



Inspiring Futures
Through Learning



Whitehouse Primary School Pupil Premium Strategy

Proposed Strategy for 2019-2020
Review of Strategy for 2019-2020

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupil's needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

Our School Ethos for Pupil Premium

Promoting and ensuring that every child reaches their full potential is paramount at Whitehouse Primary School.

This encompasses social, moral, spiritual and cultural growth and we believe maintaining an environment in which every member of the school is able to achieve success and fulfilment.

High expectations and consistency of progress and achievement for all pupils is embedded throughout our school, irrespective of gender, race, culture or socio-economic background, and this is enhanced further by ensuring Pupil Premium is used to maximum effect.

Our School Approach for Pupil Premium

At Whitehouse Primary School we endeavour to ensure any child who meets the criteria for the pupil premium funding allocated to the school is given targeted and strategic support to learn as effectively as possible.

As our school grows, our approach will evolve and adapt over time to reflect the effectiveness of the funding allocation and the profile of each cohort. Research by NFER, DFE and Sutton Trust/EEF Teaching and Learning Toolkit has informed our approach.

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment. Our strategy is based on these "building blocks for success"

- Whole-school ethos of attainment for all
- Addressing behaviour and attendance
- High-quality teaching for all
- Meeting individual learning needs
- Deploying staff effectively

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Strategic Vision: Long Term Desired Outcomes	
<p>Three-year Outcomes:</p> <ol style="list-style-type: none"> 1) 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. Children are able to engage with learning. Outdoor area to be developed to support the needs of SEMH and disadvantaged pupils. 2) Implementation of ‘the write stuff’ across the school to improve writing outcomes. All children to make improved rates of progress and attainment reaching expectations in writing. 3) Implementation of ‘headstart’ and ‘reading for pleasure’ across the school to improve reading outcomes. All children to make improved rates of progress and attainment reaching expectations in reading. 4) To improve the number of children reaching ‘greater depth’ standard in reading, writing and maths. Most able pupils to be differentiated for using ‘deepen the moment’ and ‘dive deeper’ challenges to enable them to achieve their full potential. 5) To implement the most able programme across the school to inspire and challenge children to achieve higher in a range of subjects. 	<p>Link to SDP:</p> <p>KP1 – Effectiveness of leadership and management</p> <p>KP2 – Improving reading and writing outcomes</p> <p>KP3 – Inclusion</p>
<p>Impact Towards Long Term Outcomes 2019-2020</p>	
<p>Impact Towards Long Term Outcomes 2020-2021</p>	



Impact Towards Long Term Outcomes 2021-2022

Pupil premium strategy 2019-20

1. Summary information					
Academic Year	2019/20	Total PP budget	22,440	Date of most recent external PP Review	21 September 2017 Ofsted – June 2019
Total number of pupils * (R-6)	356 updated *25/9/19	Number of pupils eligible for PP	17 (4.66%)	Date for next internal review of this strategy	February 2020

2. Current attainment				
Ks1 Data 2019	Pupils eligible for PP (5)		Pupils not eligible for PP (94)	
	School	National	School	National
% achieving the expected standard in reading, writing and maths	100		69	
% in reading	100		71	75
% achieving expected standard in writing	100		73	70
% achieving expected standard in maths	100		89	76
Ks2 Data 2019	Pupils eligible for PP (11)		Pupils not eligible for PP (156)	
	School	National	School	National
% achieving the expected standard in reading, writing and maths	77		75	65
% in reading	77	60	82	73

% achieving expected standard in writing	77	50	82	78
% achieving expected standard in maths	85	58	79	79

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

In-school barriers

A.	Pupils with English as an additional language require individualised targeted support to break down language barriers to achieve their potential.
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.	Termly targets set for pupils with EAL collaboratively with parents and teachers to support the pupil. Where appropriate speech and Language Therapy, contributing to children's progress in these and other affected areas of the curriculum. ELKLAN programme to be implemented for these pupils. Access to talk boost in KS1 to support language development. Targeted individualised language support.	Pupils receive immediate intervention to fill any gaps in learning. EAL profiles collaboratively produced with parents to target specific areas in literacy development termly. Effective delivery of Talk Boost provision in KS1. Staff training which enhances skilled delivery of SALT support. ELKLAN training and delivery of the programme to

