



Whitefriars School Pupil Premium Report Autumn 2020

At Whitefriars School, we expect all pupils to make excellent progress and achieve highly, regardless of background or starting point. We have identified a number of barriers which disadvantaged pupils face can impact on their 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 English, speech, language and communication
- Decreased likelihood of fulfilling complete academic potential, including learners with higher starting points
- 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 School. 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 adjust 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.

2019-20 Pupil Premium Funding	
Total number of Pupils on roll (years R-11 - Jul 2019)	1162
Number of pupils eligible for Pupil Premium	361 (31%)
Total Pupil Premium Funding	£374,382
Review Date	September 2021

Academic Year 2019-20

Pupil Premium Impact

	Programme	Programme Cost	Impact
Leadership / Recruitment	TLR Maths (primary section)	£4,700	Our maths leader focused on raising achievement at the expected and greater depth standard at KS1 and KS2. Average progress figures for disadvantaged pupils in maths at the at the time of the school closure in March were 4 + which is above the national average at the time.
	TLR English (primary section)	£4,700	Our English leader and AHT focused on the attainment and progress of disadvantaged pupils in Reading and Writing. Disadvantaged pupils at the time of the school closure was in line with that of their non-disadvantaged peers.
	TLR Science (primary section)	£4,700	The faculty leader for science worked closely with staff to develop pupils experience of STEM teaching in the classroom and wider experiences. Pupils were also introduced to additional experiences through the year, including visits from scientists, engineers and mathematicians from the local area. Pupils were on track to achieve 6+ point progress.
	Additional TLR Maths (secondary section)	£4784.15	A new Second in Maths was appointed to focus on the attainment and progress of disadvantaged pupils. Disadvantaged pupils achieved in line with their peers at KS3 and GCSE level by the time of school closure.
	Additional English teacher (secondary section)	£29,915	An additional English teacher was appointed to focus on the attainment and progress of disadvantaged pupils joining the school in Year 7 (from external schools) and the attainment and progress of disadvantaged pupils with lower starting points at GCSE level. Disadvantaged pupils achieved in line with their peers at KS3 and GCSE level at the time of school closure.
	Additional Maths teacher (secondary section)	£29,215	An additional Maths teacher was appointed to focus on the attainment and progress of disadvantaged pupils joining the school in Year 7 (from external schools) and the attainment and progress of disadvantaged pupils with lower starting points at GCSE level. Disadvantaged pupils achieved in line with their peers at KS3 and GCSE level.
Class Support	Additional Teacher Year 6	£42,000	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 by the time of the school closure were 4+ which is above the national average.
	1:1 and small group Maths Tuition	£19,790	A large number of disadvantaged pupils were offered 1:1 math tuition to support their class learning. Class teachers identified those pupils at risk of falling below the expected standard and they received additional support. Average progress figures for disadvantaged pupils in

	Programme	Programme Cost	Impact
			maths at the at the time of the school closure in March were 4 + which is above the national average at the time.
	1:1 and small group English Tuition	£15,000	A large number of disadvantaged pupils were offered 1:1 English tuition to support their class learning. Class teachers identified those pupils at risk of falling below the expected standard and they received additional support. Disadvantaged pupil sat the time of the school closure was in line with that of their non-disadvantaged peers.
	Small group Science tuition (secondary section)	£5,000	Disadvantaged pupils were offered Science tuition to support their class learning. Class teachers identified those pupils at risk of falling below the expected standard and they received additional support. Disadvantaged pupil sat the time of the school closure was in line with that of their non-disadvantaged peers.
	Group sessions with English tutors	£15,000	English tutors provided group sessions for disadvantaged pupils below track in English. Disadvantaged pupils achieved in line with their peers at KS3 and GCSE level.
	1:1 and small group EAL tuition	£20,000	EAL tuition was provided for disadvantaged pupils who were new to English. This included in year transfers from abroad in every year group. These pupils made above four points of progress, meaning they were on track to catch up with their disadvantaged peers.
	1:1 and group MFL tuition	£15,000	Language assistants provided tuition for disadvantaged pupils below track in MFL. These pupils improved their GCSE grades in MFL. They were on track to catch up with their disadvantaged peers at the point of school closure.
	TA Group Intervention and 1:1 support	£17,000	Teaching assistants provided 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. This ensured that disadvantaged pupils achieved in line with their peers in Maths and English at KS2 and KS3.
	1:1 reading	£3600	Individualised reading support was provided for targeted disadvantaged pupils. Disadvantaged pupil sat the time of the school closure was in line with that of their non-disadvantaged peers at KS2 and KS3.
	Art Therapy	£8,100	A qualified Art Therapist provided 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	£9,000	A qualified Music Therapist provided support for identified vulnerable pupils with social, emotional and communication needs. All 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.

	Programme	Programme Cost	Impact
	Independent Speech and Language Therapy	£6000	We employed an independent speech and language therapist who assessed and supported pupils in school. As a result, these pupils were able to communicate more effectively and access the curriculum more easily.
	Educational Psychologist Support	£12,000	We employed an Educational Psychologist to carry out cognitive testing and diagnosis of specific learning difficulties. Priority was provided to disadvantaged pupils. This allowed the diagnosis of specialist interventions which were implemented by class teachers and support staff.
	Place 2 Be	£20,000	Place2Be provided additional support for pupils with social, emotional and mental health needs. The project manager worked closely with senior staff to identify and support vulnerable children and families. A number of disadvantaged children were supported for regular weekly sessions. Place to talk also supported children who self-referred. This allowed for their full inclusion in school.
	Nurture Groups	£3,900	A trained HTLA provided afternoon group sessions in KS1 for pupils who found it difficult to settle into the mainstream classroom because of additional learning or behaviour needs. This was successful in providing them with the strategies and skills to access the classroom and curriculum.
	Learning mentor support	£12,000	A specialist learning mentor provided support to disadvantaged pupils to support them with their social and emotional needs. This included friendship groups and conflict resolution. This allowed full inclusion in the school.
	Inclusion support worker support	£15,000	We employed an inclusion support worker who provided support to disadvantaged pupils at risk of exclusion. This allowed for full inclusion in the school. This reduced exclusion and increased SEMH outcomes.
	Behaviour and Inclusion Support	£6,466	A specialist behaviour support worker provided individual targeted support for those vulnerable pupils identified by teachers as needing additional provision for a range of social and emotional needs. This allowed their full inclusion in school and reduced exclusion. The average progress of pupils receiving this intervention is in line with non-pupil premium cohort up to the point of the school closure (4 points of progress)
	Mentoring for higher attainers	£15,000	Significant AHT time was used to mentor prior higher attainers to ensure the excellent response to challenge, aspiration and full inclusion. Targeted pupils achieved in line with targets.
	External respite placements (Jubilee Academy)	£12,000	Students received external behaviour support at The Jubilee Academy. This improved social skills and reduced exclusions. It provided specialist support to allow for full inclusion in the school. Some of our targeted disadvantaged received this specialist support. This

	Programme	Programme Cost	Impact
			ensured that these disadvantaged KS3 pupils were on track to catch up with their peers at the point of school closure.
Enrichment	Residential School Trips	£4000	We ran two residential trips for upper KS2 pupils. Year 5 visited Gordon Brown in Sussex and Year 6 travelled 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. These pupils increased their SEMH outcomes.
	Educational Trips and Visits	£4,800	In 2019-20 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. This ensured that they received enrichment in line with their peers.
	Subsidised music and instrument tuition	£2,500	Pupils were exposed to a range of different music workshops throughout their topics to help build on a support their learning. Targeted pupils received subsidises instrument lessons. This ensured all had access and that no pupil was excluded from learning an instrument for financial reasons. This ensured that they received enrichment in line with their peers. Pupils explained how they helped them feel successful in other curriculum areas. It increased wellbeing and concentration in lessons.
	Clubs	£500	Throughout the academic year a number of places in clubs were allocated for disadvantaged 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. This ensured that they received enrichment in line with their peers.
	Pathways and careers support	£11,000	Careers lead and AHT (6 th form and pathways) appointments included time to provide careers and pathways support for disadvantaged pupils. This raised aspirations and ensured future college placements in line with potential.
Resource	SAM Learning	£550	Pupils were provided with access to an online learning portal which enabled them to practice key skills across the curriculum. Teachers used this resource to set individualised activities and revision for pupils. Disadvantaged pupils achieved in line with their peers in Maths and English at KS2.
	Targeted Revision Guides	£2800	These were used to support upper KS2 with independent learning and consolidation of key skills in reading, writing, grammar and maths. Disadvantaged pupils achieved in line with their peers in Maths and English.
	Bug Club	£1400	This was used to support and engage pupils with their reading. This allowed pupils to access targeted reading books whether at school or at home. This increased parental involvement in reading.

	Programme	Programme Cost	Impact
Total: £378,820			

Academic Year 2020-2021

Projected Pupil Premium Expenditure

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost
Leadership	TLR Maths (primary section)	We have a dedicated Maths leader who leads the subject in the primary section, ensuring that there is a focus on securing the skills, developing reasoning and using and applying in all lessons. This leadership position is to ensure that the disadvantaged achieve in line with their non-disadvantaged peers. This includes the disadvantaged most able which is a focus for further school improvement.	PP Attainment to match NPP Attainment. PP Progress to exceed NPP where catch up is required	Maths Leader	+3	£4,700
	TLR English (primary section)	A dedicated English leader who leads the subject in the primary section will ensure that the disadvantaged achieve in line with their non-disadvantaged peers. This includes ensuring the most able achieve their potential in writing at KS2 (in line with the excellent progress made by middle and lower prior attainers). The leader will ensure that high attainment in Grammar is sustained for the disadvantaged pupils. The leader will ensure that all disadvantaged pupils reach their targets in Reading (an identified focus for further school improvement).	PP Attainment to match NPP Attainment. PP Progress to exceed NPP where catch up is required	English Leader	+3	£4,700
	TLR Science (primary section)	A dedicated Science leader who leads the subject in the primary section will raise the aspiration of disadvantaged pupils to pursue STEM careers. This will include by embedding STEM opportunities in school. The leadership position will allow the initiative to be driven forward and the impact closely monitored.	PP Attainment to match NPP Attainment. Aspirations of pupils, leaver destinations	Science Leader	+3	£4,700

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost
	Additional TLR English (secondary section)	An addition TLR holder (second in English) will target disadvantaged pupils who join the school below track in English to ensure that they catch up with their peers. The school has a significant number of in year admissions who are disadvantaged and below track	PP Attainment to match NPP Attainment.	Head of English	+3	£2,873
	Additional TLR Maths (secondary section)	An addition TLR holder (second in Maths) will target disadvantaged pupils in Maths to ensure that GCSE outcomes are fully in line with their peers. This includes below track in year admissions	PP Attainment to match NPP Attainment.	Head of Maths	+3	£2,873
	Additional TLR in Science (secondary section)	An additional TLR holder (second in Science) will target disadvantaged pupils in Science to ensure that GCSE outcomes are fully in line with their peers. This includes below track in year admissions	PP Attainment to match NPP Attainment.	Head of Science	+3	£2,873
Class Support	Additional Teacher Year 6	We employ an additional teacher in Year 6 to enable smaller class sizes (no more than 23). This allows pupils to work effectively in next step groups and disadvantaged pupils to receive the support they require. 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.	PP Attainment to match NPP Attainment at end of KS2.	KS2 AHT	+3	£40,000
	Additional Teacher English (secondary section)	We employ an additional teacher to ensure capacity for all disadvantaged pupils to receive the support they require to catch up. Including external pupils joining the school in year 7.	PP Attainment to match NPP Attainment at GCSE	Head of English	+3	£29,915
	Additional AHT (inclusion)	We are appointing an additional AHT. Responsibilities include ensuring that disadvantaged pupils are fully included in the classroom to coach/mentor staff to implement all required strategies. AHT will serve as the crucial link between the teachers and the inclusion team	PP Attainment to match NPP	DHTs	+5	£15,000
	1:1 and small group EAL tuition	We have a significant number of pupils who join the secondary section mid-year who are new to English. A significant number of these are PP.	PP Attainment to match NPP	AHT: Curriculum	+5	£20,000

