

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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	Whitefield Primary School
Number of pupils in school	310 (Nov 2021)
Proportion (%) of pupil premium eligible pupils	43.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	Nov 21
Date on which it will be reviewed	Sept 22
Statement authorised by	Jill Wright (Head)
Pupil premium lead	Marie Beale
Governor / Trustee lead	David Hoare

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,360 of which deprivation allocation is: £168,125
Recovery premium funding allocation this academic year	£13,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£200,410

## 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.

We will consider the challenges faced by all vulnerable pupils, including those who have been looked after children, a social worker, have a special educational need or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to emerging information and the evolving individual needs of our children. We do not make assumptions about the impact of disadvantage, instead we assess and monitor each child robustly as an individual and looking at trends across school to identify learning needs, provision needs and more systemic needs such as staff CPD or school resourcing.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Implement robust assessment and tracking systems which teachers and leaders own, and act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for all pupils' outcomes including disadvantaged and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils come to school with lower communication and language and generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. More disadvantaged children reaching the expected standard in the phonics check in year 1.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more apparent among our most disadvantaged pupils than their peers.
3	Internal and external assessments indicate that attainment among all pupils including disadvantaged pupils has been impacted by partial school closures.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, reading and writing.
4	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  School Resilience (Rise) assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Children with neurodiversity have also been impacted by the lack of opportunity to develop social and communication skills with peers  School referrals for SEMH support have markedly increased during the pandemic. 39 pupils (13.5%) currently require additional support with social and emotional needs and are receiving small group interventions and support or external referrals.
5	Research on children from disadvantaged backgrounds also shows they have less access to wider experiences including reading for pleasure materials, access to wider trips and learning  <a href="https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf">https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</a>
5	Our attendance data over the last year indicates that 3 (1.3%) disadvantaged pupils have been 'persistently absent' compared to 1 (0.4) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 looked at with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in availability and participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%.</li> </ul> <p>the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>

### 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: £ 37030

Activity	Evidence that supports this approach
<p>Purchase and implementation of Little Wandle <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Ensure that the core elements of phonics are taught consistently using the principles of “keep up not catch up”.</p> <p>Implement accredited phonics approach.</p> <p>Ensure all relevant staff (including new staff) have received paid-</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy (and necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>

<p>for training to deliver the new phonics scheme effectively</p> <p>TA training hour weekly to enable CPD development</p>	
<p>Ensure that the core elements of maths are taught consistently using the principles of “keep up not catch up”. Implement consistent maths lesson structure based on White Rose Ready to Progress criteria</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p> <p>Maths training – primarily through maths hub</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="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612223/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/eef-guidance/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></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="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612223/Maths_guidance_KS_1_and_2.pdf">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/eef-guidance/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>

<p>Whole school approach to communication and language and oracy.</p> <p>Train key staff in Elklan. Whole staff use Wellcomm EYFS and Wellcomm Primary.</p> <p>Train whole staff in Oracy framework from Inspire Partnership</p> <p>Use Lesson Study to review and refine change</p> <p>Recruit SEN TA to support in KS1 and EYFS</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities and classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>
<p>Develop and teach the wider curriculum considering ambitious scope, rigour, coherence (the big ideas and links within and between subjects) and careful sequencing as our measures of quality.</p> <p>Underpin this with explicit, intentional teaching of vocabulary based on Inspire framework</p> <p>Build on CPD work on Cognitive Science within</p>	<p><a href="https://openingworlds.uk/wp-content/uploads/2021/11/Humanities-curriculum-map-and-ratio">https://openingworlds.uk/wp-content/uploads/2021/11/Humanities-curriculum-map-and-ratio</a></p> <p>Based on Ofsted evidence and priorities of , scope, rigour, coherence and sequencing</p> <p>Increasing staff knowledge AND application of Cognitive Science can have a significant impact on classroom</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_application_A_review_of_the_evidence.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_application_A_review_of_the_evidence.pdf</a></p>

