**Pupil Premium Strategy Statement**

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| 1. **Summary information** | | | | | |
| **School** | Whitehouse Primary School | | | | |
| **Academic Year** | 2018-19 | **Total PP budget** | £120,980 | **Date of most recent PP Review** | Oct 18 |
| **Total number of pupils** | 238 (inc N) | **Number of pupils eligible for PP** | 82 | **Date for next internal review of this strategy** | Jan 20 |

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| 1. **Current attainment** | | |
| Based on Key Stage 2 results for pupils in 2018 (inc. three ARP and one absentee) | *Pupils eligible for PP*  *(National PP Average)* | *Pupils not eligible for PP*  *(national average)* |
| **% at expected standard in reading** | 58% (64%) | 67% (80%) |
| **% at expected standard in writing** | 67% (64%) | 67% (83%) |
| **% making progress in maths** | 67% (63%) | 83% (81%) |
| **Average Scale Score: Reading** | 105.7 (102.6) | 107.2 (106.1) |
| **Average Scale Score: Mathematics** | 105.6 (101.9) | 108.4 (105.4) |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | **Interventions** 41 (47%) of pupil premium pupils have been identified as requiring intervention support in school in school this year including. We have 4 pupil premium pupils (4.5%) that have a statement or EHCP compared to a national average of 1.3%. SEN needs vary across the cohort and from class to class but we have seen a significant increase in speech and language support across all years but most particularly in Foundation Stage. We now have 3 children in school that are pupil premium children with poor or no English. | |
|  | | **Attainment on Entry:** 100% of our pupils entered FS1 below the expected levels for their age. 71% of pupils attained a good level of development on leaving foundation stage compared to 72% nationally, we have closed the gap overall. The gap between our median point score and the average score of the lowest 20% continues to be significantly higher than average. | |
| **C.** | | **Social Deprivation:** The LA data pack for 2018 shows an IMD score of 31.2 (decile 3) and an IDACI score of 0.32 (decile 2). 56%% of all pupils live in deciles 1 – 2 (most deprived areas nationally). This figure is 64% for our pupil premium pupils and only 6% of all pupils live in the 20% least deprived areas nationally (3.5% of pupil premium children). 62% of our nursery intake live in the most deprived deciles. The majority of our pupils (91%) live in households where no-one has higher education and many parents have low levels of literacy and numeracy. We have more disadvantaged pupils than 96% of primary schools like us. In the NCMP 24% of Reception children and 35% of Year 6 children are classed as overweight or obese. Our Year 6 class has 70% pupil premium children. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | **Attendance:** Absence for Pupil Premium Pupils for terms 1 – 4 in 2016-17 was 5.1% compared to a national average of 5.4% and 3.3% for non PPF pupils. The persistent absence rate for Pupil Premium Pupils was 16% compared to a national average of 15.6%and 6.9% for non-pupil premium children. Some families have sibling absences due to problems with childcare. | |
| **E.** | | **Chaotic Home Lives:** Many pupils have chaotic home lives and the school works closely with Tyne Gateway. We have a number of children living in homeless accommodation and some that are fleeing domestic violence. 24% of our pupil premium children have or are currently involved with Children’s Services and 8/10 referrals to Tyne Gateway are for pupil premium families.. The school is a supporter of Operation Encompass. We run a free breakfast club to ensure that all children have access to a nutritious breakfast enabling them to concentrate better in class and improve learning outcomes. Some pupils have little or no support from parents for homework, reading or other school activities such as plays and concerts. Many pupil premium children remain in school at a free after-school club to enable children to socialise and complete homework. | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | To close the attainment gap in reading, writing and mathematics between our PP and non PP pupils in Year 6. We currently have 43% FSM6 entitlement in Year 6. | | All PP pupils in Y6 to make at least expected progress and meet age related expectations by the end of KS2. |
|  | To improve outcomes for more able PP pupils across all Key Stages in school by developing a programme to enhance GDS and investigating the mastery approach. | | A greater percentage of more able pupils to achieve GDS in reading, writing and mathematics; in line with national outcomes. |
|  | Continue to support specialist development and intervention programmes, one-to-one and small group work for PP pupils that are falling behind. To buy-in specialist support services such as Educational Psychology as required. | | PP pupils’ progress at the end of each Key Stage is in line with peers. |
|  | Increase attendance rates for PP pupils in line with non-eligible pupils, reducing the number of PP pupils classed as persistent absentees. | | Overall attendance rates for PP pupils to improve in line with national and comparable to other pupil groups. |
