

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	327 (3 Nov 2023)
Proportion (%) of pupil premium eligible pupils	47.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	Nov 23
Date on which it will be reviewed	Sept 24
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	£186,240
Recovery premium funding allocation this academic year	£19,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£205,670

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 all 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 central to wider school plans for education recovery, notably in its targeted support through school-based support 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 show that disadvantaged pupils come to school with lower communication and language skills than peers and generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On entry only 50% of our children are at ARE for speaking and listening
2	Assessments, observations, and discussions with all pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and are more apparent among our most disadvantaged pupils than their peers.
3	<p>Internal and external assessments indicate that attainment among all pupils including disadvantaged pupils has been impacted by partial school closures. This is particularly apparent within the EYFS, KS1 and year 3.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, reading and writing.</p> <p>Writing is a particular area for development across school, from Early Years to Year 6. 65% of children are at ARE in writing</p>
4	<p>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.</p> <p>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 and delays in a Alderhey's diagnostic processes.</p> <p>School referrals for SEMH support have markedly increased during the pandemic.</p> <p>In the last 12 months more children have required additional support with social and emotional needs and are receiving small group interventions and support or external referrals. Local services are stretched and most referrals will not reach threshold even though we have seen cases of suicidal ideation and self harm (5) We have supported several (7) potential emotionally Based School refusers who are from a disadvantaged context, and who's attendance and so attainment is impacted</p>
5	<p>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. The national picture shows that fewer children are reading for pleasure and this is disproportionately high in our disadvantaged groups.</p> <p>https://clpe.org.uk/system/files/CLPE%20Reading%20for%20Pleasure%202021_0.pdf</p> <p>We want more children to access and enjoy reading for pleasure.</p>
6	Persistent absence in summer 2023 was in the lowest 20% of all schools. Our attendance data over the last year indicates that 12 (10.9%) disadvantaged pupils have been 'persistently absent' compared to 3 (2.1) of their peers during that period. General absence is in line for disadvantaged and other 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 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved quality and fluency of writing disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% 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 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in availability and participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">• 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%.• 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.

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: £ 43,000

Activity	Evidence that supports this approach	Challenge s addressed
<p>Continue to embed Little Wandle DfE validated Systematic Synthetic Phonics programme including the developing materials 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>Ensure all new staff have received paid-for training to deliver the new phonics scheme effectively</p> <p>TA training to enable CPD development</p> <p>Focus on SEN materials</p> <p>Purchase Big Cats to promote fluency, deploy staff for practice read sessions</p> <p>Herts fluency project</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Ensure that the core elements of maths are taught consistently using the principles of “keep up not catch up”.</p> <p>Continue to develop consistent application lesson structure for White Rose Maths supported by the maths hub</p> <p>Maths lead to review use of numberstacks to support disadvantaged learners</p> <p>We will fund teacher release time for Lead, ECT and other key staff to embed key elements of guidance in school and to access Maths Hub resources and CPD</p> <p>Maths training – primarily through maths hub and coaching from Maths lead</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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Whole school approach to communication and language and oracy.</p> <p>Teach CUSP vocabulary - train in Inset</p> <p>Whole staff use Wellcomm EYFS and Wellcomm Primary.</p> <p>SEN TAs to support in KS1 and EYFS</p> <p>Join EEF Concept Cat trial</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2

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. Underpin this with explicit, intentional teaching of vocabulary based on Inspire framework Training from CUSP to understand how to support all learners further	CUSP curriculum Based on Ofsted evidence and priorities of , scope, rigour, coherence and sequencing Increasing staff knowledge AND application of Cognitive Science can have a significant impact on rates of learning in the classroom https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 82,500

Activity	Evidence that supports this approach	Challenges addressed
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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Using Academic Mentor and Covid funding to provide school-led tutoring for pupils A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Recruitment of school led tutor	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,3
Use of Chromebooks and targeted use of Reading Plus and IDL to support all KS2 learners to access and make progress in reading Accessibility training for all new teaching staff	Strong evidence base for impact on reading fluency and comprehension https://www.readingplus.com/news/reading-plus-approved-as-evidence-based-academic-intervention-by-mississippi-department-of-education/	3
Assistant SENCo 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. Focus on parental understanding of zones of regulation and social thinking approaches and development of whole school language framework linked to emotional language through-out whole school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) 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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	4

Use of "It's our child's life " parent programme focused on transition years 1 & 3 working in small groups with targeted parents		
Work with secondary school to maximise children's positive transition Development of self regulation approaches across school		

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

Budgeted cost: £71,500

Reignite reading for pleasure strategy Complete RfP Quality Mark	Evidence base for positive impacts of reading for pleasure strategies https://www.booktrust.org.uk/globalassets/resources/research/reading-for-pleasure-in-secondary-schools-literature-review.pdf	3,4,5
Implement Positive Footprints career programme to raise aspirations in tandem with INTO University Implement Growth Curriculum with tailored visits and visitors to provide experiences for children. Subside residential and other trips including London Trip, Shakespeare in north, and Farms for City Children (24/25)	OEEF 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\ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	5
Develop Play and Forest School provision to support wellbeing - recruit additional staff capacity	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Links with academic outcomes are as yet not researched robustly, however we are using this as part of our wellbeing strategy. (EEF) On average, the studies of play that measure impact found that play-based learning approaches improve learning outcomes by approximately four additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.	5,6
Grow Breakfast club - recruit additional lead to pick up this	Research shows impact of 2mths in ks1 and improved behaviour across school for all pupils https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	4,5
Family Liaison Officer to support families with attendance and acute need Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4,6

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance with Early Years and SEN pupils particularly		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 197,000

Contingency figure of £8,670 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was strong against national and the school cohort.

Subject	Disadvantaged At or above	Other At or above	Difference At or above
KS2 SATs Reading	83%	88%	-5%
KS2 SATs Writing	75%	71%	+4%
KS2 SATs Maths	84%	88%	-4%
KS2 SATs Combined	75%	71%	+4%
Phonics	88% (3 not)	95% (1 not)	7%
KS1 SATs Reading	65%	80%	+15%
KS1 SATs Writing	55%	75%	+20%
KS1 SATs Maths	65%	75%	+10%
EYFSP	47%	73%	+26%
EYFSP Writing	53%	73%	+20%

The gap is particularly apparent in EYFS data, with the largest area of difference in writing. This is as expected as these children have had only had 10mths to close the gap. National data is not yet available for EYFSP by school characteristics

The gap closes slightly in KS1 SATs data, with writing a key focus area to develop. Note that the cohort performed higher than national disadvantaged groups. The impact on phonics data is apparent.

In KS2 SATS Disadvantaged children attained and made higher progress than the whole cohort for combined RWM and for Writing. 75% RWM compared to 44% for this cohort nationally.

Persistent absence among disadvantaged pupils was 10% higher than their peers in 2022/23, however overall was below national average.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

In the light of impacts last year we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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.

Further information (optional)

Additional activity

Our pupil premium strategy is 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