



Whitefriars Primary School Pupil Premium Report Autumn 2019

At Whitefriars School, we expect all pupils to achieve their potential, regardless of background or starting point. However, we have identified a number of barriers which disadvantaged pupils face through their time at Whitefriars Primary School. These are barriers which can impact on pupils' attainment, progress and wellbeing, particularly in comparison to their peers.

The main barriers we have identified are:

- Arrival in school with below average attainment, especially in speech, language and communication
- Decreased likelihood of fulfilling complete academic potential – especially higher ability learners
- Fewer opportunities outside school for enrichment and wider personal development
- Increased risk of social and emotional difficulty
- Lack of opportunity to prepare fully for life in modern Britain

There are a number of ways in which we support disadvantaged pupils at Whitefriars. We are careful to target our support in ways which have been proven through research to have greatest impact. For example, the founding principles of our support strategy for disadvantaged pupils at Whitefriars are based on research undertaken by the NFER in conjunction with the Department for Education. We also use the Education Endowment Foundation's (EEF) impact rating to predict the 'months' impact' a particular intervention will have on learning.

The principles behind our support strategy are as follows:

1. An ethos of high achievement for all pupils
We expect all pupils to reach their potential; we do not stereotype disadvantaged pupils as having less potential or facing similar barriers
2. Early and targeted support for behaviour and attendance
We recognise that good attendance and positive behaviour for learning form the foundation of a successful school experience
3. High quality teaching for all pupils
We believe that quality teaching in the classroom is the most effective way to raise standards
4. Tailored support for individual learning needs
We identify pupils' needs and provide individualised support if required
5. Effective staff deployment
We use the most skilled staff to work with the pupils who need most support

6. Use of data to monitor impact

We are constantly using assessment data to monitor impact of our work and make adjustments as necessary

7. Clear leadership and recruitment incentives

We aim to recruit and retain the best staff, set extremely high aspirations and hold everyone accountable for raising attainment.

Some areas of our support strategy have a financial implication; some do not. Where our support for disadvantaged pupils incurs a cost, we are careful to use our Pupil Premium funding to sustain these activities.

We track our expenditure carefully through the year, and we are continuously assessing the impact of this funding.

2018-19 Pupil Premium Funding (as of September 2018)	
Total number of Pupils on roll (years R-6 Jul 2018)	552
Number of pupils eligible for Pupil Premium	115.8
Total Pupil Premium Funding (predicted)	£155,145
Review Date	September 2020

**Academic Year 2018-19
Pupil Premium Achievement**

NB: Empty cells are awaiting local data

EYFS GLD

	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
Achieving GLD	71.8%	74.9%	72.8%	57.14	

Year One Phonics

	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
Reaching Required Standard	82%	TBC	80.23%	72.73	

End of KS1 SATS

	Reading					Writing					Maths				
	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
EXS +	74.9%	78.6%	73%	66.7%	62%	74.9%	78.6%	73%	73%	54.8%	75.6%	79.8%	77.5%	58.3%	62.4%
GDS +	25%	26.7%	9%	0%	12.9%	14.8%	16.9%	9%	9%	7.2%	21.7%	25.1%	9%	0%	11.8%

End of KS2 SATS

	Reading					Writing					Maths				
	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
EXS +	73.2%	79.6%	72.6%	62%	TBC	78.5%	85.2%	93.5%	67.8%	TBC	78.7%	85.9%	77.4%	67.4%	TBC
GDS +	26.9%	34.7%	24.2%	16.9%		20.1%	23.7%	16.1%	11.3%		26.6%	41.6%	32.3%	5.6%	

End of KS2 Combined RWM

	Nat Other	Bor Other	Sch All	Sch Dis	vs Nat Other
Expected RWM	64.8%	73.5%	61.35	55.2%	51.4%
Above RWM	10.5%	15.4%	12.9%	3.4%	4.7%

