

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 | 101 |
| Proportion (%) of pupil premium eligible pupils | 5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | Dec 2022 |
| Date on which it will be reviewed | Dec 2023 |
| Statement authorised by | Heather Francis - Headteacher |
| Pupil premium lead | Heather Francis |
| Governor lead | Jeremy Riley |

Funding overview

| Detail | Amount |
|----------------------------------------------------------------------------------------|----------------|
| Pupil premium funding allocation this academic year | £9,695 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £11,695 |

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 | Gaps in number and calculation knowledge Data shows that disadvantaged children have not closed the gap on their peers in maths in the last two years since the return from the COVID-19 lockdown in Autumn 2020. the gap remains at 26.5 whereas in reading and writing it has been closed significantly in this same time. Although disadvantaged children make better progress than their peers in maths, only 57% of them are working at age-related expectations or above. Teacher assessment and strand tests suggest that the gaps are in their number and calculation knowledge. |
| 2 | Gaps in spelling knowledge |

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| | 87% of disadvantaged pupils were on track in reading compared to 57% in writing, analysis of their gaps shows that spelling, in particular of common exception words is hindering progress. |
| 3 | Application of grammar in writing 87% of disadvantaged pupils were on track in reading compared to 57% in writing, analysis shows that grammar in writing is a common gap across disadvantaged children which is hindering progress. |
| 4 | Poor attendance Attendance for disadvantaged pupils was 89.11% in 2021/22 meaning they are on average missing ½ a day a week of learning. |
| 5 | Social, emotional and mental health needs. 83% of disadvantaged children in the school are on the SEN register for social, emotional and mental health needs. This was exacerbated by the COVID-19 lockdowns. These findings are supported by national studies. |
| 6 | Reduced cultural capital Assessment suggests that gaps in reading and writing for disadvantaged children include a difficulty with extended writing and vocabulary. These are impacted by children’s real-life experiences and cultural capital. Cultural capital is defined as ‘having the skills, knowledge, norms and values which can be used to get ahead in education and life more generally’ (www.anewdirection.org.uk). Cultural capital is important for children to make progress in all areas of the curriculum. Ofsted state that ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement’. Pupil conference also suggest that disadvantaged children remember facts more readily when real-life experiences have been part of their learning, particularly in the wider curriculum. |
| 7 | Self-esteem and confidence 83% of disadvantaged children are receiving support for their social, emotional and mental health linked to their self-esteem and confidence. |

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 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pupils’ spelling knowledge increases and does not hold them back from achieving working at age-related expectations. | 100% of disadvantaged children achieve working at expectations for writing at the end of Key Stage 2. The gap between disadvantaged children and their peers is narrowed in writing attainment and all make good progress. |
| Pupils’ grammar knowledge increases and they apply it accurately and consistently so that this element does not hold them back from achieving working at age-related expectations in writing | 100% of disadvantaged children achieve working at expectations for writing at the end of Key Stage 2. The gap between disadvantaged children and their peers is narrowed in writing attainment and all make good progress. |

| | |
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| Knowledge organisers and retrieval quizzes ensure disadvantaged children remember key knowledge in line with their peers. | Disadvantaged children know more and remember more of the wider curriculum. |
| Disadvantaged pupils' spelling and grammar knowledge increases and they apply it accurately and consistently in their writing so that it does not hold them back from achieving working at age-related expectations. | 100% of disadvantaged children achieve working at expectations for writing at the end of Key Stage 2. The gap between disadvantaged children and their peers is narrowed in writing attainment and all make good progress. |
| Disadvantaged pupils' gaps in maths knowledge are filled through targeted intervention and in-class support. | 100% of disadvantaged children achieve working at expectations for maths at the end of Key Stage 2. The gap between disadvantaged children and their peers is narrowed in maths attainment and all make good progress. |
| Targeted in-class support and intervention ensures disadvantaged children's assessments gaps are filled in reading, writing and maths. | The gap between disadvantaged children and their peers is narrowed in reading, writing and maths attainment and all make good progress. |
| Children with an identified SEMH need, achieve their MyPlan targets and make good progress in reading, writing and maths. | Children with identified SEMH needs make good progress in reading, writing and maths. |
| Disadvantaged pupils' attendance increases so that it does not impact on their attainment. | Disadvantaged pupils' attendance is above 95% on average and no disadvantaged pupils are persistently absent. |
| Disadvantaged children have higher self-esteem and identify as confident learners. | The attainment gap between disadvantaged children and their peers has decreased and all make good progress. The majority of disadvantaged children surveyed can identify at least three positive things about themselves and their learning. |

