

## White House Academy Pupil Premium Strategy Statement

1. Summary information					
School	White House				
Academic Year	2020/21	Total PP budget	£70, 620	Date of most recent PP Review	2019/20
Total number of pupils	210	Number of pupils eligible for PP	65	Date for next internal review of this strategy	March 2021

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Progress rates in reading at the end of key stage 2 are not yet as strong as for those pupils not eligible for the PPG	
B.	Percentage of PPG achieving maths in KS1 is well below that of their non PPG peers	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
C.	Attendance rates for PPG pupils is lower than those not eligible for the PPG, which as a result impacts on overall progress and attainment rates	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The progress of those children eligible for the PPG in all areas will be in line with those that are not eligible for the PPG. Measured at each data drop using summative assessment. Measured at each data drop using summative assessment.	Internal assessment data shows the progress made by children in receipt of PPG is at least in line with non PPG peers.
B.	The percentage gap of PPG pupils achieving the expected standard for maths in comparison to non PPG peers will close. Baseline assessments will highlight children's starting points. Progress measured at each data drop using summative assessment.	PPG students identified make as much progress as their peers in phonics. Gaps begin to close between PP and non-PP students. Measured by teacher assessment, and number assessments. STEP and ESCC moderation meetings attended.
C.	Continue to raise the profile of attendance and therefore the overall attendance rates of pupils eligible for the PPG. Measured through fortnightly EWO visits and ongoing fortnightly, monthly and termly attendance data analysis.	Pupils eligible for PPG will increase their overall attendance to support the academy in achieving the whole school attendance target of 96%.

### 3. Planned expenditure

Academic year

2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i-Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. The progress of those children eligible for the PPG in all areas will be in line with those that are not eligible for the PPG.	<p>Reading- 40 minutes of daily whole class reading. Targeted and tailored interventions in place.</p> <p>Phonics- linguistic approach to be embedded across the school. Specific interventions in place for those identified as not on track to pass phonics screening and those who historically have not passed.</p> <p>Staff training &amp; CPD</p>	<p>In school data shows that the gap between PPG and non PPG children in reading continues to require further improvement.</p> <p>Investment in training and strategies which will impact over time.</p> <p>Continuation of work started in 2018 – 2019 (COVID pandemic)</p> <p>Progress and attainment rates of other STEP Academies adopting a similar approach.</p>	<p>Weekly learning walks and feedback to teachers – SLT &amp; Subject Leads.</p> <p>T&amp;L review –Director of Standards and STEP Head teachers</p> <p>CPD input from STEP Director of Teaching &amp; Learning and ES Teaching &amp; Learning Leader</p> <p>Performance management reviews and targets (linked to AIP target) – PM reviewers.</p> <p>3 points of ‘assessment drops’ and analyses to review impact of provision – SLT, teachers.</p> <p>Step Up (Pupil Progress) meetings termly.</p>	Reading Leader	<u>March 2021</u>

<p>B. Percentage of PPG achieving maths in KS1 is well below that of their non PPG peers</p>	<p>Specific tailored and targeted catch up interventions in place for identified children.</p> <p>Staff training &amp; CPD from STEP T&amp;L Lead and STEP</p> <p>Hailsham Maths Lead to deliver CPD</p>	<p>Early maths approaches found to have significant impact on embedding literacy skills early (EEF Toolkit).</p> <p>Investment in training and strategies which will impact over time.</p> <p>Continuation of work started in 2018 – 2019 (COVID pandemic)</p> <p>Progress and attainment rates of other STEP Academies adopting a similar approach.</p>	<p>Head of School to monitor /support maths planning, assessment and moderation</p> <p>Step Up (pupil progress) meetings.</p> <p>Regular learning walks and feedback to teachers – SLT</p>	<p>Maths Team</p>	<p><b><u>March 2021</u></b></p>
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<b>Total budgeted cost</b>					£30,000
<b>ii-Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The progress of those children eligible for the PPG in all areas will be in line with those that are not eligible for the PPG.	Same Day interventions embedded for reading and phonics,  Targeted and tailored intensive interventions in place for specific children	Implementation of same day interventions- based on evidence around closing the gap/ preventing any gaps to form	Monitoring and support for daily interventions.	Maths leaders	<u>March 2021</u>

Percentage of PPG achieving maths in KS1 is well below that of their non PPG peers	<p>maths same day keep up sessions</p> <p>Targeted and tailored catch up interventions.</p>	<p>Mastery approach to maths evidenced to have significant impact on amths.</p> <p>EEF Toolkit suggests well-trained staff and same day intervention has positive impact on pupil progress.</p>	<p>Monitoring and support for daily interventions.</p> <p>Tracking of pupils though maths curriculum</p>	HoS, Maths Leaders	<b><u>March 2021</u></b>
<b>Total budgeted cost</b>					£30,000
<b>iii-Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Continue to raise attendance rates of pupils eligible for the PPG.	EWO employed to visit school fortnightly, EWO to monitor students assessing those who fall, below 96% and	Pupils with low attendance do not attain as well as those with high attendance.	Head of School/ AHT and EWO work together to monitor absence & arrange early intervention. Data for PPG students to be closely tracked and meetings	Head of School	<b><u>March 2021</u></b>

	<p>92%, follow up on absence, provide reports for parents and arrange termly meetings.</p> <p>Internal attendance officer in place.</p> <p>Weekly attendance analysis carried out with Head of School.</p>		<p>arranged to be attended by EWO and Head of School.</p>		
<b>Total budgeted cost</b>					£10,620