**Academic Year 2018-19
Pupil Premium Impact**

	Category Cost	Programme	Programme Cost	Impact
Leadership / Recruitment	£13,500	TLR Maths	£4,500	Disadvantaged pupils attained the expected standard in maths and are working above the national average. Our maths leader focused on raising achievement at the expected and greater depth standard at KS1 and KS2. At KS1, 58.3% of disadvantaged pupils achieved the expected and higher standard, just below the national average. At the end of KS2, 77% of disadvantaged pupils achieved this standard, just 1% below the national average at KS2. Average progress figures for disadvantaged pupils in maths at the end of KS2 were 6 + which is significantly above the national average.
		TLR English	£4,500	Our English leader and AHT focused on the attainment and progress of disadvantaged pupils in Reading and Writing. Disadvantaged pupils attained the expected standard and progress was in line with that of their non-disadvantaged peers. At KS1 and KS2, disadvantaged pupils attained the higher standard (KS1, +9%(writing), KS2, +16.9% reading and 11.3% in writing. Progress figures for disadvantaged pupils in Reading at the end of KS2 were +1% , which is significant. But not above the national average. Writing attainment and progress was also a focus especially at the end of KS2. 91% of disadvantaged pupils attained the expected standard in writing and 9% achieved the higher standard.
		TLR Science	£4,500	Through our curriculum development we have been focused on raising the profile and attainment for pupils in STEM. The faculty leader for science has been working closely with staff to develop pupils experience of STEM teaching in the classroom and their wider experiences. Pupils were also introduced to additional experiences through the year, including visits from scientists, engineers and mathematicians from the local area. Pupils knowledge and understanding of STEM
Class Support	£79,850	Additional Teacher Year 6	£40,000	Classes in the core skills in Year 6 did not exceed 23. The year group was led by an experienced assistant headteacher who worked very closely with the team. As a result of this additional teacher, results for pupil premium pupils in all subjects were above local averages and significantly above national averages for both expected and the greater depth standard. Please see the tables above for more in-depth comparisons.
		1:1 Maths Tuition	£17,000	We are able to offer a large number of disadvantaged pupils 1:1 math tuition to support their class learning. Class teachers identify those pupils at risk of falling below the expected standard and work with the 1:1 teacher to plan 10 sessions of targeted support.
		1:1 English Tuition	£17,000	We are able to offer a large number of disadvantaged pupils 1:1 English tuition to support their class learning. Class teachers identify those pupils at risk of falling below the expected standard and work with the 1:1 teacher to plan 10 sessions of targeted support.

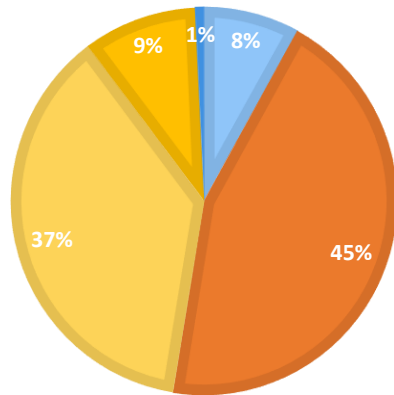
	Category Cost	Programme	Programme Cost	Impact
		TA Group Intervention	£5,850	Teaching assistants provide support for vulnerable and disadvantaged pupils including those with SEND needs. Teaching assistants are timetabled daily to support small groups in various reading, writing and math skills.
Interventions	£87,581	Reading, Writing and Math Booster Classes	£3000	Subject leaders and senior leaders, ran after-school booster groups for children across Upper KS2 to give them the additional support in the core subjects. 80% of pupils targeted for support in Year 6 achieved or exceeded their target.
		Easter Booster Classes	£3,200	Year 6 staff run an Easter booster club for our Year 6 pupils. Intensive tuition is in small focussed groups to boost the progress of pupils who are working at or just below the expected standard in English and maths. Reading groups focus on comprehension strategies, maths groups focus on reasoning and English groups focus on SPAG skills. (81% of pupils met the expected standard . . .)
		Art Therapy	£4,000	A qualified Art Therapist provides support for identified vulnerable pupils with social, emotional and communication needs.100% of pupils attending art therapy made a significant improvement in their behaviour for learning and communication skills. Pupils wellbeing improved and parent voice supported this.
		Music Therapy	£18,330	A qualified Music Therapist provides support for identified vulnerable pupils with social, emotional and communication needs.96% of the pupils seen by the music therapist made significant progress towards their targets and class teachers where able to see a marked improvement in their ability to engage socially, emotionally and an improvement in their behaviour for learning.
		Independent Speech and Language Therapy	£6840	We employ an independent speech and language therapist who is able to assess and support pupils in school. The targets set are supported by the SAL TA groups and these help pupils who have SAL difficulties in being able to communicate more effectively and therefore access the curriculum more easily.
Enrichment		Educational Psychologist Support	£14,994	We employed an Educational Psychologist to carry out cognitive testing and diagnosis of specific learning difficulties. 5 pupils each half term were identified by teachers and the SENCO with priority to our PP pupils and received specialised intervention from a trained EP.
		Place 2 Be	£19,851	Place2Be provide additional support for pupils with social, emotional and mental health needs. The project manager works closely with the Headteacher to identify and support vulnerable children and families. (NUMBERS)
		Nurture Groups	£3,900	At Heathland and Whitefriars, we have a number of pupils who find it difficult to settle into the mainstream classroom because of additional learning or behaviour needs. We have trained HTLA staff who provide afternoon group sessions in KS1 for many of these pupils. Pupils benefit by finding it much easier to access the classroom and curriculum based on the skills taught in these groups.
		Behaviour and Inclusion Support	£13,466	A specialist behaviour support worker provides individual targeted support for those vulnerable pupils who have been identified by teachers as needing additional provision for a range of social and emotional needs. This approach is individualised and tailored

