

# Whitehouse Primary School



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Whitehouse Primary
Number of pupils in school	622 (December 2023)
Proportion (%) of pupil premium eligible pupils	9.2% (57 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <i>3 year plans are recommended</i> )	2022/2023, <b>2023/2024</b> , 2024/2025
Date this statement was published (reviewed)	Published December 2022 Reviewed December 2023
Date on which it will be next reviewed	July 2024
Statement authorised by	Linda Kelly, Headteacher
Pupil premium lead	Linda Kelly, Headteacher
Governor / Trustee lead	Michelle Henderson

## Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£72,750 (50 PP children) £7,590 (3 LAC) TOTAL: £80,340
Recovery premium funding allocation this academic year	£7,685

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Funding	£3,510
<b>Total budget for this academic year</b>	<b>£91,535</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery. We have also targeted support through the school led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and back-ground
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Underdeveloped <b>oral language skills and vocabulary gaps</b> .
2	Disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their <b>development as readers</b> .
3	<b>Social, emotional and mental health</b> Pupils unable to self-regulate and manage emotions in an age appropriate way.
4	Significant knowledge gaps leading to pupils falling further behind age-related expectations, in <b>reading, writing and maths</b>
5	A lack of <b>enrichment opportunities</b>
6	<b>Attendance and punctuality</b>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	Achieve outcomes in line with or above national average.
Improved phonics attainment for disadvantaged pupils at the end of KS1.	Achieve outcomes in line with or above national average at end of KS1
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing

particularly our disadvantaged pupils.	Confident, independent learners who show a resilient attitude to all aspects of school life Children who are able to self-manage behaviour and ask for help when support is needed
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance <ul style="list-style-type: none"> <li>the overall attendance of disadvantaged is at least 96%</li> </ul>
To opportunities for enrichment and experiences	Children are exposed to similar experiences of that of non disadvantaged Aspirational children who have an understanding of the world they life in

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£38,710**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 CPD (3 year CPD programme) <i>(£2500 per year) Start of Year 2 of the in house CPD led by Oracy Champions in school</i> <i>£1000 – leadership CPD and whole school support within school to implement</i>	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3,4
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.  <i>Additional set of RWI phonics programme ditty books purchased.</i> <i>Additional Book Bag Books (£2000)</i> <i>Resources (£2,000)</i> <i>RMT Portal and Leadership Development CPD Y2 (£5210)</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,4

<p>CPD programme through IFTL for TAs and teachers (£3000)</p>	<p>EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium</p> <p>Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson</p>	<p>1, 2, 3, 4</p>
<p>Training and support for early career teachers. (£3000)</p>	<p>EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>Those at the earliest stage in their career require additional support.</p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD Mastering Number Programme – sustaining EYFS-Y2 piloting Y4/5 (£2,000)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf</a> (<a href="#">publishing.service.gov.uk</a>)</p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Jigsaw Programme Crew (£5,000)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf</a>(<a href="#">educationendowmentfoundation.org.uk</a>)</p>	<p>3,6</p>
<p>Zones of Regulation Training for both staff and children through targeted times across the week. (£1,000)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/socialand-emotional-learning</a></p>	<p>3,1</p>

Creation of Oak Curriculum to meet needs of children not accessing current curriculum (£3,000)	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1,3,4
Smaller class teaching groups for Year five and six in core subjects. (£9,000)	Through small group lessons in core subjects, high quality feedback is always given. The children have the opportunity to engage with each other and the adults around the room and receive more personalised learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</a>	4,3,1

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£35,271**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and small group tuition	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Mastering number and working memory tuition 1:1 sessions	Mastering number initiative from NCETM aims to secure firm foundations in the development of good number sense and develop fluency in R to Y2  Working memory project ( <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/working-memory">EEF Working Memory</a> ) small group intervention for year 3 pupils improving working memory and arithmetic	3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/phonics">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

Employ a HLTA to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged including those who are high attainers.  £3,510 NTP Funding (+ oncosts from school budget)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></u> And in small groups: <u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u>	2,3,4
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£17,554**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on “Crew” Wellbeing Additional staff costs to lead crew sessions Support for families and pupils through pastoral leads Support through meal boxes, Pop Up larder (£0 – supported by St Marks Meals and Whitehouse Church)  Class Toolboxes £1,000  £4000	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <u><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></u>	3, 6
Calm start/breakfast club  £5,554	Children who are hungry do not perform as well. Calm start breakfast club ensures that children are able to come to school and be fed, allowing them to have the best possible start to the day.	5
Embedding principles of good practice set out in the DfE’s <u><a href="#">Improving School Attendance</a></u> advice.  £2000	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Supporting pupils with enrichment opportunities/subsidised trips/visits  £5000 Supporting families with uniform	By subsidising trips and visits it will enable more children from disadvantaged backgrounds to be able to attend these.  Sense of belonging	5
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**Total budgeted cost: £78,945**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. We have analysed the performance of our school's disadvantaged pupils using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

The attainment gap between our disadvantaged pupils and well-served pupils is difficult to compare year on year due to the differences of cohort size and high levels of mobility. Some years the number of disadvantaged children in a year group is quite small and therefore statistically insignificant, other years it is large enough to make useful comparisons.

