

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	Whiteshill Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	Heather Francis
Pupil premium lead	Heather Francis
Governor / Trustee lead	Julie Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,760
Recovery premium funding allocation this academic year	£2000
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	£13,760

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to our school development plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and a focus on improving outcomes.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring 'outstanding' teaching and learning in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading and spelling outcomes</p> <p>Reading progress for all pupils at the end of KS2 was -1.2 in 2019 meaning not all children made good progress. Average progress for disadvantaged pupils was -1.63% compared to -0.62% nationally and below the school average.</p> <p>67% of pupils achieved the expected standard or higher in KS1 reading – below national average at 75%. Only 50% of disadvantaged pupils achieved the expected standard at the end of Key Stage 1 in reading.</p>

	Spelling is consistently identified in monitoring to be an issue and spelling scores are low at the end of Key Stage 2 compared to writing outcomes.
2	<p>Poor language and communication skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p>
3	'Outstanding' teaching not present in every classroom
4	<p>Intervention support given not always as targeted and effective as possible. Disadvantaged children's progress at the end of KS2 in 2019 was -1.63 for reading and -0.13 for maths meaning that not all pupils made good progress. 67% of disadvantaged pupils achieved the expected standard or above in reading, writing and maths at the end of KS2 – below the national average of 71%.</p> <p>KS1 attainment for reading, writing and maths was below national average at the end of 2019.</p> <p>A system of baseline and outcome assessment is not currently in place for interventions so it is not possible to measure impact effectively.</p>
5	<p>Poor attendance</p> <p>Disadvantaged children's attendance at the end of 2019 was 92.89% on average – well below the national average of 95.3% and the school average of 95.2%.</p> <p>29.4% of disadvantaged pupils were persistently absent compared to 11.8% school average.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Social, emotional and mental health needs.</p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils linked to issues outside of school.</p>
6	<p>Lack of parental engagement</p> <p>Disadvantaged pupils' parents are not consistently attending parents' evenings. No parental information evenings are taking place. Parental communication survey demonstrates little use of website by parents.</p>
7	<p>Reduced cultural capital</p> <p>Assessments, observations, and discussions with pupils indicate lack of cultural capital and therefore vocabulary gaps among many disadvantaged pupils.</p>

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
Improve the quality of teaching and have an 'outstanding' teacher in every classroom.	Every teacher has been judged 'outstanding' by internal assessment
Closing the attainment gap between disadvantaged pupils and their peers	The gap between PP children and their peers has decreased.
PP parents are engaged with the school and this impacts on children's attendance and attainment.	PP children's attendance and attainment gap with their peers is decreased.
Non-academic barriers to attainment such as attendance and behaviour are removed for PP children.	PP children's attainment gap with their peers is decreased.

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: £2,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encouraging self-led professional development: self-assessment of CPD needs for all staff and training opportunities matched to these.	<p>The EEF Pupil Premium Evidence Brief suggests that to improve the quality of teaching professional development of evidence-based approaches is necessary. The EEF guidance report on effective professional development states that ‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom’.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	3
A more rigorous and ambitious approach to teaching reading ensuring outstanding practise in every class.	<p>There is a strong evidence base that suggests oral language interventions, including 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> <p>There is also extensive evidence to suggest that reading comprehension strategies have a very high impact for little implementation cost:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1 and 3
Develop an ambitious curriculum to ensure all children	<p>The EEF Pupil Premium Evidence Brief suggests that developing high quality teaching, assessment and a curriculum which responds to the needs of pupils is an integral part of improving the quality of teaching for pupil premium children. Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for</p>	2, 3, 5 and 7

have increased cultural capital and vocabulary.	disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: Talkboost, targeted phonics interventions, Nessie dyslexia screening and intervention	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>There is a strong evidence base that suggests oral language interventions including targeted reading aloud and book discussion with young children are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Teaching assistant interventions can have a positive impact of +4 months according to the EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2 and 4
Daily targeted individual reading with disadvantaged pupils.	<p>There is a strong evidence base that suggests oral language interventions including targeted reading aloud and book discussion with young children are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 and 4

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

Budgeted cost: £4,240

Activity	Evidence that supports this approach	Challenge number (s) addressed
Parental engagement: termly my-plan reviews, parental information evenings, new website and target tracker for Reception, new curriculum designed with parental engagement opportunities.	The EEF shows evidence that parental engagement is a low cost way of adding up to 4 months progress to pupils attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Attendance: strong anti-bullying and behaviour policy, development of curriculum to ensure engagement, weekly attendance rewards and termly reports to parents, information leaflets and evenings for parents, financial support e.g. trips, breakfast club	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Emotional well-being and self-esteem: emotion coaching whole school approach, yoga for mindfulness whole school, targeted intervention e.g. Make me a Superhero, emotion coaching, counselling and play therapy	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)	6

Total budgeted cost: £14,440

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, so the below impact has been informed by teacher assessment.

- All teaching across the school has been observed and monitored to be consistently good with some outstanding.
- On average, each year group made above or well above expected progress in reading in 2020/21 despite the national lockdown during the spring term.
- On average, all year groups made at, above or well above expected progress in 2020/21 in reading and maths, despite the national lockdown in the spring term. All year groups except year 2 made on average above expected progress in writing in 2020/21 despite the national lockdown in the spring term.
- 91% of children in EYFS achieved the Early Learning Goal for communication and language, despite the national lockdown during the spring term.
- At least 75% of disadvantaged pupils were on track or higher in reading, writing and maths at the end of 2020/21. In reading and maths, a higher percentage of disadvantaged children were on track or above than non-disadvantaged children.
- On average, children in year 6 made well above expected progress in reading and maths and above expected progress in writing in 2020/21, with 87% of pupils ending the year on track or higher in reading, writing and maths. On average, children in year 5 made above expected progress in reading and writing and well above expected progress in maths in 2020/21, with 100% of children ending the year on track or higher for reading, and 92% on track or higher for writing and maths.
- 100% of PP parents attended MyPlan reviews throughout the year as well as parents' evenings.
- Disadvantaged pupils' attendance in 2020/21 was 95.43%, an increase of 3.74% from 91.69% the previous year for the same children. This is also a diminishing difference of -1.14% rather than -3.17% the previous year compared to non-disadvantaged pupils.
- Number of children identified with SEMH needs increased to 12 from 6 previously identified. MyPlans in place for all children with SEMH need identified and interventions happening in line with plan. SENCo engaged outside agencies including CAMHS, TIC+, EdPsych, Barnados and ATS to support identified children. See case studies.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy Dyslexia and Spelling Support	Nessy
Times Tables Rockstars	Maths Circle Ltd
Phonics Bug	Active Learn