	Category Cost	Programme	Programme Cost	Impact
				to the needs of the pupils and the inclusion team meet regularly to review progress and new referrals. Average progress of pupils receiving this intervention is in line with non-pupil premium cohort. (6 points progress)
	£10,500	Residential School Trips	£1000	We run two residential trips for upper KS2 pupils. Year 5 visit Gordon Brown in Sussex and Year 6 travel abroad to PGL centre in France. We heavily subsidise residential trips for pupil premium pupils, and no child was precluded from any of these for financial reasons. Teachers reported that pupils taking part in these activities has increased SEMH outcomes as well as the progress of pupils receiving this intervention is in line with non-pupil premium cohort. (6 points progress)
		Educational Trips and Visits	£5,000	In 2018-19 we provided all pupils with a range of different trips, experiences and workshops. We were able to subsidise most trips, and no child was precluded from any of these for financial reasons. Average progress of pupils receiving this intervention is in line with non-pupil premium cohort. (6 points progress)
		Subsidised music and instrument tuition	£4,000	Pupils are exposed to a range of different music workshops throughout their topics to help build on a support their learning. Targeted pupils receive subsidises instrument lessons to ensure they have access and that no pupil is excluded from learning an instrument for financial reasons. Pupils where able to comment on feeling successful in other curriculum areas as well as the average progress of pupils receiving this intervention is in line with non-pupil premium cohort. (6 points progress)
		Clubs	£500	Throughout the academic year a number of places in clubs were for 'targeted pupils. These included children in receipt of pupil premium, looked after children, children with particular talents and children with specific SEN needs. We used our pupil premium to fund places for these children. Average progress of pupils receiving this funding is in line with non-pupil premium cohort. (6 points progress)
Resource	£2,150	SAM Learning	£450	Pupils have access to an online learning portal which enables them to practice key skills across the curriculum. Teachers are able to use the resource to set individualised activities and revision for pupils. Across the year group 60% of pupils met the expected standard in reading, writing and maths.
		Targeted Revision Guides	£300	To support upper KS2 with independent learning and consolidation of key skills in reading, writing, grammar and maths. Across the year group 60% of pupils met the expected standard in reading, writing and maths.
		Bug Club	£1400	Supports and engages pupils regardless of whatever stage they are at in their reading. Allows pupils to access targeted reading books whether at school or at home. Encourages and enables parents to take an active interest in their child's learning and progress.