|  | Continue to support curriculum enrichment programmes for PP pupils including breakfast club, after-school provision, educational visits and activity breaks. | | PP pupils access all programmes throughout the year. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** |  | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| 1. To close the attainment gap in reading, writing and mathematics between our PP and non PP pupils in Year 6. We currently have 58% FSM6 entitlement in Year 6 (mainstream). | Continue to assess pupil progress at least termly. Identify those pupils that are just below expected level and offer individual tailored support. | Although our KS 2 results were above national average for RWM, Reading and Mathematics the gap between PP and non-PP pupils remains significant in RWM combined and writing. There is also a significant gap in average scale scores for Reading and Mathematics. | Book scrutinies and lesson observations linked to progress tracking  Greater challenge observed in lessons  Moderation of pupils’ work in school and externally  Termly assessment and data analysis | NGQ / SLT | Termly data analysis  Termly pupil progress meetings with Headteacher |
| 1. To improve outcomes for more able PP pupils across all Key Stages in school. | Develop a programme of more challenging work based on the National Curriculum. | In-house data analysis shows that more able pupils are not being stretched as much as they could be.  RAISEonline data shows that “greater depth” scores are below national average. | As above.  Greater differentiation will be evident in pupil workbooks, marking and feedback will reflect points for pupils to demonstrate “greater depth” of subject understanding.  Staff CPD – levels of challenge.  Improved “greater depth” scores to be achieved in all key stages. | SLT | Termly data analysis  RAISEonline publication |
| **Total budgeted cost** | | | | | £9,650 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Continue to support specialist development programmes, one-to-one and small group work for PP pupils that are falling behind. | To provide tailored support based on individual pupil need from a range of specialist programmes including:-   * Reading Recovery Programme * BRP * Pirate Writing Project * Talk4Number * 1st class @number * BLAST * Six Quickies * Five Minute Boxes * Read Write Inc * Write Dance (EYFS) * Handwriting practice * Dragon Hunters | Many pupils have little or no parental support which means that basic skills such as reading, writing and numeracy are only supported in school.  The LA data pack and in-house data shows that pupil premium children are still falling behind their non-PPF peers. Although we are now in line with national PPF averages we need to close the gap with non-PPF pupils.  We need to make sure that children that are falling below throughout the year are supported to bring them back in line with their peers. We need to make sure that children are at the right level on transition from one key stage to the next.  Pupils that are falling behind loose motivation and are likely to become Persistent Absentees perpetuating the problem.  The education of others in the class may also be affected as a greater proportion of Teacher time has to be allocated to pupil catch-up. | Teaching Assistants keep records of pupil progress from baseline to current on a term by term basis.  Progress of pupils to be in-line with their peers.  Pupils moving into mainstream activities and caught-up with peers at the end of the intervention programme.  Review of interventions to ensure effective results for pupils in all Key Stages. | SLT and Phase Leaders | Individual pupil records on a term by term basis  Overall review of intervention programmes on a termly basis i.e. whole pupil base improvement.  Review of intervention programme on receipt of data pack and RAISEonline. |
| To ensure that pupils are ready to learn and engage in the learning process. | To continue to employ the services of a Learning Mentor to support pupils mental well-being in school. | Many pupils have chaotic and complex home lives. Some pupils live in homeless accommodation and have witnessed DV in the home.  For pupils to succeed it is important that they come to school ready to learn and focused on learning not what is happening at home.  Our Learning Mentor is experienced in working with pupils to explore their feelings and emotions in a constructive way. Having someone to talk to and confide in enables pupils to leave some of their “baggage” at the school door and to understand that what is happening in the home is not their fault. | Tracking pupil progress and attainment data for those pupils working with the Learning Mentor.  Fewer incidents of poor behaviour logged in the school log.  More positive feedback from the Pupil Voice about feeling safe in school and anti-bullying. | RW, KO and LY | Annually in April. |
