



# Whitchurch

Primary School and Nursery

**Pupil Premium Strategic Plan  
2019- 2020**

## Pupil Premium Strategic Plan (2019/20)

<b>1. Summary Information</b>		URN: 131316		London Borough of Harrow	
Number of Pupils on Roll: 823		Nursery: 46		Reception to Year 6 = 773	
Category	Number of Pupils= 62/7.57%	Income per Pupil	Current Allocation of Ever 6 Pupils		
Reception to Year 6 Ever 6 FSM	60	£1,320	Reception =3		
Adopted from Care			Year 1 = 4		
Looked After Child (LAC)	1	£2,300	Year 2 = 9		
Service Child	1	£300	Year 3 = 10		
Total Income = £93,720 Based on January census			Year 4 = 7		
			Year 5 = 15		
			Year 6 = 14		
<b>2. Current Attainment at the End of Key Stage 2</b>					
Disadvantaged Pupils	% Achieving at/or above ARE	Non-Disadvantaged Pupils	Achieving % at/or above ARE		
Reading, Writing & Maths	86 %	Reading, Writing & Maths	72 %		
Reading	91 %	Reading	78 %		
Writing	95 %	Writing	87 %		
Maths	86 %	Maths	81 %		
Grammar, Punctuation & Spelling	91 %	Grammar, Punctuation & Spelling	90 %		
<b>3. Summary of Barriers to Learning</b>					
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"> <li>Continue to provide parent workshops to support parents new to the British education system.</li> <li>Continue to use staff with specific language skills to support pupils and families</li> </ul>
B	<ul style="list-style-type: none"> <li>Continue to use high quality teaching strategies to support DPs in making accelerated progress</li> </ul>
C	<ul style="list-style-type: none"> <li>Continue to use robust tracking data to identify pupils at risk of underachieving, particularly those in multiple underachieving groups</li> <li>Continue to provide targeted support to diminish differences between DPs and their peers</li> </ul>
D	<ul style="list-style-type: none"> <li>Improve pupils emotional and social well being through in house pastoral support and professional counseling</li> <li>Improve DPs physical health through FSM and access to clubs at lunch times and after school</li> <li>Build cultural capital through exposure to musical experiences such as opera and theatre; museum visits etc</li> <li>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</li> <li>Improve attendance for PP pupils is in line with national at least 86%</li> <li>Reduce persistent absences in the early years</li> <li>Reduce disadvantage by providing essential equipment for use at home and at school</li> </ul>

#### 4. Planned Expenditure

Rationale and Evidence for this choice	Desired Outcomes & Review	Actions & by Whom	Estimated Cost
<b>Quality Teaching &amp; Responsive assessment</b> <ul style="list-style-type: none"> <li>Educational research supports the impact of teacher quality, depth of experience and responsive</li> </ul>	<b>Half termly pupil progress meetings show:</b> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>Leaders and class teachers:</b> <ul style="list-style-type: none"> <li>Provide DP pupils with access to high quality teaching from the best teachers</li> <li>Ensure additional adults are well trained and highly skilled</li> <li>Targeted Support given to DP is closely</li> </ul>	Training facilitators in house – no cost

<p>assessment to accelerate pupils achievement (Dylan William)</p> <ul style="list-style-type: none"> <li>Adults working with DP pupils are closely monitored and strategies thoroughly evaluated (Ofsted: The Pupil Premium: An Update)</li> </ul>	<ul style="list-style-type: none"> <li>DP children in receipt of mastery techniques demonstrate progress above that expected and progress is accelerated from baseline</li> <li>Analysis of data demonstrates a closing/narrowing of the gap with peers in school and nationally.</li> <li>DP pupils in targeted groups (prior low attaining, prior middle attaining; prior higher attaining, pupils with EHCP, SEN support &amp; summer born) are on track to make progress in line with their peers.</li> </ul>	<p>monitored and evaluated</p> <ul style="list-style-type: none"> <li>Track the progress of PP pupils every 4 weeks in R,W &amp; M and especially those in multiple groups, such as <ul style="list-style-type: none"> <li><b>i. Prior low attaining</b></li> <li><b>ii. Prior higher attaining</b></li> <li><b>iii. EHC Plans/SEN Support</b></li> <li><b>iv. Summer born</b></li> <li><b>v. EAL</b></li> </ul> </li> </ul> <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>
<b>Total Budgeted Cost</b>			£46,000
<b>Rationale and Evidence for this choice</b>	<b>Desired Outcomes &amp; Review</b>	<b>Actions &amp; by Whom</b>	<b>Estimated Cost</b>
<p><b>Targeted Support</b></p> <ul style="list-style-type: none"> <li>Pupils who receive high quality targeted support through 1:1 or small group teaching make accelerated progress (Research by Education Endowment Fund -EEF)</li> <li>Bridging the research – practice guide using the four strands identified in the Principles of Instruction (Rosenshine’ s Principles in action by Tom Sherington)</li> </ul>	<p><b>Half termly/4 weekly assessment and review of strategies show:</b></p> <ul style="list-style-type: none"> <li>DP pupils make accelerated progress in areas where support has been provided by skilled teachers/LSAs</li> <li>Teachers and LSAs have highly developed skills in sequencing concepts &amp; modeling; questioning; reviewing material and staging practice</li> <li>Pupils in KS1 have improved reading accuracy, vocabulary and language skills</li> </ul>	<p><b>Leaders:</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for peer observations/team teaching</li> <li>Support less experienced staff with planning/resources</li> <li>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</li> </ul>	<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>

<b>Total Budgeted Cost</b>			£26,500
<b>Rationale and Evidence for this choice</b>	<b>Desired Outcomes &amp; Review</b>	<b>Actions &amp; by Whom</b>	<b>Estimated Cost</b>
<p><b>The link between pupil health and wellbeing and attainment</b></p> <p>Key points from the evidence:</p> <ol style="list-style-type: none"> <li>1. Pupils with better health and wellbeing are likely to achieve better academically.</li> <li>2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</li> <li>3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</li> <li>4. A positive association exists between academic attainment and the physical activity levels of pupils.</li> </ol> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing</a></p>	<p><b>Regular review of pastoral support, family liaison and attendance data show:</b></p> <ul style="list-style-type: none"> <li>• DP are able to identify and communicate their feelings in a controlled manner and acknowledge negative triggers that affect their well being</li> <li>• DP participate in a wide range of enrichment opportunities and school clubs</li> <li>• Attendance is at least 96% or greater</li> <li>• Persistent absences in the early years have decreased</li> </ul>	<p><b>Leaders/class teachers:</b></p> <ul style="list-style-type: none"> <li>• Encourage parents to sign up for PP at information evenings</li> <li>• Monitor pupil attendance data, attendance at parent consultations, pupils involvement in extra curricular activities/school clubs; trips and residential visits)</li> <li>• Use Case Studies to supplement the hard data for those children at risk of underachieving/hard to reach.</li> <li>• 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</li> <li>• DP pupils have first access to after school clubs</li> </ul> <p><b>The school provides:</b></p> <ul style="list-style-type: none"> <li>• Counseling for pupils, parents and staff with trained professionals from Harrow</li> </ul>	<p>Achievement 4 All= £5,950</p> <p>£ 3,500 per year</p>

		Schools Counseling Partnership <ul style="list-style-type: none"> <li>• Financial support (50%) for school uniform, music tuition, residential visits, school trips, enrichment opportunities, free stationery and books</li> </ul>	£12,000
<b>Total Budgeted Cost</b>			£21,450
<b>Estimated Total Expenditure</b>			<b>£93,950</b>