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost
	1:1 tuition	A specialist 1:1 tutor provide learning support for disadvantaged pupils at risk of not meeting the expected standard in KS2. Teachers work closely to ensure that pupils are carefully selected and plan an individualised timetable of learning to ensure pupils achieve the expected standard at the end of KS2.	Points of progress highlights pupils have caught up	KS2 AHT	+5	£35,000
	1:1 and small group MFL tuition	MFL language assistants will work with disadvantaged pupils across the school to ensure that they are on track. This includes in year admissions who are below track. This includes disadvantaged pupils at GCSE level who are at risk of performing below potential at GCSE level	PP Attainment to match NPP	Head of MFL	+5	£10,000
	English tutors	We have recruited English tutors to support disadvantaged pupils whose current attainment is lower because of the COVID closure	PP Attainment to match NPP	AHT: Curriculum	+5	£10,000
	Mentoring for prior higher attainers	Disadvantaged higher attainers are at risk of underperforming at GCSE level. This is highlighted by internal data. AHT time is provided to strategically lead the mentoring of these pupils to ensure challenge, aspiration and full inclusion	PP Attainment to match NPP for higher prior attainers	DHT	+5	£5,000
	Revision Guides	To support upper KS2 with independent learning and consolidation of key skills in reading, writing, grammar and maths. A focus on disadvantaged pupils.	End of KS2 PP attainment	KS2 AHT	+2	£3,500
	Learning mentor support	A number of disadvantaged pupils who join the secondary section with social and emotional needs. Services include friendship groups and conflict resolution	Reduced exclusions	DHT (behaviour and attitudes)	+3	£10,000
	Inclusion support worker	An inclusion support worker provides support to disadvantaged pupils at risk of exclusion	Improved SEMH outcomes. Reduced exclusions.	DHT (behaviour and attitudes)	+3	£12,000
	External respite placements (Jubilee Academy)	Targeted students will receive respite placements at the Jubilee Academy. This focusses on social skills.	Full inclusion in the school. Reduced exclusions PP pupils to achieve in line with NPP pupils at GCSE	DHT (behaviour and attitudes)	+3	£10,000

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost
Interventions	Behaviour and Inclusion Support	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.	Improved SEMH outcomes to allowed attainment to match non-disadvantaged peers	SENCO and Inclusion Coordinator	+3	£8000
	Easter Boosters	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. We target disadvantaged pupils	End of KS2 PP attainment	KS2 AHT	+4	£600
	Speech and Language	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.	Individual Attainment and Progress data	SENCO and Inclusion Coordinator	+5	£7000
	Place 2 Be	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.	Individual Attainment and Progress data	Headteacher	N/A	£20,000
	Educational Psychologist	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.	Successful EHCP Applications	SENCO and Inclusion Co-ordinator	N/A	£12,000
	Art Therapy	We aim to increase our offer of art therapy to support identified vulnerable pupils with social, emotional and communication needs.	Individual Attainment and Progress data	SENCO and Inclusion Co-ordinator	N/A	£3,500

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost
	Independent Speech and Language Therapy	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.	Individual Attainment and Progress data	SENCO and Inclusion Co-ordinator	N/A	£7500
	Nurture Groups	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.	Individual Attainment and Progress data	SENCO and Inclusion Coordinator	+4	£4000
	Pathways and careers support	A number of our disadvantaged pupils have less awareness and understanding of opportunities available and in careers and further education. We have a dedicated TLR and AHT time dedicated to providing this support	Raised aspiration and awareness of opportunity for PP pupils and pupil future destinations not hindered by background	AHT (6 th form and pathways)	+2	£6000
Enrichment	Educational Trips, visits and Workshops	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	All children able to attend regardless of cost	Head of Finance and SLT	+4	£14,000
	Instrumental Tuition	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. We target disadvantaged pupils	Increased profile for music and increased take up of music lessons for PP pupils	Music Faculty Lead and Deputy Head	+2	£6000

	Programme	Rationale	Impact Measure	Overseen By	EEF Impact	Cost
Resources	White Rose subscription	We have identified that many disadvantaged pupils need further support with their maths in order to meet the expected standard and above. The faculty leader has researched an effective programme that we believe will support our teaching of Math. By accessing White Rose, class teachers will have access to a wide range of resources which will support pupils with their application and reasoning skills.	PP Attainment to match NPP Attainment. PP Progress to exceed NPP where catch up is required	Maths Faculty Lead	+4	£500
	SAM Learning	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.	PP Attainment to match NPP Attainment.	Assistant Head	+2	£700
	Books Bug Club	All our pupils have access to this high-quality reading programme which enables teachers/parents to support children in their reading both in school and at home. The need for a home accessed program is particularly pertinent if school closures continue. We expect this whole school program to contribute to the raising of reading attainment	PP Attainment to match NPP Attainment in reading	English faculty lead	+4	£1400
	Unifrog	We are purchasing this online package to ensure that all disadvantaged pupils have access to the careers education required to raise aspiration and ensure that their destinations are not hindered by background	Raised aspiration and awareness of opportunity for PP pupils and pupil future destinations not hindered by background	Careers coordinator	N/A	£5000

TOTAL: £319,334