Desired Outcomes	Impact
<p><b>Teaching</b></p> <p><b>To ensure teaching is highly effective in every classroom for all learners.</b></p>	<p><b>Outcomes for disadvantaged children in EYFS</b> in 2023 were lower with outcomes for disadvantaged children nationally 25% v 28% national however children made good progress from their starting points. (Self regulation, managing self, fine motor skills areas for development impacting on other areas)</p> <p><b>93% of all pupils passed the phonic screening check</b> in Year 1, compared to 79% nationally</p> <p>50% (3/6) of disadvantaged pupils passed the phonics screening check. 3/6 pupils have SEND, one with significant cognition and learning needs.</p> <p><b>Teaching across school is strong</b> with 74% meeting the expected or above standard in Reading at the end of KS1 and 17% meeting the Higher Standard Writing with 65% and 5% and Maths with 85% and 28%. National (R 68% W 60% M 70%)</p> <p>Outcomes for our disadvantaged pupils in Year 2 were also strong. (Reading 64%; Writing 55% Maths 82% /18%)</p> <p>84% meeting the expected or above standard in Reading at the end of KS2 and 39% meeting the Higher Standard in May 2023. This is also true for writing with 77% and 16% and Maths with 86% and 48%. Outcomes for our disadvantaged pupils in Year 6 were also strong. (Reading 78%/33%; Writing 67% / 11%; Maths 56% / 22%)</p>
<p><b>Learning</b></p> <p><b>To ensure targeted academic</b></p>	<p>Targeted academic support has seen pupils make strong progress from their starting points, measured against individual continua, standardised</p>



<p><b>support is highly effective for disadvantaged learners and accelerates their progress from their starting points.</b></p>	<p>tests scores and national assessments. Same Day catch up has seen accelerated rates of progress for pupils in Reception and Year One leading to excellent phonic and early reading outcomes.</p> <p>School Led Tutoring created opportunities for 49 x 15 hour sessions focusing on phonics and developing a love for reading. This led to positive outcomes with children making progress through the RWI levels and achieving positive results in end of year assessments.</p>
<p><b>Wider Strategies</b></p> <p><b>To ensure highly effective pastoral support breaks down barriers to behaviour, learning and school attendance.</b></p>	<p>Highly effective pastoral care has led to early support for families and as such outcomes for disadvantaged children are broadly in line with outcomes for all.</p> <p>Barriers to learning were identified and proactively diminished.</p> <ul style="list-style-type: none"> <li>Overall <b>absence</b> in 2022-2023 was 5.9% in line with absence levels nationally (5.9%)</li> <li>Absence for disadvantaged children was in line with school overall absence at 6.6%.</li> <li><b>Persistent absence</b> was 14.3% in 2022-2023. This was slightly higher for disadvantaged children at 15.9% however both lower than 20.9% nationally.</li> </ul>

### Internal School data

<b>2023</b>	<b>Pupils eligible for PP (6)</b>	<b>Pupils not eligible for PP (84)</b>
% passing phonic screening check	<b>50%</b>	<b>93%</b>

### End of Key Stage 1

<b>2023</b>	<b>Pupils eligible for PP (11 pupils)</b>	<b>Pupils not eligible for PP (67 pupils)</b>
% achieving expected or above standard in reading	<b>64% and 0%</b>	<b>76% and 19%</b>
% achieving expected or above standard in writing	<b>55% and 0%</b>	<b>67% and 6%</b>
% achieving expected or above standard in maths	<b>82% and 18%</b>	<b>85% and 30%</b>

### End of Key Stage 2

<b>2023</b>	<b>Pupils eligible for PP (9 pupils)</b>	<b>Pupils not eligible for PP (59 pupils)</b>
% achieving expected or above standard in reading	<b>78% and 33%</b>	<b>86% and 41%</b>
% achieving expected or above standard in writing	<b>67% and 11%</b>	<b>78% and 17%</b>
% achieving expected or above standard in maths	<b>56% and 22%</b>	<b>92% and 53%</b>

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
TT Rockstars and Numbots	Maths Circle
Read Write Inc Phonics	Ruth Miskin Training

The Write Stuff	Jane Considine
Spelling Shed	Education shed
Letter join	Green and Tempest Ltd
Oxford Owl	Oxford University Press
Maths.co.uk	

### Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA