



Whitchurch

Primary School and Nursery

Pupil Premium Strategic Plan 2020-2021

Pupil Premium Strategic Plan (2020-2021)

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| 1. Summary Information | | URN: 131316 | | London Borough of Harrow | |
| Number of Pupils on Roll: 831 | | Nursery: 48 | | Reception to Year 6 = 788 | |
| | | | | | |
| Category | | Number of Pupils= 67/8% | | Income per Pupil | |
| Reception to Year 6 Ever 6 FSM | | 6 | | £1,320 | |
| Adopted from Care | | | | Current Allocation of Ever 6 Pupils | |
| Looked After Child (LAC) | | 1 | | Reception =3 | |
| Service Child | | 1 | | Year 1 = 4 | |
| Total Income = £93,720 | | | | Year 2 = 9 | |
| Based on January census | | | | Year 3 10= | |
| | | | | Year 4 = 7 | |
| | | | | Year 5 = 15 | |
| | | | | Year 6 = 14 | |
| | | | | | |
| 2. Current Attainment at the End of Key Stage 2 | | | | | |
| Disadvantaged Pupils | | % Achieving at/or above ARE | | Non-Disadvantaged Pupils | |
| Reading, Writing & Maths | | 86 % | | Reading, Writing & Maths | |
| Reading | | 91 % | | Reading | |
| Writing | | 95 % | | Writing | |
| Maths | | 86 % | | Maths | |
| Grammar, Punctuation & Spelling | | 91 % | | Grammar, Punctuation & Spelling | |
| | | | | Achieving % at/or above ARE | |
| | | | | 72 % | |
| | | | | 78 % | |
| | | | | 87 % | |
| | | | | 81 % | |
| | | | | 90 % | |
| | | | | | |
| 3. Summary of Barriers to Learning | | | | | |
| A | Reading, particularly in developing higher order comprehension skills for those pupils where English is not spoken at home | | | | |
| B | Reasoning/Problem solving skills in Maths for those PP pupils where English is not spoken at home | | | | |
| C | Progress is slower for PP pupils who fall within two or more groups, such as summer born or SEN | | | | |
| D | Persistent absences in EYFS and KS1 | | | | |

| 4. Summary of Desired Outcomes | | | |
|---|---|--|--|
| A | <ul style="list-style-type: none"> Continue to provide parent workshops to support parents new to the British education system. Continue to use staff with specific language skills to support pupils and families Continue to use high quality teaching strategies to support DPs in making accelerated progress | | |
| B | | | |
| C | <ul style="list-style-type: none"> Continue to use robust tracking data to identify pupils at risk of underachieving, particularly those in multiple underachieving groups Continue to provide targeted support to diminish differences between DPs and their peers | | |
| D | <ul style="list-style-type: none"> Improve pupils emotional and social well being through in house pastoral support and professional counseling Improve DPs physical health through FSM and access to clubs at lunch times and after school Build cultural capital through exposure to musical experiences such as opera and theatre; museum visits etc Provide enrichment opportunities to build self esteem and develop talents in non-academic areas, including music instrumental lessons (50% discount for lessons and instrument hire), arts and sport Improve attendance for PP pupils is in line with national at least 86% Reduce persistent absences in the early years Reduce disadvantage by providing essential equipment for use at home and at school | | |
| 4. Planned Expenditure | | | |
| Rationale and Evidence for this choice | Desired Outcomes & Review | Actions & by Whom | Estimated Cost |
| Quality Teaching & Responsive assessment <ul style="list-style-type: none"> Educational research supports the impact of teacher quality, depth of experience and responsive | Half termly pupil progress meetings show: <ul style="list-style-type: none"> DP pupils across all Year groups make at least expected progress and are on track to meet/exceed Age Related Expectations (ARE) in all subjects | Leaders and class teachers: <ul style="list-style-type: none"> Provide DP pupils with access to high quality teaching from the best teachers Ensure additional adults are well trained and highly skilled | Training facilitators in house – no cost |

| <p>assessment to accelerate pupils achievement (Dylan William)</p> <ul style="list-style-type: none"> Adults working with DP pupils are closely monitored and strategies thoroughly evaluated (Ofsted: The Pupil Premium: An Update) | <ul style="list-style-type: none"> DP children in receipt of mastery techniques demonstrate progress above that expected and progress is accelerated from baseline Analysis of data demonstrates a closing/narrowing of the gap with peers in school and nationally. DP pupils in targeted groups (prior low attaining, prior middle attaining; prior higher attaining, pupils with EHCP, SEN support & summer born) are on track to make progress in line with their peers. | <ul style="list-style-type: none"> Targeted Support given to DP is closely monitored and evaluated Track the progress of PP pupils every 4 weeks in R,W & M and especially those in multiple groups, such as <ul style="list-style-type: none"> i. Prior low attaining ii. Prior higher attaining iii. EHC Plans/SEN Support iv. Summer born v. EAL <p>Extra RWI, Numicon and phonics are delivered every day to DP in EYFS and KS1</p> <p>Mathletics provides additional support in maths</p> | <p>LSAs =£ 45,000</p> <p>1,000</p> |
|--|---|---|--|
| Total Budgeted Cost | | | £46,000 |
| | | | |
| Rationale and Evidence for this choice | Desired Outcomes & Review | Actions & by Whom | Estimated Cost |
| <p>Targeted Support</p> <ul style="list-style-type: none"> Pupils who receive high quality targeted support through 1:1 or small group teaching make accelerated progress (Research by Education Endowment Fund -EEF) Bridging the research – practice guide using the four strands identified in the Principles of Instruction | <p>Half termly/4 weekly assessment and review of strategies show:</p> <ul style="list-style-type: none"> DP pupils make accelerated progress in areas where support has been provided by skilled teachers/LSAs Teachers and LSAs have highly developed skills in sequencing concepts & modeling; questioning; reviewing material and staging practice | <p>Leaders:</p> <ul style="list-style-type: none"> Provide opportunities for peer observations/team teaching Support less experienced staff with planning/resources Provide additional sessions for pupils in Years 2, 3., 4, 5 and 6 to support literacy and numeracy, including reading and inference interventions, phonological awareness | <p>Pastoral Partners x 2 = £12,000</p> <p>Family Liaison = 10,000</p> <p>Family Workshops =£500</p> <p>1:1 lessons after school = £4,000</p> |

| (Rosenshine's Principles in action by Tom Sherington) | <ul style="list-style-type: none"> Pupils in KS1 have improved reading accuracy, vocabulary and language skills | | |
|--|--|--|----------------------------------|
| Total Budgeted Cost | | | £26,500 |
| | | | |
| Rationale and Evidence for this choice | Desired Outcomes & Review | Actions & by Whom | Estimated Cost |
| <p>The link between pupil health and wellbeing and attainment</p> <p>Key points from the evidence:</p> <ol style="list-style-type: none"> Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. A positive association exists between academic attainment and the physical activity levels of pupils. | <p>Regular review of pastoral support, family liaison and attendance data show:</p> <ul style="list-style-type: none"> DP are able to identify and communicate their feelings in a controlled manner and acknowledge negative triggers that affect their well being DP participate in a wide range of enrichment opportunities and school clubs Attendance is at least 96% or greater Persistent absences in the early years have decreased | <p>Leaders/class teachers:</p> <ul style="list-style-type: none"> Encourage parents to sign up for PP at information evenings Monitor pupil attendance data, attendance at parent consultations, pupils involvement in extra curricular activities/school clubs; trips and residential visits) Use Case Studies to supplement the hard data for those children at risk of underachieving/hard to reach. Work closely with Achievement 4 All, Pastoral Partners/Family liaison staff to identify barriers to social and emotional development and implement targeted support for child/parent/family DP pupils have first access to after school clubs <p>The school provides:</p> | <p>Achievement 4 All= £5,950</p> |

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| https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing | | <ul style="list-style-type: none"> • Counseling for pupils, parents and staff with trained professionals from Harrow Schools Counseling Partnership • Financial support (50%) for school uniform, music tuition, residential visits, school trips, enrichment opportunities, free stationery and books | <p>£ 3,500 per year</p> <p>£12,000</p> |
| Total Budgeted Cost | | | £21,450 |
| | | | |
| Estimated Total Expenditure | | | £93,950 |