

# Pupil premium strategy statement – Whiteshill Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	31 <sup>st</sup> Dec 2023
Date on which it will be reviewed	31 <sup>st</sup> Dec 2024
Statement authorised by	Heather Francis – Headteacher
Pupil premium lead	Heather Francis
Governor / Trustee lead	Jeremy Riley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,295
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,295

# 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	Closing the maths progress gap. At the end of Key Stage 2, the progress score for disadvantaged pupils was -0.87 compared to -0.11 for their non-disadvantaged pupils, meaning that by the end of Key Stage 2, disadvantaged pupils still do not make as good progress as their non-disadvantaged pupils and the gaps have not been fully closed.
2	Closing the reading progress gap. In reading, progress was low for disadvantaged pupils at -3.41 compared to 0.75 for their non-disadvantaged peers. The gap across Key Stage 1 and 2 has closed but is still at 27.9% with their non-disadvantaged peers.
3	Attendance not in line with their non-disadvantaged peers

	Autumn term 2023/24 PP attendance was at 90.31% with a gap of 5.5% below the school average. 22% of PP children are persistent absentees at present (2 children). This means that disadvantaged children attendance is still a barrier to their attainment.
4	<p>PP children are not achieving greater depth within the expected standard including a link to reduced cultural capital.</p> <p>No PP children have achieved greater depth in reading, writing or maths at the end of Key Stage 2 in recent years and this is reflected across the school with the majority of PP children at or below age-related expectations. This is 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' (<a href="http://www.anewdirection.org.uk">www.anewdirection.org.uk</a>). 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.</p>
5	<p>Self-esteem and confidence</p> <p>66% of disadvantaged children are or have received support for their social, emotional and mental health, in particular linked to their self-esteem and confidence. This is likely to be a barrier to progress and attainment in line with their peers.</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
Disadvantaged pupils' gaps in maths knowledge are filled through targeted intervention and in-class support.	<p>100% of disadvantaged children achieve working at expectations for maths at the end of Key Stage 2 and make good progress.</p> <p>The gap between disadvantaged children and their peers is narrowed in maths attainment and all make good progress.</p>
Disadvantaged pupils' gaps in reading knowledge are filled through targeted intervention and in-class support.	<p>100% of disadvantaged children achieve working at expectations for reading at the end of Key Stage 2 and make good progress.</p> <p>The gap between disadvantaged children and their peers is narrowed in reading attainment and all make good progress.</p>
Disadvantaged pupils' attendance increases so that it does not impact on their attainment.	Disadvantaged pupils' attendance is above 95% on average and the percentage of disadvantaged pupils who are persistently absent decreases.
An increased percentage of disadvantaged pupils in Key Stage 2 achieve greater depth in reading, writing and maths.	100% of PP children at the end of Key Stage 2 achieve greater depth in at least two areas.

	An increased percentage of PP children in Key stage 2 are assessed to be working at Greater depth in reading, writing and maths.
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## 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: £2,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, curriculum and assessment to meet the needs of all pupils.	EEF states that 'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils'. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>  <a href="https://hwrkmagazine.co.uk/closing-the-gap-with-quality-first-teaching/">https://hwrkmagazine.co.uk/closing-the-gap-with-quality-first-teaching/</a>	1, 2 and 4

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions to close gaps in line with targeted assessment, including a focus on greater depth gaps in Key Stage 2.	Teaching assistant interventions can have a positive impact of +4 months according to the EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  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="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	1, 2 and 4

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2 and 4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	3
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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	4 and 5

**Total budgeted cost: £11,295**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcomes:

- Pupils' spelling knowledge increases and does not hold them back from achieving working at age-related expectations.
- 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.
- 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.

50% of disadvantaged children achieved working at expectations for writing at the end of Key Stage 2 – moderated externally by Glos LEA. This is an increase from 0% for these children at the end of Key Stage 1. Disadvantaged children made 1.81 progress compared to 1.29 for their non-disadvantaged peers. This demonstrates that our disadvantaged pupils made better progress by the end of Key Stage 2 than disadvantaged pupils nationally and their non-disadvantaged peers at Whiteshill. In writing across Key Stage 1 and 2, 20% more disadvantaged pupils are now on track and the gap between them and their non-disadvantaged peers has closed from 34.2% to just a 9.7% gap in writing.

Intended outcome:

- Knowledge organisers and retrieval quizzes ensure disadvantaged children remember key knowledge in line with their peers.

Pupil conference demonstrates that disadvantaged children are now more in line with their peers when it comes to knowing more and remembering more across each subject. They use the knowledge organisers to frame their knowledge and remember it more concisely.

Intended outcome:

- Disadvantaged pupils' gaps in maths knowledge are filled through targeted intervention and in-class support.

50% of pupils at the end of Key Stage 2 achieved working at, in line with 50% at the end of Key Stage 1. However, the progress score for disadvantaged pupils was -0.87 compared to -0.11 for their non-disadvantaged pupils, meaning that by the end of Key Stage 2, disadvantaged pupils still do not make as good progress as their non-disadvantaged pupils and the gaps have not been fully closed. Across Key Stage 1 and 2, 40% more disadvantaged pupils are now on track for maths and the gap has closed from 37.3% to 4.8% with their non-disadvantaged peers, suggesting that the gap is being closed further down the school which should result in increased progress going forwards at the end of Key Stage 2. Maths needs to continue to be a focus going in to next year's pupil premium funding plan.

Intended outcome:

- Targeted in-class support and intervention ensures disadvantaged children's assessments gaps are filled in reading, writing and maths.

See above for writing and maths results. In reading, 0% of disadvantaged pupils achieved working at age-related expectations at the end of Key Stage 2, in line with their Key Stage 1 results. Progress was low for disadvantaged pupils at -3.41 compared to 0.75 for their non-disadvantaged peers. Across Key Stage 1 and 2 however, 20% more pupils are now on track and the gap has closed from 41.8% to 27.9%

with their non-disadvantaged peers. Reading progress must continue to be an area of focus going into next year's pupil premium funding plan.

Intended outcome:

- Children with an identified SEMH need, achieve their MyPlan targets and make good progress in reading, writing and maths.

In reading, all children made expected progress except 1. 50% of children made above expected progress. In writing, 62.5% made expected or better progress. In maths, 50% made expected or better progress with 37.5% making above expected progress. This suggests that maths and writing progress still need to be a focus for these children going in to next year's pupil premium funding plan. Children with an identified SEMH need met over 90% of their MyPlan targets so far in 2023/24.

Intended outcome:

- Disadvantaged pupils' attendance increases so that it does not impact on their attainment.

Disadvantaged pupils' attendance so far for the duration of the previous plan (1<sup>st</sup> Jan 2022 – 31<sup>st</sup> Dec 2023) is at 94.04% compared to 86.79% in the same period the year before. PP attendance data for Autumn 1 2023/24 was above the trust average at 93.27% compared to 93.09%. This is still lower than their non-disadvantaged peers though and should remain a focus. 2 PP children remain persistent absentees.

Intended outcome:

- Disadvantaged children have higher self-esteem and identify as confident learners.

One disadvantaged child has been removed from the SEN register for SEMH needs as her confidence and self esteem has increased to a point where she does not require extra support.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider