

Pupil Premium Statement 2019/20

The pupil premium is additional money which is given to state schools in England to raise the attainment of disadvantaged pupils. The objective of the Government's funding strategy is to close the academic gaps between these disadvantaged pupils and their peers. Funding is also given to support children who have a parent or parents in the regular armed forces. At Whytemead there are 56 children which attract this funding. 56 children are 19.4% of the total number of children in the school. The school received £80,480 of pupil premium funding in 2019-20.

The allocation of Pupil Premium funding is not designated on a per-pupil basis but is strategically used to benefit the group as a whole. The school takes an individualised approach to monitoring progress and attainment, of the group, and this is reviewed half termly at progress review meetings with class teachers and senior leaders. The deputy head teacher has overall responsibility for the pupil premium funding; she monitors the impact of spending on children's progress and attainment and the provision made for individual children that have specific barriers to learning.

The performance of disadvantaged pupils and those whose parent/s are in the armed forces is presented to and discussed by Governors termly. The funding expenditure is checked termly by Governors. The school also monitors the impact that the spending and provision has for other children (non- disadvantaged).

Barriers to Educational Achievement Faced by Pupils at the School

56 children were eligible for pupil premium grant in 2019/20. 18 children (32.1%) were identified as having special educational needs (SEN). 4 children (7%) were identified as academically more-able (MA). The school is able to look carefully at the needs of individuals and allocate support according to those individual needs. This support is reviewed half termly by the deputy head teacher.

Whytemead looks at every individual child and will identify barriers that prevent children reaching their full potential. These barriers are varied but some common themes have emerged over time. These include:

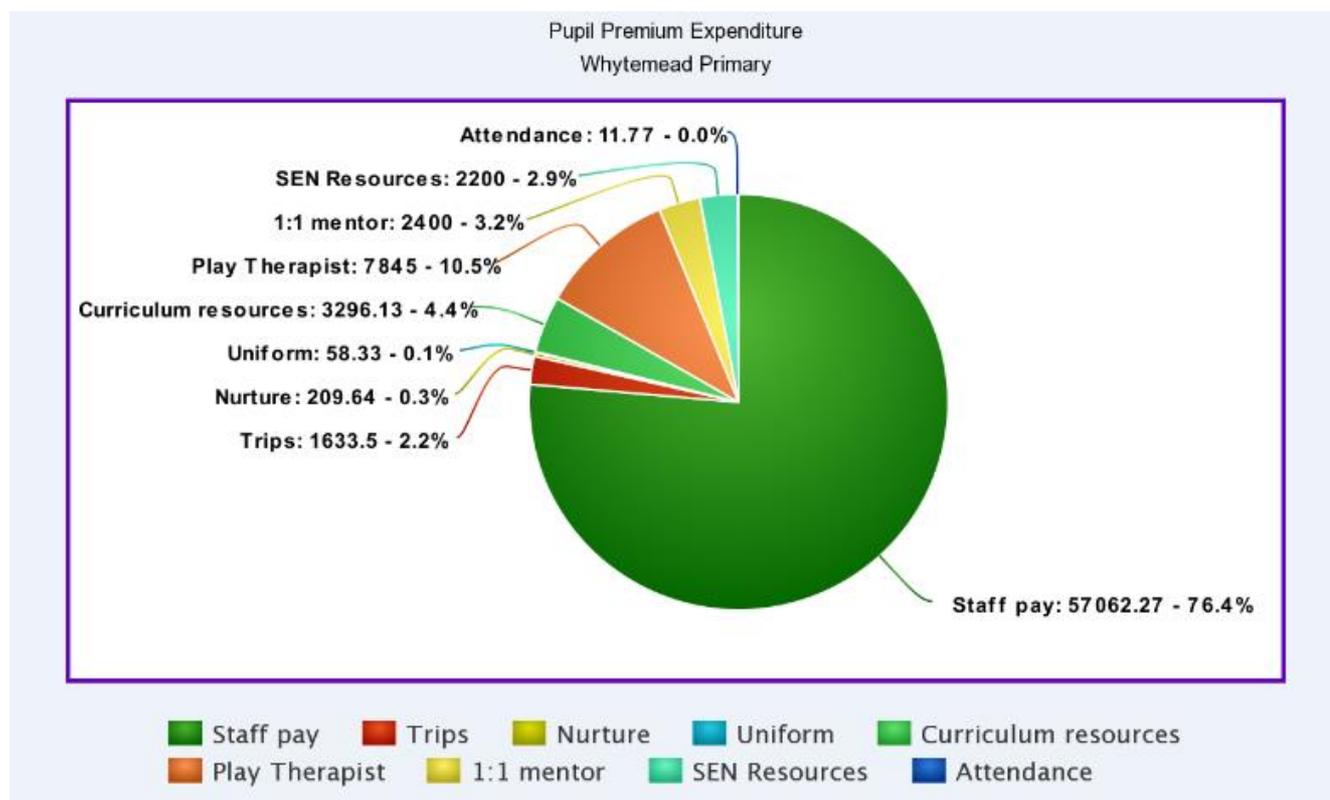
- Gaps in learning and recall of age-expected knowledge.
- Special educational (cognitive development) needs
- Social, emotional and mental health needs that affect learning
- Social and communication needs
- Speech and language difficulties
- Medical and physical needs
- Parental home support and engagement
- Diet
- Access to learning resources such as computers and books outside of school

Pupil Premium Expenditure for 2019-20 has been allocated in the following way

- Targeted small group intervention by teachers and teaching assistants
- Funding of extra-curricular activities
- Funding for school trips including residential trips
- Counselling services and emotional support groups
- Funding additional teaching assistant support for learning in class
- Providing additional resources

Pupil Premium Grant Allocation

The school was allocated £80,480 has been allocated in the following ways:



Measuring the impact of PPG spending

The school evaluates the impact on each pupil at key assessment points throughout the year. In addition: we ensure that all pupil have access to similar curriculum and social opportunities; and focus on how pupils' self-confidence and self-esteem has developed as a consequence of intervention.

We will formally review our Pupil Premium Strategy in the summer term 2020 in order to implement new approaches, train staff or review provision ready for the new academic school year September 2020.

Progress and Attainment 2018-2019*

Attainment at end of Key Stage – Summer 2018	Pupils eligible for PP	All pupils in cohort	National Disadvantaged	National Non disadvantaged	National All
% achieving expected standard in Reading, Writing and Maths combined (KS2)	64% (7/11)	50%	51%	70%	64%
% achieving expected standard in Reading (KS2)	63.6%(7/11)	57.1%	64%	80%	75%
% achieving expected standard in Writing (KS2)	63.6%(7/11)	71.4%	67%	83%	78%
% achieving expected standard in Maths (KS2)	72.7%(8/11)	61.9%	64%	81%	76%
% achieving expected standard in Reading (KS1)	33.3% (2/6)	62.5%	63%	79%	75%
% achieving expected standard in Writing (KS1)	33.3% (2/6)	60%	56%	74%	70%
% achieving expected standard in Maths (KS1)	50% (3/6)	65%	63%	80%	76%
% reaching the expected standard in Phonics (Year 1)	72.7%	81.4%	72%	85%	83%

% reaching GLD (Early Years)	33.3%	58.1%	57%	74%	72%
Progress – Summer 2018 (Expected = 0) *					
Progress at KS2 – Reading	-3.8	-1.3			
Progress at KS2 – Writing	-3.7	-1.3			
Progress at KS2 - Maths	-3.4	-3.2			

* Government data may not include all children for whom Pupil Premium funding is allocated.