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: £3,900

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Developing high quality spelling teaching, curriculum and assessment to meet the needs of pupils. | <p>EEF states that 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils'. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://hwrkmagazine.co.uk/closing-the-gap-with-quality-first-teaching/</p> | 2 |
| Developing high quality teaching of grammar curriculum in order to meet the needs of pupils. | <p>EEF states that 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils'. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://hwrkmagazine.co.uk/closing-the-gap-with-quality-first-teaching/</p> | 3 |
| Professional development of evidence-based approach to retrieval practice. | <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 disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092</p> <p>The EEF teaching toolkit suggests that teaching for mastery, including retrieval practice, has a very high impact for a very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> | 6 and 7 |

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

Budgeted cost: £5500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Structured interventions for spelling and grammar | <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> <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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2 and 3 |
| Structured interventions to close gaps in maths understanding in line with targeted assessment. | <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> <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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1 |
| Teaching assistant deployment across Key Stage 2 for targeted in-class support and intervention in the moment. | <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> <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: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3 and 7 |

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

Budgeted cost: £2,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Supporting pupils social, emotional and mental health needs including ELSA support and lunchtime intervention. | 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) | 5 and 7 |
| Attendance support in line with policy | The DfE guidance, on which our policy is based, has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 4, 5 and 7 |
| Inclusion in targeted extra-curricular activities to raise self-esteem and confidence. | The EEF teaching and learning toolkit suggests that an average impact of +3 months can be gained for a very low cost with participation in the arts https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 4, 6 and 7 |

Total budgeted cost: £11,700

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 2021 to 2022 academic year.

- Monitoring in 2021/22 showed that all teaching across the school was consistently good with some outstanding and high turnover of staff due to maternity leaves, has not impacted on this consistency of teaching quality.
- End of Key Stage 1 and 2 results were above national average with good progress across Key Stage 2 in particular.
- 100% of disadvantaged children achieved working at expectations in reading at the end of Key Stage 2. All disadvantaged pupils made on average 6.1 points progress across the year in reading with 87% of disadvantaged pupils being on track for reading. Progress across Key Stage 2 for all pupils in reading was 2.9, with 93% achieving working at expectations and 36% achieving a scaled score of 110 or above.
- 100% of disadvantaged pupils who had started school at the start of this plan are now on track for reading and the difference in attainment between them and their peers has reduced by 33.4% since Summer 2019.
- The curriculum is now ambitious and broad in line with the national curriculum.
- Gaps from COVID-19 have been filled so that all children completed their national curriculum goals by the end of Key Stage 2.
- At the end of 2021/22, 87% of disadvantaged pupils were on track in reading and 57% in writing and maths, with 14% working at greater depth in maths. In reading, a higher percentage of disadvantaged children were on track or above than non-disadvantaged children at the end of Key Stage 2.
- On average, since Autumn 2020, disadvantaged children made better progress than their non-disadvantaged peers in reading, writing and maths.
- Since the return from the COVID-19 lockdown in Autumn 2020, the gap between disadvantaged children and their non-disadvantaged peers in reading has narrowed by an incredible 44.4 points, from a difference of 53% to a difference of just 8.8%. A strong impact has also been seen in writing, where the gap between disadvantaged children and their non-disadvantaged peers has narrowed by 21.2 points, from a difference of 50% to a difference of 28%. The focus needs to be to continue to narrow this gap in writing and maths next year as the maths gap has not been closed in the same way, although it has not widened.
- Progress is now at 2.9 for reading, 3.1 for writing and 0.1 for maths at the end of Key Stage 2 for all children, coming from a starting point at the end of 2019 of -1.2, -0.1 and -1.4 respectively.
- 100% of disadvantaged children achieved working at in reading at the end of Key Stage 2, from a starting point of 50% at the end of KS1, and 50% in writing and maths (2 children), staying the same from 50% at end of KS1.
- 100% of PP parents attended MyPlan reviews throughout the year as well as parents' evenings.
- Attendance for disadvantaged pupils was 89.11% in 2021/22 - COVID-19 continued to impact the attendance figures across the school with the whole school average coming down by 3% from the previous year when COVID-19 absence was not included in attendance figures.
- Children on MyPlans for SEMH met their targets and 5 children were removed from the SEND register as a result of the progress they had made.

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 |
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