



Fellowship, Courage and Creativity

WHITEWATER CHURCH OF ENGLAND PRIMARY SCHOOL

PUPIL PREMIUM STATEMENT 2019 – 2020

Number of children receiving Pupil Premium funding (including LAC, FSM and Service children)	Funding received 2018-19 (academic year)	Funding allocated 2019-2020 (academic year)
8	14,245	14,737

All schools receive funding for children who have free school meals, who have been adopted, who are in the Forces or who are 'looked after' by the County and this is called Pupil Premium funding. Below are details of how the Pupil Premium Grant (PPG) will be spent in the coming year.

How it is used	Outcome
Teacher and TA-led intervention groups to support and enable further progress in reading, writing and maths.	These groups or 1-1 interventions are designed to ensure that any children who are making less than expected progress can close the gap and meet their age related expectations.
Specialised interventions to ensure that these children are supported to meet age related expectations. These include RAPID Reading, Nessy and Precision Teaching.	To ensure that children who are not yet working at age related expectations do so or to ensure that the gap between their attainment and the expectations is rapidly diminishing.
To ensure that PP children have access to school visits, residential visits and after school clubs . These can be funded from the Pupil Premium Grant.(PPG)	No child is disadvantaged and is therefore able to access all of the opportunities available in the school.
Music tuition Peripatetic music teaching is available within the school.	Children have the opportunity to learn guitar, violin, flute, percussion and/or Rock Steady.
Funding an Emotional Literacy Support Assistant (ELSA).	Our ELSA is able to support children with emotional / social/ behavioural needs so that they feel supported and this in turn enables them to access learning and make good progress.



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To engender and foster a love of reading in our children.	Through using the library which includes a wide range of books with high 'face appeal' that increases the number of readers through the availability of the breadth of reading materials. Engagement with whole class texts.
To fund enrichment activities that provide PP children with opportunities to enrich their life experiences, interests and talents by being introduced to experiences that perhaps they would not have had the opportunity to participate in.	Providing children with a range of experiences and opportunities that will lead to new aspirations for the future. Developing existing talents and interests.
To fund external agency visits (Educational Psychologist, Primary Behaviour Service, NHS services)	Educational Psychologists, which in turn has led to a greater understanding by both school, have supported a number of our children and parents of the child's needs and therefore enabled them to support them to meet their potential.
Continued investment in training and support on growth mindset and Heartsmart.	To encourage the children to develop growth mindset and Heartsmart as a philosophy for life.
Close monitoring of PP children's progress through Pupil Progress Meetings.	Through close monitoring of PP children's progress, interventions and action plans can be put in place quickly, to help the child to meet their age related expectations.
Close and careful analysis of progress data for PP children to ensure that they make the same rate of progress as non-PP children.	Through half-termly scrutiny of progress data, the school is able to put interventions and support in place to ensure that PP children have every opportunity to realise their potential and achieve age related expectations and beyond.

How do we measure the impact on children and their achievement?

To measure the impact of the pupil premium spending in 2019-2020 we will use the following measures:

- What percentage of children eligible for PP achieved age related expectations in Reading, Writing and Maths at the end of KS1/KS2 assessments and how does this compare to those in their cohort who are not pupil premium?
- How does this compare to the national average as published on through ASP?



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- What percentage of children eligible for PP make at least expected progress in Reading, writing and Maths at the end of KS1/KS2 assessments and how does this compare to the national average?
- What percentage of children eligible for PP achieve above age related expectations in Reading, writing and Maths by the end of KS1/KS2 assessments and how does this compare to the national average?
- What percentage of children eligible for PP are on track to make age related progress in Reading, Writing and Maths in all year groups?
- What are the average attendance figures for children eligible for PP and how do they compare with school and national averages for PP and non-PP children?
- What percentage of children eligible for PP consistently complete and return homework?
- What percentage of children eligible for PP attend school clubs?
- What impact does enrichment activities have on children's perceptions of their interest and talents?
- What is the impact of spending on external agencies in terms of benefit to children eligible for PP?
- What is the impact of interventions for those children eligible for PP?

Data analysis for all children, and in particular those children eligible for PP takes place at least half-termly using in-school data, and annually using ASP data (which is an external government database) and this is used to inform future interventions and action plans for children in the coming year. In addition, the governing body also scrutinise the school's data results to ensure that the school is delivering the best outcomes for the children.