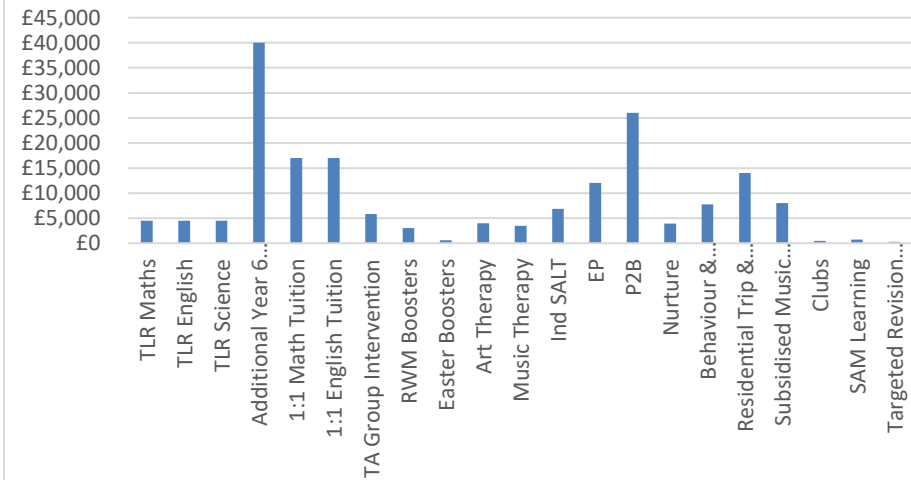
	Category Cost	Programme	Programme Cost	Impact
Total	£193,581			

SPEND DISTRUBUTION

■ Leadership ■ Class Support ■ Interventions ■ Enrichment ■ Resources



Programme Cost



Academic Year 2019-20

Projected Pupil Premium Expenditure

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost	Category Total
Leadership	TLR Maths	<i>We have a dedicated Maths leader who leads the subject through the school, with a particular focus on raising the attainment of the most able ensuring that there is a focus on securing the skills, developing reasoning and using and applying in all lessons. We have identified that the disadvantaged most able do not always reach their full potential in Maths by the end of KS1 and KS2 and have established this leadership position to address this.</i>	PP Attainment and Progress from starting points in Maths across school	Maths Leader	N/A	£4,500	£13,500
	TLR English	<i>We have identified that although previous middle and lower-attainers make excellent progress in Writing by the end of KS2, the most able do not always reach their potential. Our English leader has this as a focus for 2019-20. Attainment in Grammar is high across all groups and we aim to sustain this. Attainment in Reading has been identified as a focus for 2019-20 and the English faculty lead will ensure all staff are working to ensure pupils reach their targets.</i>	PP Attainment and Progress from starting points in English across school, particularly Reading	English Leader	N/A	£4,500	
	TLR Science	<i>One of our School Improvement aims this year relates to excellence in STEM subjects. Children from disadvantaged backgrounds are under-represented in STEM careers, and we aim to take steps to address this in school. This TLR leadership position allows this initiative to be driven forward and its impact closely monitored.</i>	PP Attainment and Progress in Science Aspirations of pupils, leaver destinations	Science Leader	N/A	£4,500	
Class Support	Additional Teacher Year 6	<i>We employ an additional teacher in Year 6 to enable smaller class sizes (no more than 23). We have also been careful to deploy staff effectively, ensuring that experienced KS2 teachers continue within the phase, using their expertise to ensure pupils make outstanding progress.</i>	End of Key Stage data for PP children	KS2 AHT	+3	£40,000	£75,300
	1:1 tuition	<i>Our two specialist 1:1 tutor provide learning support for disadvantaged pupils who are at risk of not meeting the expected standard in KS2. Teachers work closely to ensure that pupils are carefully selected and plan a individualised timetable of learning to ensure pupils achieve the expected standard at the end of KS2.</i>	Individual feedback and progress date End of Key Stage data for PP children	KS2 AHT	+5	£35,000	
	Revision Guides	<i>To support upper KS2 with independent learning and consolidation of key skills in reading, writing, grammar and maths.</i>	Individual feedback and progress date	KS2AHT	+2	£300	

