

Pupil premium strategy statement

School overview

Metric	Data
School name	Whitefield Primary School
Pupils in school	316 (Jan 2021 Census)
Proportion of disadvantaged pupils	44.6% (Ever 6 FSM %)
Pupil premium allocation this academic year	£170,020 (19/20)
Academic year or years covered by statement	2018-21
Publish date	01 Sept 2020
Review date	01 November 2021
Statement authorised by	Jill Wright
Pupil premium lead	Marie Beale
Governor lead	David Hoare

Disadvantaged pupil progress scores for last academic year (2018/19 SATS)

Measure	Score
Reading	6.92
Writing	3.32
Maths	5.80

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	86%
Achieving high standard at KS2	10%

Measure	
Priority 1 (£8000)	Ensure all relevant staff (including new staff) have received paid-for training to understand Attachment and Trauma Related Approaches to support all pupils to access learning. Train all staff to implement Behaviour policy. Complete Attachment and Trauma award. Develop approach to play for school return
Priority 2 (£25,500)	Use Reading Plus in KS2 to support disadvantaged pupils to develop reading fluency and comprehension skills. Employ Reading Recovery teacher in KS1
Priority 3 (£15,000)	Implement Times Tables Rockstars daily in year 2 and above and Numbots in KS1. Adopt LGFL resources to support all learners. Implement Numbers Count
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£48,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve average KS2 Mathematics progress score	July 2021
Phonics	Achieve national average expected standard in PSC	June 2021
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1 (£2000)	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Review with Local Authority Phonics lead
Priority 2 (£4000)	Train teaching staff to implement Tales Toolkit in eyfs and Talk for Writing approach in year 1. Start Writing Quality Mark
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions to support children with ADHD/ASD.
Projected spending	£16,000

Wider strategies for current academic year

Measure	Activity
Priority 1 (£15000)	<p>Improve mental health/emotional wellbeing of disadvantaged pupils through:</p> <p>Train all staff in developing resilience and self-regulation.</p> <p>Implement the FAGUS tool/RISE to identify children who need support in Social, Emotional and Mental Health</p> <p>Train and teach Young Mindfulness curriculum</p> <p>Seedlings SLA</p> <p>Social Thinking Interventions</p>
Priority 2 (£15000)	Train reading lead in identifying, diagnosing and supporting dyslexic children. Support these children in learning directly and by training support staff
Priority 3 (£40,000)	<p>Inclusion officer in post to support families with attendance and acute need. Link in and manage with wider Family Support Service. Manage and deliver Magic Breakfast programme with 5 support staff. ADHD Foundation training</p> <p>EHAT lead and liase with outside agencies to remove any barriers to learning</p>

Priority 4 (£16500)	Ensuring access to high quality curriculum and enhanced experiences. Inspire Trust and other Curriculum training for senior leads. Release curriculum leader with defined TLR to work with LA and manage development of curriculum and progression of learning. Upskill subject leaders and define and deliver relevant cultural capital experiences
Priority 5 (£19,000)	Wider opportunities Development Forest schools and Gardening proven to provide access to learning and improved outcomes. Singing supports mental health and wellbeing. Professional choir leader to lead choir 1 hour per week and targeted support for a group of pupils for half an hour per week Opportunities to compete in sport competitions supports mental health and wellbeing. Transport, staffing and kit Opportunities learn a musical instrument supports artistic ability, individual talent, confidence and transferable skills.
Barriers to learning these priorities address	Improving attendance, engagement and readiness to learn for the most disadvantaged pupils
Projected spending	£105,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for staff to support identified children in small groups	Reading recovery teachers available to support reading and numbers counts groups. NQT's partnered with teachers enabling them to be freed to support teachers and staff with maths and curriculum skills.
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO and Family support. SLA with seedlings and ADHD foundation to support children and train parents. Partnership with LivPac

Review: last year's aims and outcomes

Aim	Outcome
Increase the % of PP children attaining GLD at the end of EYFS Progress in Reading and Writing	EYFS disadvantaged pupils improved levels of GLD and meeting reading early learning goals. Continued improvement in disadvantaged pupil progress from 2018 to 2019
Progress in Mathematics Continue to have no attainment gap between PP and non PP across all subjects	EYFS disadvantaged pupils improved levels of GLD and meeting number early learning goals. Continued improvement in disadvantaged pupil progress from 2018 to 2019

No attainment gap between PP and non PP in Year 1 Phonics check	
High quality pastoral and social support for families overcomes barriers related to learning: attendance, attainment, parental engagement	Continued high attendance levels. School used as an example of good practice within and across local authorities.