

Pupil Premium Expenditure – 2015/16

Allocation - £223,080 27% on roll receive PP

Pupil Premium was introduced by the government in April 2011 and is a payment given to schools, from the Local Authority, to help support children from families on lower incomes - those who have ever been eligible to free school meals since their children started school. At Whitehill Primary School we believe that all pupils should be taught to a good standard, according to their individual needs. In order to accelerate progress and narrow achievement gaps where necessary we use a number of additional strategies. Pupil Premium is partly used to fund these interventions. The monies are designed to narrow the gaps in academic achievement between these children and their peers if necessary.

The Sutton trust toolkit for Pupil Premium has given us the best indication about the most effective strategies that we can use to ensure the money spent on pupil premium students is effective.

At Whitehill Primary School we believe that to ensure that children who are disadvantaged do not fall behind from their peers we must ensure that they have the best possible start at school. Throughout the last academic year we have invested heavily in Early Years and Nursery. There is in place a new team of teachers, a new leader of Early Years, a brand new learning environment and a brand new curriculum. Results for GLD and KS1 are already demonstrating considerable improvement for all.

There is still a considerable attainment gap at KS2 for disadvantaged children and this only narrows slightly in terms of progress. Going forward (see 2016/17 for more detail) we need to improve our identification of underperformance and have more precision in teaching disadvantaged children.

Below is a table that outlines specific spending. There are a number of variables that have not been costed but have had considerable impact on learning for example;

- All Children are taught by teachers holding QTS.
- Feedback has been recognised as the most effective strategy for supporting disadvantaged children. At WHPS there have been improvements to marking, assessment, peer assessment, self-assessment and verbal feedback to support children's learning
- The school now has higher expectations for its young people
- Parents are now more engaged through workshops, surveys, gate welcome etc

Expenditure

All pupil premium students have access to the following support;

	Provision	Type of support	Context	Cost
Staffing	Play therapist	Provide a non- threatening counselling service that aims to build self confidence	The play therapist saw 4 different children from across the age ranges. 3 Children were PP.	£1,410
	Time to talk	Provide emotional support for children and parents. Help to develop coping strategies to deal with difficult emotional upheaval	The T2T worked with 16 children and their parents from across the whole age ranges. 8 Children were PP.	£6,700
	FLO	To engage pupils and families to combat absenteeism. Develop multi-agency response to major issues	Although attendance has improved (94%) this is still below where we want it to be. A number of home visits were made in 2015/16 for persistent absenteeism.	£8,000
	Ed Psychologist	To assess the psychological and social health of children	5 children have been seen by the Ed Psych. The diagnosis has provided all 5 with support for SEN's and 1 has gained an EHCP's and one statutory assessment has been initiated. 3 of these children were in receipt of PP.	£1,800
	2 Student Support Officers	Provide a frontline service to respond rapidly to issues arising. Make strong and lasting relationships with parents and children. An inclusive service	The SST have dramatically improved relationships with parents and supported children to be included and reintegrated after major incidents. There have been no permanent exclusions.	£35,000
	Speech and Language (Internal and external)	External professional to provide diagnostic service and support for teachers delivering S and L. Internal support team providing S and L interventions	External professional saw 30 children in 2015/16. Impact	£10,518
	Accelerated Reader Coordinator (HB)	To set up AR for year 3, 4, 5 and 6. Undertake diagnostics and provide teachers with next steps	AR is now set up to be fully operational for 2016/17. Pilots in term 6 showed anecdotal evidence that the scheme will lead to improvement	XXXXX
	Specialist Reading	Reading teacher to identify 40 children across	Specialist teacher worked with 60 children. 42	XXXXX

	support (JG)	all year groups with significant underperformance and provide rapid and intense intervention	children were PP children	
	SENCO	New SENCO to improve the accuracy of diagnosis and more specific interventions	The SEN register has reduced from over 200 to a more focussed 62. The school has a better relationship with support services in the area leading to a better menu of support	XXXXX
OOHL	Breakfast Club	Offer of a free breakfast	All PP children that attend breakfast club arrive to school on time. There are XX PP children attending breakfast club.	
	After school club	Offer of free access to after school club		£4,256
	Extra-curricular activity	Offer of free access to extra-curricular clubs	The school has increased its provision from 3 clubs to 18 in 2015/16.	£30,000
	Educational Visits	Offer of free educational visits	In 2015/16 children had the opportunity to take part in a number of activities including Year 2 Zoo visits, Year 3 West end Show, Year 4 residential, Year 4 Globe visit, Year 4 Tudors experience, Year 5 London eye, Year 6 residential,	£20,704
Curriculum	Numicon resources	Provide children, teachers and parents with an approach to understand mathematics. Numicon was originally set up to support the most vulnerable	Attainment in Mathematics has improved in all key indicators. PP children have not made as much progress as non-PP children but are still above national floor.	£13,322
	Margaret Groom Maths	MG to support staff in the planning, delivery and assessment of Mathematics	Attainment in Mathematics has improved in all key indicators. PP children have not made as much progress as non-PP children but are still above national floor.	XXXXX
	Oxford Press reading Scheme	Reading scheme available for all children to take home books daily and suitable for their stage of development. (previously not available)	Attainment in Reading has improved in all key indicators. PP children have not made as much progress as non-PP children but are still above national floor.	
	Read Write Inc	Phonics scheme and resources to provide a	62% were successful in the phonics screening	£3,580

		structured programme for the learning of phonics. A fully supported package with a number of hours of CPD time	test. This is 30% better than in 2014/15	
	Cornerstones	Foundation subject support programme to provide coverage of the NC in a nationally recognised package	Started in term 5 and 6. Impact not yet known	£9,135
Professional Development	Read Write Inc	3 days of training to understand the RWI scheme by an external provider. All KS1 and EYFS staff.	Greater confidence in delivering RWI	£3,850
	Chartwells	3 twilight sessions to understand how to use Numicon.	Greater confidence in delivering Numicon	£4,335
	Quality feedback	Internal session to develop an understanding of questioning using Blooms Taxonomy	Improved questioning seen in lesson observations but there has not been a cultural shift	N/A
	Low Level Disruption	Internal session to develop an understanding of how we can reduce LLD	Staff more aware of the systems and procedures against the whole school policy	N/A
	Triads	All teaching staff share experiences of working with PP children		N/A
	Pupil Progress Meetings	Part of the pupil progress meeting is dedicated to discussing PP children	All teachers can recognise PP children and outline support	N/A
	'Grab files'	'Grab Files' should clearly show the progress of PP children	All teachers can recognise PP children and outline support	N/A
Specific intervention	40 hours Maths and English year 6 (Gravesend GS)	Children on the cusp of age expected attainment given small group support from subject specialists from Gravesend Grammar School	The cusp children overlapped some PP children. All PP children in this group achieved expected in writing. 70% of PP children in this group achieved expected in Maths.	
	Extra set for Mathematics in year 6	Integrate an extra set into year 6	This reduced the class size and allowed for more precision teaching based on gap analysis. There is a significant attainment gap against the cohort. Progress measures for PP showed that they were above floor in all areas.	£9,644

	Increase TA's hours for Read Write Inc sessions	To support the delivery of RWI across early years and KS1	62% were successful in the phonics screening test. This is 30% better than in 2014/15	XXXXX
	1:1 adult reading for year 1 and 2	To rapidly improve reading at KS1	Reading overall showed a 4% improvement	
	Language Link	To provide a diagnostic for Speech and Language to inform interventions by the S and L team		£450
Resources	Outdoor Learning	Development of outdoor learning area to support quality EYFS child initiated learning.	GLD has improved to 80% through better teacher of the EYFS curriculum linked to the outdoor space	£80,000
	Nursery Refurbishment	Development of a new nursery space to expand the nursery places upwards of 70. Nursery spaces to be open plan with specific learning areas	GLD has improved to 80% through better teacher of the EYFS curriculum linked to the outdoor space	£30,000
	Breakfast room	Refurbishment of existing space	PP and other children use this space on a daily basis	£10,000

Key Stage 2 Data

	Attainment				Progress		
	Reading	Writing	Maths	Comb	Read	Writ	Maths
All	48%	68%	52%	38%	-2.4	0.1	-1.3
National Floor				65%	-5	-7	-5
PP/ LAC							
Pupil Premium (15)	37%	56%	41%	30%	-3.5	-1	-2.7
Non Pupil Premium (45)	58%	79%	61%	45%	-1.4	1.2	-0.1
LAC (1)	100%	100%	100%	100%	2.4	0.9	3.4

Future Spending - 2016/17

It is essential that we focus on how we can improve the attainment and progress of our students by spending PP in a way that will inspire and promote learning.

To allow the gap to close we must be more accurate and precise about the needs of children within the Pupil Premium group. To allow this to happen we must have more accurate assessment and diagnostics so that intervention can deliver rapid progress.

Provision	Objective	Impact
Pupil Premium Precision Teacher	Pt 2 teacher to deliver Precision interventions to pupil premium children. Intervention will last between 2 and 6 weeks and will be driven by teacher assessment and gap analysis	Impact measured through PIRA and PUMA tests and formative assessments (target tracker)
Develop TA Precision interventions	CPD for TA's based on precision interventions. TA's to deliver interventions based on teacher provision plans after PPM's	Impact measured throughout the monitoring cycle and pupil progress meetings
Summative Assessment	Embed PIRA and PUMA tests to baseline and benchmark against nationally recognised resource	Accurate results for PP children
Formative Assessment	Embed Target Tracker so that teachers and leaders can more accurately analyse teacher assessed levels against criteria	Tracking should demonstrate that all children make progress

Music	Offer music lessons and instruments to PP children	
Library Link	Continue to develop OOHL for children to read	More PP children take books out of Gravesham libraries
Additional teacher Mathematics Year 5	Additional teacher to create another set	Bring setting down into year 5. Smaller class sizes and more focussed work according to ability