| **Total budgeted cost** | | | | | £81,893 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Increase attendance rates for PP pupils in line with non-eligible pupils, reducing the number of PP pupils classed as persistent absentees. | Letters home, target the 93-95%  Referrals to LA for court action for holidays and general poor attendance  Rewards for good attendance- ‘In It, to Win It’ | The school is only just above the bottom 10% nationally.  Attendance rates for PP pupils is still below the overall school rate and PA is still an issue.  The school has a number of pupils that have a pattern of non-attendance for family holidays.  Rewards encourage pupils to attend school as they do not want to let their peers down. | A member of staff in the office is responsible for attendance issues in the school.  A RAG monitoring system has been introduced with letters home emphasising the number of hours of education a child has missed out on.  The school will continue to be above the bottom 10% nationally and closing the gap overall and for PP pupils. | JM | On a termly basis. |
| Continue to support curriculum enrichment programmes for PP pupils. | Provide a free Breakfast Club for pupils  Provide after-school clubs for pupils  Extra-curricular music lesson, choir and arts lessons  Offer a programme of educational visits and activities throughout the school year that stimulate pupils’ learning and life experiences | Research shows that pupils are more ready to learn if they have had breakfast.  Breakfast and after school clubs enable pupils to socialise with their friends.  The school is in a deprived area with many parents dependent on low wages or benefits. Many children have no cultural experience other than what is provided via the school.  Taking part in outward bound course builds self-esteem, confidence and team-working skills that help pupils throughout their lives.  To provide free extra curricula Music lessons for disadvantaged pupils. | Tracking individual pupil progress and attainment at the end of each school year.  Feedback through Pupil Voice regarding feeling safe in school.  Improved “secondary ready” scores for mainstream Year 6 pupils.  To fund up to 20 places for disadvantaged pupils .  To fund 10 places for disadvantaged pupils. | SLT | Yearly in April |
| **Total budgeted cost** | | | | | £32,623 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2017-18 £122,760** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| To narrow the gap between PP pupils and non-PP pupils | One-to-one support  More effective monitoring | Attainment for pupil premium pupils was broadly in line or better than national average but still below the national average for non-pupil premium pupils.  ASS scores for PPF pupils were broadly similar to the ASS for non-pupil premium nationally and were above the scores for PPF pupils nationally. | Continue to use interventions and one-to-one support to children that are continuing to struggle in all key stages.  Providing maths mastery classes earlier for Y6 pupils – this has improved the ASS and we need to continue this. | £24,189  £1,750 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| A programme of tailored support for pupils that are falling behind | * Reading Recovery Programme * Pirate Writing Project * Talk4Number * Read Write Inc * Handwriting practice | Tailored interventions should enable pupils to reach the expected standard. This is the case for all pupils except those with an ***EHCP for MLD***.  Some pupils gained over 30 months of learning by the end of the Reading Recovery Programme and the First Class @ Numbers programme.  Pupils in Y6 ASS scores were in line with national for PP pupils. | One to one and small group work are very effective tools to engage pupils that are struggling in a classroom situation. | £49,006 |
| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Ensure that children are ready to learn on arrival at school | Continue to fund a free Breakfast and After-school Club for all pupils | Pupils are happy, feel secure and are ready to learn. | The role of the Learning Mentor is very important to ensure pupils’ mental well-being.  The Breakfast and After-school Clubs ensure children have a positive start and end to the school day. | £34,320 |
| To provide enrichment experiences for pupils through outward bound and musical activities. | To fund places at Robinwood and Powburn.  To fund music lessons. | Greater self-esteem, confidence and self-assurance in pupils.  Pupils access cultural experiences through participation in music and choir concerts and lessons. | Pupil feedback has been positive and the programme of support will continue.  We have over 25 children taking part in music lessons and concerts, something that was not possible in the past. The programme of support has been well received with children participating and enjoying the additional music lessons. | £10,000 |
|  | Use Tyne Gateway to support families that are struggling with home issues. | More settled children in lessons, improved punctuality and attendance. | Tyne Gateway offers support to families on a short-term basis to provide a better structure to the home environment. | £6,600 |
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| 1. **Additional detail** |
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