		<p>pupils with complex language difficulties where appropriate.</p> <p>For all of our Pupil Premium children to be supported emotionally when they need it through learning mentor and class teacher.</p>
B.	<p>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)</p> <p>Termly SEND plan meetings for all SEND pupils including those who are PP collaboratively completed with parents to support the pupil effectively.</p> <p>Continued CPD for teachers in quality first teaching strategies to promote differentiation in the classroom thus leading to improved rates of progress.</p>	<p>Pupils to make at least as much progress as all children nationally.</p> <p>Ambitious PP /SEND targeting seeking to diminish the matched and non-matched progress difference in Reading, Writing and Maths (whilst contextualising these children).</p> <p>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> <ul style="list-style-type: none"> - Continued implementation of RWI scheme for spelling. - Implementation of the talk boost programme in KS1. - Use of SNAP to identify SPLD support and behaviour support where appropriate. Use to identify appropriate strategies.
C.	<p>Improved outcomes for new pupils entering the school (Accelerated progress from baselines for all new pupils)</p> <p>Develop growth mindsets in pupils eligible for PP which will improve levels of resilience, self-esteem, determination and independence.</p> <p>Develop wellbeing throughout the school to improve the wellbeing of those pupils who are eligible for PP.</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>Pupils receive immediate intervention to fill any gaps in learning.</p> <p>Smooth transition and clear communication ensures pupils settle and are working effectively and in line with other pupils immediately.</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>Continued development of the climbing confidence group for PP pupils through learning mentor group.</p> <p>Implementation of eco warriors and woodland warriors to support PP pupils.</p> <p>To develop a range of interventions that are individualised for the needs of pupils including those eligible for PP to develop levels of resilience, self-esteem, determination and independence.</p> <p>Monitoring intervention groups to ensure they are successful.</p> <p>Continued development of the wellbeing buddies and play buddies.</p>
<p>D.</p>	<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>Development of the SPOT room, and provision during playtimes and lunchtimes. Feedback reports impact of this space for children who access them.</p> <p>Development of SPOT light, sensory room and woodland outdoor area.</p> <p>Impact of calm start, 3 o clock club, and 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>

		Partnership working with external agencies allows access to services for more families.
E.	Varied and enriching opportunities offered to all PP children who may be disadvantaged in a range of spiritual, moral, social and cultural opportunities.	<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> <p>PP student able to access musical instrument enrichment lessons.</p> <p>Most able PP pupils to participate in the most able projects.</p> <p>Pupils supported to attend enrichment trips as part of their learning topics.</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 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>

		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.
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 2019 to 2020

A proposed expenditure has been planned based on the pupil premium income for 2019 to 2020 which is a total of £ 22,440

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,D	Improving quality first teaching through increased Senior	Appointment of 2 assistant heads and 4 phase leaders to support the delivery of QFT across the school. Improvement in teaching of all pupils to enhance attainment and progress.	-Rigorous Audit Cycle Process maintained. - Feedback from CPD - Rigorous Governor Monitoring.	SLT	-Termly – Appraisal, Observations & Impact of Teacher