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

Budgeted cost: £ 80,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and 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. Recruitment of academic mentor and school based tutor</p>	<p>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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3</p>
<p>Use of Chromebooks and targeted use of Reading Plus and Dyslexia Gold to support all KS2 learners to access and make progress in reading</p>	<p>Strong evidence base for impact on reading fluency and comprehension <a href="https://www.readingplus.com/news/reading-plus-approved-as-evidence-based-academic-intervention-by-mississippi-department-of-education/">https://www.readingplus.com/news/reading-plus-approved-as-evidence-based-academic-intervention-by-mississippi-department-of-education/</a></p>	<p>3</p>



<p>Recruitment of a HLTA to work across school to implement a range of support including specific therapeutic and social thinking interventions to support emotional regulation and reduce unwanted behaviours.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Focus on parental understanding of zones of regulation and social thinking approaches and development of whole school language framework linked to emotional language</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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eeef-social-and-emotional-learning">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £72750

<p>Reignite reading for pleasure strategy after covid</p>	<p>Evidence base for positive impacts of reading for pleasure strategies</p> <p><a href="https://www.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-in-secondary-schools-literature-review.pdf">https://www.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-in-secondary-schools-literature-review.pdf</a></p>	<p>3,4,5</p>
<p>Implement Positive Footprints career programme to raise aspirations in tandem with INTO University</p> <p>Implement Growth Curriculum with tailored visits and visitors to provide experiences for children. Subside residential and other trips</p>	<p>EEF highlight some limited evidence base due to difficulty in school assessment. Thus, it is particularly important to monitor the impacts where aspiration approaches are used as a method of improving attainment\</p> <p><a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>5</p>
<p>Restart and embed Breakfast club</p>	<p>Research shows impact of 2mths in ks1 and improved behaviour across school for all pupils</p> <p><a href="https://www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	<p>4,5</p>

<p>Develop Family Liaison Officer to support families with attendance and acute need</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4,6</p>
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**Total budgeted cost: £ 190, 310**

*Contingency figure of £9,900 left in budget for emerging priorities*

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality accessible curriculum, including during periods of partial closure, using our well embedded platform online.

Although overall attendance in 2020/21 was lower than in the preceding years at X%, it was higher than the national average. The main impact was seen on Persistent Absence working with some key disadvantaged families which we observed had significant impact on parental mental health during the pandemic

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where

required. We are building on that approach with the activities detailed in this plan.

Aim	Outcome
<p>Increase the % of PP children attaining GLD at the end of EYFS Progress in Reading and Writing</p>	<p>EYFS disadvantaged pupils improved levels of GLD and meeting reading early learning goals. Continued improvement in disadvantaged pupil progress from 2018 to 2019</p>
<p>Progress in Reading and Writing</p>	<p>Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.</p>
<p>Progress in Mathematics Continue to have no attainment gap between PP and non PP across all subjects</p>	<p>EYFS disadvantaged pupils improved levels of GLD and meeting number early learning goals. Continued improvement in disadvantaged pupil progress from 2018 to 2019</p>
<p>Phonics</p>	<p>Exceeded disadvantaged national average following introduction of new phonics scheme and staff training.</p>
<p>Other</p>	<p>Average attendance reduced year on year due to impact of covid on ability to follow up attendance with disadvantaged families Continued high attendance levels. School used as an example of good practice within and across local authorities.</p>

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). We will access the Carnegie Mental Health Senior training which will develop action planning to maintain and develop practice in support of school's Gold mental health award: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Undertaking a project to support and develop Early Careers teachers alongside the Dfe ECT programme. This will include a range of Attachment and Trauma Sensitive training and the CPD programme Walk Thrus based on cognitive science in line with EEF evidence.
- Implementation of a two-year SHINE Uk grant to research the impact of teaching emotional regulation skills in Early Years and working with parents to understand and implement them at home
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

Development of the pupil premium strategy is based on ongoing review and self evaluation on school performance against the last plan.

We reviewed evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils

