>More support needed for writing moving forward to diminish the gap. Maths has improved.</p>	£1463
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost

A,B,C,D,E	Targeted booster and intervention sessions	<ul style="list-style-type: none"> - Assessment of interventions show interventions are value for money – see whole school provision map of intervention - Provided CPD for leaders and staff delivering programmes. The impact is a more varied interventions available to support the pupils. Autism interventions and talk boost has been delivered. The impact of these has meant more targeted appropriate support for the needs of the pupils. - Lesson observations of these interventions. - observations March 2019 and May 2019 showed that interventions had a positive impact 	<p>Talk boost needs time to be implemented. Training has been given. A lesson on the timetable to be given a week next year to support the implementation.</p> <p>Autism intervention has been successful – learning walks and lesson observations suggest that children are being catered for and supported with interventions suggested.</p>	£925
AB,C,D, E	1-1 mentoring and group interventions. Development of Nurture room.	<ul style="list-style-type: none"> - Assessment of pupil progress in interventions – see provision map. Positive impact. Case studies measured in the case studies above. – HLTA and learning mentors submit termly data to monitor the success of interventions. - Observations of nurture groups and assessment of all interventions have shown positive impact. See provision map and individual case studies listed above. Positive learning observations providing good opportunities for pupils. -Timetable the learning mentor and HLTAs effectively – this was recognised by OFSTED. 	<p>Continue 1:1 mentoring and group interventions.</p> <p>Next year outside reach up room to be a focus as inside reach up room has been successful as evidenced in the whole school trust audit and IFTL pupil support audit.</p>	£12674.50

		As a result of this pupils receive appropriate support and have access to good provision. This then impacts on their progress – see provision mapping and individual case studies listed above.		
A,B,C	Talk Boost Training and Intervention	Talk boost training has been delivered. Staff were trained in the summer term. This has not been fully implemented as write stuff became the priority. The Write Stuff has been implemented to support writing outcomes for pupils as their progress was slower and many children were not attaining the expectations. This has improved writing across the school – see end of term analysis summer 2019 in comparison to Spring term (start of write stuff intervention)	Talk boost still to be implemented fully and a lesson to be timetabled in the classroom from September. The write stuff needs to continue to be developed to support children who are PP to achieve better outcomes in writing.	Costed above. (talk boost training)
iii. Other approaches				
Desired outcome	Chosen action/approach	Impact	Lessons learned	Cost

<p>E,F,G</p>	<p>Contributions to trips and other extracurricular opportunities and provision of essential uniform items</p>	<p>Employment of music services timetabled and delivering opportunities – Pupils with PP have been subsidised to provide opportunities otherwise unavailable. Pupils have built confidence and gained new experiences. Year 3 pupils have had access to learning a brass instrument.</p> <ul style="list-style-type: none"> - Confidence climbing group in place and PP students able to access the provision. Planned and delivered by learning mentor. Positive outcome – see case studies listed above. - Provide self-esteem, wellbeing and mindfulness within timetabled curriculum. -observations show pupils are using the wellbeing scale and timetables wellbeing mornings have a positive impact on children. Through the wellbeing PP case studies (5 children) all have shown an improvement in wellbeing scores. -Extracurricular opportunities provided – pupils attend these and gain confidence and new experiences from them. 	<p>Continue to provide these opportunities as pupils parents have said (see case study earlier) opportunities have been positive and cost can prevent pupils from being able to attend.</p>	<p>£1081.36</p>
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<p>F</p>	<p>Greater involvement with families and school to support the social and emotional wellbeing of the pupils.</p>	<p>Whole school has a strong ethos of wellbeing for all. Wellbeing chart in all classrooms – See case study of 5 PP pupils for impact above. Impact has been positive wellbeing scores improved.</p> <ul style="list-style-type: none"> -100% of PP parents have met with teachers 2 times this year as a minimum. -Community links created so parents feel supported and know where to find help. New groups put on for the community to offer support to more parents. - TAF meetings have been held for a number of pupils including those who are PP. Parents have felt supported through having a team around the child working towards the best outcomes. - SEND plans/ behaviour plans/ attendance plans have been monitored collaboratively with pupil, parents and teaching staff. A review will monitor the effectiveness of targets implemented. The impact of this for the pupil is effective plan do review cycles. 	<p>Specific invites to PP pupils' parents for additional activities.</p>	<p>£964</p>
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Total Funding Expenditure for 2018-19 : £ 23,896