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost	Category Total
Interventions	Behaviour and Inclusion Support	<i>We have identified a group of pupils who suffer from emotional difficulties, especially related to self-esteem and anxiety. These pupils often present with behaviour difficulties in the classroom. These pupils are identified by class teachers and work closely with our Inclusion worker from the Helix Education Service in Harrow.</i>	Individual feedback and progress date	SENCO and Inclusion Coordinator	+3	£8000	£62,600
	Easter Boosters	<i>We run an Easter booster club for our Year 6 pupils. Intensive tuition is in small focussed groups. Reading groups focus on comprehension strategies, maths groups focus on reasoning and English groups focus on SPAG skills.</i>	Individual Attainment and Progress data	KS2 AHT	+4	£600	
	Speech and Language	<i>Through our Nursery and Reception baselines, we have identified that speech, language and communication is a key barrier for disadvantaged pupils arriving at Whitefriars. We have a number of Teaching Assistants that have had specialist training from the Speech and Language Therapist working one-to-one with targeted children.</i>	Individual Attainment and Progress data	SENCO and Inclusion Coordinator	+5	£7000	
	Place 2 Be	<i>At Whitefriars we are aware that many of our pupils have SEMH difficulties and need quick intervention where possible. Place2Be supports pupils, staff and parents by providing 1:1 and group sessions weekly.</i>	Individual Attainment and Progress data	Associate Head	N/A	£20,000	
	Educational Psychologist	<i>We have identified a number of pupils who have arrived at Whitefriars with un-diagnosed Special Educational Needs. We have therefore employed an Educational Psychologist to conduct the appropriate assessments which support the process for EHCP (Education and Health Care Plan) application.</i>	Successful EHCP Applications	SENCO and Inclusion Co-ordinator	N/A	£12,000	
	Art Therapy	<i>We aim to increase our offer of art therapy to support identified vulnerable pupils with social, emotional and communication needs.</i>	Individual Attainment and Progress data	SENCO and Inclusion Co-ordinator	N/A	£3,500	
	Independent Speech and Language Therapy	<i>Pupils start at Whitefriars with below average starting points in particular with speech, language and communication skills. The independent SALT supports us in early identification and support with strategies to increase attainment of these pupils with individualised targets and support.</i>	Individual Attainment and Progress data	SENCO and Inclusion Co-ordinator	N/A	£7500	

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost	Category Total
	Nurture Groups	<i>At Whitefriars we have a number of pupils who find it difficult to settle into the mainstream classroom because of additional learning or behaviour needs. We have trained HTLA staff who provide afternoon group sessions in KS1 for many of these pupils. Pupils benefit by finding it much easier to access the classroom and curriculum based on the skills taught in these groups.</i>	Individual Attainment and Progress data	SENCO and Inclusion Coordinator	+4	£4000	
Enrichment	Educational Trips, visits and Workshops	<i>We recognise that disadvantaged pupils have fewer opportunities outside school for enrichment. We therefore plan an exciting variety of trips and workshops to extend pupils' learning beyond the classroom. (This includes residential trips) We use our Pupil Premium funding to support parents who are not in a financial position to contribute towards this</i>	All children able to attend regardless of cost	Head of Finance and SLT	+4	£11,000	£16,000
	Instrumental Tuition	<i>We work closely with Harrow Music Service) to provide instrumental tuition to a large number of pupils. We also have access to workshops that run for pupils during the year, we use these activities to identify children with particular talents and then use our Pupil Premium funding to allow them to take this talent further.</i>	Music has higher profile and take-up	Arts Faculty Lead and Deputy Head	+2	£5000	
Resources	Collins Treasure House Spelling Programme	<i>We have identified that many pupils need further support with their spelling in order to meet the expected standard. The faculty leader has researched an effective programme that we believe will support our teaching of English and spelling.</i>	Individual Attainment and Progress data	English Faculty Lead	+4	£500	£1,200
	SAM Learning	<i>Pupils are able to access this online learning portal from home and this provides pupils with additional revision in the core subjects. Teachers can set targeted online sessions depending on the needs of pupils. This allows all pupils to have access to additional home learning at any time.</i>	Individual Attainment and Progress data	Deputy Head	+2	£700	
TOTAL							£168,600