

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Whitehill Primary School
Number of pupils in school	701
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	07.09.22
Date on which it will be reviewed	16.09.23
Statement authorised by	Angela Carpenter
Pupil premium lead	Heather Weston
Governor / Trustee lead	Dr C Daw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,910
Recovery premium funding allocation this academic year	£24,000
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	£253,910

# Part A: Pupil premium strategy plan

## Statement of intent

- At Whitehill Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding often face specific barriers to reaching their full potential, and, at Whitehill, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Access to the curriculum – under-achieving groups.
2	Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities
3	Attendance
4	Parental engagement with the school
5	Children in receipt of the Pupil Premium Grant, who also have SEMH needs
6	Aspiration – focusing particularly on higher achieving Pupil Premium pupils
7	Behaviour – building the resilience of pupils

## 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 will meet national expectations for attendance and persistent absence.	Baseline attendance data on all PP- How many PP have attendance lower than 97%

	<p>95% (95% is the new national average) target</p> <p>specific children identified and meeting with parents to discuss barriers to attendance and way forward.</p> <p>Tracking of attendance by Family and Pupil Support Partner</p> <p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Assistant Head teachers, Family and Pupil Support Partner.</p>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p>	<p>The curriculum will provide pupils with an exciting, varied curriculum. This will be overhauled to include differentiated pathways and opportunities for enrichment.</p> <p>CPD to raise the profile of Subject leadership and SLT to ensure that curriculum is fit for purpose.</p> <p>Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. ( These include planned in theme weeks)</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day</p> <p>Pupil premium funding to ensure that PP children have access to opportunities 'outside of school' including trips and residential.</p>
<p>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children</p>	<p>Thorough baseline levelling - Rainbow Steps/ Target Tracker- identify starting point and consider ways to measure progress.</p> <p>Subject leaders to investigate age-standardised tests to enable benchmarking.</p> <p>SEN/disadvantaged children working at a lower age level- assessment based on the level the child is working on</p> <p>Rainbow Steps identified</p> <p>Shared with parents</p> <p>updated by class team</p> <p>Rate of progress - data drops given to Deputy Head/SENCO</p>

	<p>Identify which children are not making expected progress</p> <p>identify barriers to their learning</p> <p>form action plan to address opportunity to thrive</p> <p>Intrinsic monitoring to track starting point, through-year assessment and end of year for all children. Compare and contrast data with all children then with PP children.</p>
Identify children who have SEMH and ensure that wellbeing and engagement is baselined and tracked using Boxall profiling.	<p>All PP children with SEMH concerns- staff to baseline using Boxall profile</p> <p>HW- to train staff in how to use programme</p> <p>Ensure all SEMH children have plan in place by July</p> <p>Ensure strategies suggested are resourced and available</p> <p>Score SEMH children's levels of wellbeing and engagement</p> <p>Track and monitor SEMH each small term to see if progress in engagement is seen</p> <p>Behaviour records kept- lessening incidents seen when Boxall strategies put into place</p>
Parents of PP children are engaging in school activities more in line with engagement of other parents	<p>PP parents to be specifically invited to events/workshops</p> <p>Family and Pupil Support Partner- to follow up with families who do not attend parents meeting or school meetings about the child - what are the reasons why?</p> <p>Investigate ways to encourage these parents to support children in school even more</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: £ [154,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruitment &amp; Retention- Family and Pupil Support Partner</i>	Increased parental engagement and links with SENCO/Student Support/ Family and Pupil Support Partner to provide help and support for children and parents	1,3,4,5,7
<i>Recruitment &amp; Retention- Attendance Officer</i>	Increased parental engagement and links with SENCO/Student Support/ Attendance officer to provide help and support	3,4,5,7
<i>Accelerated Reader teacher</i>	To support progress in reading to encourage all to make progress	1,2,4,6
<i>Pastoral Support Team</i>	To offer sessions with vulnerable children and help to be an advocate and ensure pupil voice is heard	3,4,5,6,7,
<i>Jolly Phonics Resources and Whole Staff Training Purchased</i>	To improve the impact of synthetic phonics teaching so that a greater number of pupils are Reading and accessing the curriculum.	1,2,4,6

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

Budgeted cost: £ [10,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring for PP children- PHonics</i>	Tailored support to help raise academic achievements- data tracked and monitored	1,4,6,7
<i>Tutoring for PP children- Maths</i>	Tailored support to help raise academic achievements- data tracked and monitored	1,4,6,7

<i>Tutoring for PP Children- English</i>	Tailored support to help raise academic achievements- data tracked and monitored	1,4,6,7
<i>Nuffield Early Language Intervention</i>	According to EEF, NELI appeared to have a <b>positive impact on children's language skills</b> : Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading.	1,2,6,7
<i>Extra sets for Mathematics</i>	Smaller group sizes allow PP/Higher pupil premium and others to have more personalised learning	1,6,7
<i>Licence for Accelerated Reader</i>	All children able to access AR programme and be part of opportunity to drive own standards up	1,4,5,6,7
<i>Nessy licences</i>	All PP children with reading and spelling difficulties to access Nessy computer programme for alternative learning opportunities in school and at home	1,4,5,6,7

