

**Pupil Premium Strategy Statement .
Whitehouse Primary School**

1. Summary information					
School	Whitehouse Primary School				
2021-22		Total PP budget	£133,430 (tbc)	Date of most recent PP Review	May 21
Total number of pupils	222 (inc N)	Number of pupils eligible for PP	89	Date for next internal review of this strategy	Sept 21

2. Current attainment		
Children are currently being baselined following the COVID-19 pandemic lockdown. See below for details		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Interventions 47% of pupil premium pupils have been identified as requiring intervention support in school.. We have 9 pupil premium pupils (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 have 4 children in school that are pupil premium children with poor or no English. We have also identified a significantly higher cohort of Key Stage 1 children that would benefit from the Reading Recovery Programme.
B.	Attainment on Entry: 100% of our pupils entered FS1 below the expected levels for their age. 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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance: Absence for Pupil Premium Pupils for term 1 20-21 was 5% compared to a national average of and 3.3% for non PPF pupils. 12.3% of PPF children were classed as persistent absentees for Term 1. Whilst this is an improvement on 18-19 it is still higher than the national average.

E.	Chaotic/Disorganised Home Lives: Many pupils have chaotic home lives. 24% of our pupil premium children have or are currently involved with Children’s Services. The school is a supporter of Operation Encompass. A number of parents have substance abuse problems and mental wellbeing is an issue. 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 for a free after-school club to enable children to socialise and complete homework.
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4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To continue to close the gap between disadvantaged and non-disadvantaged pupils – using baseline assessments carried out in Autumn term	All PP pupils in Y6 to make at least expected progress and meet age related expectations by the end of KS2.
B.	To support pupils’ mental health and well-being following the covid-19 pandemic through supported work in classrooms and small groups (if practical). To use catch-up sessions to enable PPF pupils to catch- up with peers if necessary.	Children are happy and secure in school and know who to talk to if struggling with feelings and emotions.
C.	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.
D.	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.
E.	From Spring term and, subject to Covid-19 restrictions, 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.

5. Planned expenditure

Academic year

2021-2022

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.

i. 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?
A. To continue to close the gap between disadvantaged and non-disadvantaged pupils – using data from assessments carried out in the Autumn term	Continue to assess pupil progress at least termly. Identify those pupils that are just below expected level and offer individual tailored support.	Our KS2 results in 2019 were below the national average in reading. We know that many children failed to access learning during lock-down and could be as much as four months behind in their learning.	Additional staff in classes to support all children through catch-up sessions and 1-2-1 teaching.	SLT	Termly data analysis Termly pupil progress meetings with Headteacher
B. To support pupils' mental health and well-being following the covid-19 pandemic through supported work in classrooms and small groups (if practical). To use catch-up sessions to enable PPF pupils to catch- up with peers if necessary.	Whole school topic approach using the book "Here We Are" in all classes. Interactive theatre company 'Down to earth' booked to deal with PSHE. Linked to "A", additional staff in classes to work with the most vulnerable pupils.	Children need to be able to express their emotions and re-connect with friends following lock-down. See above	See above. A whole school approach means that staff can support each other and also ensures that everyone is delivering the same message.	SLT	Children will feel safe, secure and settle well into learning.
Total budgeted cost					£20,000

ii. 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?
<p>Continue to support specialist development programmes, one-to-one and small group work for PP pupils that are falling behind.</p> <p>From Spring term, COVID-19 restrictions permitting</p>	<p>To provide tailored support based on individual pupil need from a range of specialist programmes including:-</p> <ul style="list-style-type: none"> • Reading Recovery Programme • BRP • Talk4Number • 1st class @number • BLAST • Six Quickies • Five Minute Boxes • Read Write Inc • Write Dance (EYFS) • Handwriting practice • NELI 	<p>Many pupils have little or no parental support which means that basic skills such as reading, writing and numeracy are only supported in school.</p> <p>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.</p> <p>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.</p> <p>Pupils that are falling behind lose motivation and are likely to become Persistent Absentees perpetuating the problem.</p>	<p>Teaching Assistants keep records of pupil progress from baseline to current on a term by term basis.</p> <p>Progress of pupils to be in-line with their peers.</p> <p>Pupils moving into mainstream activities and caught-up with peers at the end of the intervention programme.</p> <p>Review of interventions to ensure effective results for pupils in all Key Stages.</p>	SLT and Phase Leaders	<p>Individual pupil records on a term by term basis</p> <p>Overall review of intervention programmes on a termly basis i.e. whole pupil base improvement.</p> <p>Review of intervention programme on receipt of data pack and RAISEonline.</p>
<p>To ensure that pupils are ready to learn and engage in the learning process.</p>	<p>To continue to employ the services of a Learning Mentor to support pupils mental well-being in school.</p>	<p>Many pupils have chaotic and complex home lives. Some pupils live in homeless accommodation and have witnessed DV in the home.</p> <p>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.</p> <p>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.</p>	<p>Tracking pupil progress and attainment data for those pupils working with the Learning Mentor.</p> <p>Fewer incidents of poor behaviour logged in the school log.</p> <p>More positive feedback from the Pupil Voice about feeling safe in school and anti-bullying.</p>	RW, KO and LY	Annually in April.
Total budgeted cost					£81,893

iii. 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.	<p>Letters home, target the 93-95%</p> <p>Referrals to LA for court action for holidays and general poor attendance</p> <p>Rewards for good attendance- 'In It, to Win It'</p>	<p>The school is only just above the bottom 10% nationally.</p> <p>Attendance rates for PP pupils is still below the overall school rate and PA is still an issue.</p> <p>The school has a number of pupils that have a pattern of non-attendance for family holidays.</p> <p>Rewards encourage pupils to attend school as they do not want to let their peers down.</p>	<p>A member of staff in the office is responsible for attendance issues in the school.</p> <p>A RAG monitoring system has been introduced with letters home emphasising the number of hours of education a child has missed out on.</p> <p>The school will continue to be above the bottom 10% nationally and closing the gap overall and for PP pupils.</p>	JM	On a termly basis.
Continue to support curriculum enrichment programmes for PP pupils. (Spring term onwards if permitted)	<p>Provide a free Breakfast Club for pupils</p> <p>Provide after-school clubs for pupils</p> <p>Extra-curricular music lesson, choir and arts lessons</p> <p>Offer a programme of educational visits and activities throughout the school year that stimulate pupils' learning and life experiences</p> <p>Music- peripateic instrument lessons to be funded</p>	<p>Research shows that pupils are more ready to learn if they have had breakfast.</p> <p>Breakfast and after school clubs enable pupils to socialise with their friends.</p> <p>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.</p> <p>Taking part in outward bound course builds self-esteem, confidence and team-working skills that help pupils throughout their lives.</p> <p>To provide free extra curricula Music lessons for disadvantaged pupils.</p>	<p>Tracking individual pupil progress and attainment at the end of each school year.</p> <p>Feedback through Pupil Voice regarding feeling safe in school.</p> <p>Improved "secondary ready" scores for mainstream Year 6 pupils.</p> <p>To subsidised the cost of residential trips for disadvantaged pupils .</p> <p>T</p> <p>To fund 10 places for disadvantaged pupils.</p>	SLT	Yearly in April
Total budgeted cost					£31,537

6. Review of expenditure

Previous Academic Year

2020-21 £129,993

Covid-19 lockdowns during the year have seen many of the priorities put on hold with monies being diverted to support more 1-2-1 and small group work through the employment of additional staff in classes.

We have re-started the after-school club and provide fruit in school for children in KS 2 in lieu of breakfast club. All PPF children have been prioritised in this provision.

i. 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 close the gap between disadvantaged and non-disadvantaged pupils	Small group sessions 1-2-1 support Reading Recovery programme	<p>NFER data in May 21 showed: Reading WTS 27% compared to 13%, Exp 65% compared to 68% and 3% of pupil premium funded children exceeding compared to 11%.</p> <p>Maths WTS 32% compared to 16%. Exp 60% compared to 71% and 1% compared to 7% exceeding expected.</p> <p>More PPF children are at expected level and the gap is closing.</p>	<p>Reading Recovery programme has proven benefits to the children with most making accelerated progress.</p> <p>1-2-1 and small group work for catch-up post lockdown is having an impact.</p>	<p>44,583</p> <p>52,319</p>

ii. 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
To stretch more able pupils to achieve GDS.	Small group 1-2-1	Unable to implement due to Covid-19 lockdown catch-up programmes. NFER assessments show 8% of children are working above expectation in Reading and 5% in Maths.	The priority for this year has been to focus on recovery and missed learning/gaps in knowledge due to the pandemic. learning.	

iii. 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
To improve attendance for PP children	Target when <95%	Pupil premium children's attendance is the same as non-pupil premium at 96.8%	Carry on targeting < 95% early.	4,500
Curriculum enrichment activities	Music Lessons Support for educational trips	Lessons are being delivered to children. Residential trips were subsidised but were unable to proceed due to Covid-19 pandemic. The money has been diverted to support catch-up teaching in school.	Children are enjoying music lessons, continue to offer in future years. Children's mental health and well-being benefit from music lessons as does concentration in class.	2,400
Breakfast and After-school Clubs	To provide free for pupils	We have not offered the breakfast club since the school returned from lock-down, we provide fruit for KS2 children. The after-school club has re-opened to a small number of children		3,276
To support pupil well-being	Employment of a learning mentor Improvement of support for mental health and wellbeing through signposting.	Children need to focus on learning in school and can't do this unless they feel safe and secure and are not worrying about home.		£22,915

7. Additional detail