



Whitehouse Pupil Premium Statement 2018-2019

The pupil premium is allocated to schools for;

- **Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)**
- **Children who have been looked after continuously for more than six months**
- **Children whose parents are currently working in the armed forces**

The level of pupil premium is £1300 per pupil.

The DFE offer the following guidance;

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium , allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

However they also state that;

Schools are free to spend Pupil Premium as they see fit. However they will be held accountable for how they have used additional funding to support pupils from low income families.

The purpose of this statement is to effectively plan the way the pupil premium money will be spent over the year and enable us to inform parents, carers and governors of the impact it has on outcomes for pupils.



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Academic Year	2018-2019	Total PP budget	£9240 based on funding for 7 pupils (1/4/18 – 31/3/19)
Total number of pupils	23	Number of pupils eligible for PP	18 (78)%
Lead member of staff	N. Witham	Lead governor	Mrs. Wallace-Marshall

1. 2018 Outcomes attainment (end of last

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national)</i>
Year 6 - % achieving expected in reading, writing & maths	0	0
Year 2 - NA % achieving expected in reading, writing & maths	N/A	N/A
Year 1 - NA % expected standard in phonic check	N/A	N/A
EYFS - NA % GLD	N/A	N/A

2. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A. The nature of the barriers to learning are very specific to the individual pupil, for this reason each has a personalised, holistic 360 assessment. This is evaluated to specify the individual approaches that will be provided to overcome barriers to learning for each child.



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B. There are three key areas that impact on the progress and attainment of children at Bridgeview and those in receipt of Pupil Premium. These are addressed through a whole school approach to learning and underpin the Curriculum offer;
Communication and Self-Advocacy; Independence and Life Skills; Social and Emotional & Mental Health

C. Low levels of basic skills and gaps in pupils' learning from their previous placements.

External barriers (*issues which also require action outside school, such as low attendance rates*)

D. Attendance and punctuality

E. Engagement of parents can be variable and as a consequence does not always support learning. In addition pupils being transported in means very limited face to face communication with parents/carers.

What is the intended outcome?	What will we do?	How much will it cost?	How many pupil premium pupils will benefit?	Who will be responsible?	Who and how will this be checked?	What was the impact?	Will we continue this next year? Yes/No
1. Quality of teaching for all							
Improved Social and Emotional Learning so that pupils are ready to learn	Sensory sessions to promote self-regulation. Puppet therapy – recognising feelings in self and others, exploring behaviours	£1000	8	Pastoral Manager	Head of School Progress to be monitored through pupils' individual personal development profiles. Reviewed half termly.	Carol Burton – PSE Puppeteer work with KS1/Lower KS 2 pupils on managing feelings workshops. High levels of engagement within workshops with pupils using vocabulary of feelings and retelling stories and related to events in own lives.	PD mentors to use similar strategies and approaches. ELSA support to continue, increase capacity of ELSA team.



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	Personal Development Mentor targeted focus support				Evidence of progress to be captured in Life books.	ELSA referral system is in place. Targeted focused support has been delivered to pupils based on referral and ELSA assessments.	
Improved quality of learning and engagement with education.	<p>Educational visits Hooks for academic learning, subsidised visits. Link to PSED</p> <p>Speech and Language assessments SENCO to work with class staff to identify pupils needing assessments made by The Bridge. Report to inform teaching strategies, resources and</p>	<p>£2000</p> <p>£150 per pupil</p>	All PP pupils	<p>Assistant Headteachers</p> <p>SENCO</p>	<p>SLT</p> <p>Termly book looks indicate clear links to visits across the curriculum. Pre and post visit tasks evidenced in books. Report to Head of School</p> <p>SLT Lesson observations Monitoring of SP and L recommendations being in place for pupils.</p>	<p>Educational visits have included: Withernsea lighthouse, Vikings at Hull museums, Victorian Christmas at Hull museums, horse riding, residential for one pupil. Pre and post learning tasks have been completed and in books. Behaviour on visits outstanding for all pupils, evidenced in points.</p> <p>Speech and Language assessments and activities completed for 7 pupils.</p>	<p>Essential Learning experiences to be included in all curriculum areas. Subsidised or free visits for PP pupils to continue.</p> <p>Work to continue with The Bridge</p>



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	speech therapy activities to be delivered.						
2. Targeted support							
Improved progress in basic skills of reading, writing and times tables	Above and beyond intervention support for reading, spelling and writing delivered by classroom staff and pupils champion. Support to be 1:1/small group.	£2500	All PP pupils	Assistant Headteachers	Timetable of PP support Log of Above and Beyond support Tracking in pupils' assessment files. Termly pupil progress meetings. Updates at review meetings	Pupil Champions delivered weekly support to identified	Two full time Pupil Champions in place for next academic year.
3. Other approaches							
Improved attitudes and readiness to learn. Improved start to the day	Breakfast club - Wages - Cereals and milk Uniform	£1000 £250 £500	All PP pupils	Pastoral manager	Head of school and behaviour lead to monitor start of school day.	All pupils have access to breakfast club. Learning walks evidence pupils in a routine of completing personalised learning before attending breakfast club. Life coaches available in breakfast club to check in with pupils. All pupils in uniform. Information shared with parents regarding	Breakfast club arrangements to continue. PD mentors to continue check in at breakfast. Uniform subsidy to continue



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	Provide first sweatshirt and t shirt. Subside further uniform					reduced prices for PP pupils. First jumpers given at admission meetings.	
Improved attendance	First day absence and close monitoring Attendance awards	£1500	All PP pupils	Head of School	Executive Headteacher Termly review of attendance	First day absence phone calls in place. Third day absence home visit. Attendance Officer appointed and trained on tracking of vulnerable groups. SIMs records log reasons for absence. Attendance tracked weekly. Class staff raising profile of improve attendance. Attendance celebration assembly for end of each half term awards 100% attendance and significantly improved attendance celebrated. Governor attended attendance assembly.	To continue
Improve family engagement	Family group learning workshops Reading – autumn term	£1000	All PP pupils			ASD course delivered by SENDIASS October/November. Solihull Approach course offered November.	Send out parent survey to find out what support



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	Maths – spring term Writing – Spring Facilitate ASD family courses. Fortnightly parent group					Reading workshop delivered December. Maths, times tables workshop delivered Spring term.	they would like in future. Definitely to include phonics.
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