	Leadership Capacity	<p>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>	- Appraisal cycle for all staff.		<p>Support Programmes where applied.</p> <p>-Ongoing analysis of staff INSET/CPD.</p>
AB,C,D	Quality First Teaching Training and Resourcing	<p>Providing resources to support Quality First Teaching which will impact on the attainment and progress of all groups of children.</p> <p>Providing high-quality CPD and support from Maths Mastery Specialist teacher and head of English to impact on all pupils.</p> <p>High quality feedback for Pupil Premium pupils at all times.</p> <p>Implementation of talk boost for language support and reading in KS1.</p> <p>Continuing establishing RWI for spelling support and phonics learning.</p> <p>Implementation of the 'write stuff' across the school to improve writing outcomes for pupils.</p> <p>Implementation of 'headstart' to improve reading comprehension outcomes for all pupils.</p> <p>Implementation of 'reading for pleasure' to improve reading outcomes for all pupils.</p>	<p>- Assessment of interventions</p> <p>- Assessment of maths mastery through termly assessments</p> <p>- Staff training of maths mastery, RWI, write stuff, headstart and reading for pleasure. Provide CPD for leaders and staff delivering programmes.</p> <p>- Purchase of the resources needed for the interventions to be successful.</p> <p>- Lesson observations of these interventions.</p>	SLT/SN/ RP	<p>- Analysis of pupil progress.</p> <p>-Lesson observations</p> <p>-Ongoing analysis of staff INSET/CPD.</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>			
AB,C,D, E	Diminishing the Gap in attainment and progress due to high mobility into school	<ul style="list-style-type: none"> - All staff to receive 'write stuff' training through English lead. -All staff to receive CPD in reading for pleasure and head start initiatives within school through the English lead. 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, writing, reading and phonics. Pupils have also arrived at different times in the school year which has resulted in gaps in their learning. -Staff will be trained in whole school initiatives such as write stuff, headstart and RWI. This will be vigorously monitored through observations, book scrutinies, learning walks by SLT and subject leads. 	SLT	Termly and half termly data collection points and pupil progress meetings
li 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	<p>Targeted booster and intervention sessions</p>	<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, trained HLTAs, TAs and teachers.</p> <p>SEMH support through a variety of quality personalised interventions such as 3 o clock club, calm start, engagement in writing, eco warriors, woodland warriors 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>	<ul style="list-style-type: none"> - Assessment of interventions. - Provide CPD for leaders and staff delivering programmes. - Lesson observations of these interventions. - Provision mapping of interventions with phase leaders. 	SLT	<ul style="list-style-type: none"> - Termly cornerstones assessment - After intervention cycle assessment to take place and progress monitored. - Observations of intervention sessions. - Analysis of pupil progress.
A,B,C, D,E	<p>1-1 mentoring and group interventions. Development of SPOT, SPOTlight and outdoor area.</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 SPOT with trained learning mentor.</p> <p>SEMH support through a variety of quality personalised interventions such as 3 o clock club, calm start, engagement in</p>	<ul style="list-style-type: none"> - Assessment of pupil progress in interventions - Observations of groups and assessment of all interventions - Timetable the learning mentor and HLTAs effectively 	BG/LC	<ul style="list-style-type: none"> - Assessments of individuals within interventions after intervention cycle and termly assessments

		<p>writing, eco warriors, woodland warriors and lunchtime provision.</p> <p>Outdoor area to be used for emotional support interventions. Outdoor area will need refurbishing. - A growing body of evidence suggests that outdoor learning can boost children's welfare and their performance at school. Research suggests that spending time interacting with nature can reduce stress among young people, and boost their creativity and problem-solving skills. A 2004 study indicated that students taking a part in an environment-based education programme reported increased levels of motivation.</p> <p><i>Building Blocks for Success: meeting individual learning needs, addressing behaviour and attendance</i></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 to make progress with their language and communication skills. Intervention is followed up with whole class sessions run by the teacher.</p> <p>2 x TA's to be trained in the intervention to enable the intervention to be delivered effectively.</p>	<ul style="list-style-type: none"> - Closely assess pupils before and after intervention - Observations of groups and assessment of all interventions -Timetable the HLTAs effectively -Staff to implement follow up session within the classroom 	LC/TAs/All staff	<ul style="list-style-type: none"> - Assessments of individuals within interventions after intervention cycle and termly assessments

		<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>			-observations of interventions - Analysis of pupil progress - Termly review through pupil progress meetings.
lii 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>-Termly review of extra-</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>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 : £23,000 (Budget -£22,440)</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.*