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

Budgeted cost: £ [89,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increasing our play therapist offer Draw and Talk Counselling Wider counselling options being explored.</i>	<p>The Association for Play Therapy's research has indicated that such an approach is effective in reducing long term mental health issues.</p> <p>There is thus an expectation that play therapy will reduce the number of children with long term mental health issues.</p> <p>Raising the profile of wellbeing with the school.</p> <p>Contributing to removing barriers to learning.</p>	4,5,7
<i>trips and residential, wrap around care</i>	All children are given the opportunity to take part in activities that extend the curriculum. Add cultural capital	2,3,6,7

Music Lessons	All children are given the opportunity to take part in activities that extend the curriculum.	2.3.6.7
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**Total budgeted cost: £ 253,000**

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.

*Due to COVID-19, performance measures have not been published for 2020 to 2023, and 2020 to 2023 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2022 to 2023 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?*

- **Disadvantaged pupils will meet national expectations for attendance and persistent absence.**

### **The National Attendance Data for 22/23 is 95%**

There are currently 596 children on roll. ( This does not include nursery data)

There are 156 PP ( this does not include nursery data)

Therefore  $156/596 = 26\%$  on roll are PP.

**Based on our Data: 340 children have attendance rate lower than 95%.**

**$340/596 = 57\%$  of school have attendance rate lower than 95%**

**$256/596 = 43\%$  of school have attendance rate Higher than 95%**

**140 of the children are Pupil Premium = 41 % of poor attenders are Pupil Premium,  
59% of Pupil Premium children attend regularly ( Above 95%)**

**Therefore the rate of attendance is higher in pupil premium children than in Non-Pupil premium children.**

Of the PP children whose attendance is below 95% and who are in Year R -Year 5

- these have been identified and data shared with the attendance officer so that these children have a targeted plan. Year 6 PP children with poor attendance- new schools to be contacted to ensure they are aware of attendance concerns.

Analysing data from 21/22 and 22/23

There are 111 Pupil Premium pupils whose attendance data can be compared.

52/111 have improved attendance - 46.85% .

59 pupils need individualised plans of action- Deputy Headteacher to collate information into a document.

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- **All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.**
- **Pupils love learning and have access to an engaging, broad and varied curriculum.**

Student Council, pupil and parent surveys all indicate an increased satisfaction where our curriculum offer is concerned. There has been an increase in people who feel that the breadth, depth, engagement and enjoyment which is facilitated through the curriculum has improved. Our new curriculum has enrichment incorporated and these activities provide opportunities for the children to apply and contextualise their learning.

The number of trips and learning enrichments have increased this year thanks to the curriculum overhaul, learning activities are much better linked to the curriculum. All of Key Stage 2 have and will continue to receive gymnastic coaching at Meapa which is the local gymnasium. Year 4 attend the local bathes. Year 5 had a mobile astrodome visit the school. Year 3 saw The Railway Children at Woodville Halls. Year 4 did some Geography fieldwork on the Gravesend Promenade. Year 1 went to see the Pocahontas statue in Gravesend. Year 1 went into town to sketch the buildings. Year 5 went to Leeds Castle. Year 3 had a Roman Day Workshop. A range of year groups have been out to compete in football, rugby and hockey tournaments. Year 5 visited the local Gurdwara. Year 4 had a Viking Day Workshop. Year 4 went to Mountfitchet Castle. Many of the year 6 completed a Bikeability Course. Reception had a Balance Bike Workshop. Year 4 went to the local church. As a 100 Dojo reward, one class elected to go to Woodlands Park. Year 1 had an Apple Planting Workshop. Year 1 went to Hall Place to learn about gardening. Year 6 went to Dover Castle. Year 4 completed a study of Windmill Hill. Reception visited Kent Life. Year 3 visited the museum and castle in Rochester. All of Key Stage 1 completed a session with a visiting dance coach. Nursery had an animal workshop visit. EYFS hatched chicken eggs. Year 2 went to Westbrooke Bay. The whole school also had actors come in and perform a pantomime. A magician performed for Key Stage 1. Fizz Pop Science workshops have been in to work with all of the children.

For one of the enrichment weeks, children across the school litter picked in the local community. All year groups have raised funds for their chosen charities at some point in the year. Children across the hall contributed to a community lantern parade in the Gravesend town centre. Key Stage 2 children performed songs for the local old people's home at Christmas. Some of our students participated in a community run St George's Parade. We have arranged for PCSOs, the RSPCA the NSPCC and representatives from the Charity for the Blind to come in and talk to the children. We have supported Jeans for Jeans Day, Children in Need, Anti-bullying Week, National Autistic Awareness Day, supported the local food bank, raised money for a family who lost their home through a fire and also raised money to improve the quad area. We have benefitted from agreeing to pilot an intergenerational project. We will look to continue this work. The school supports the works of the Forrester Foundation - storing and distributing bags of food to those in need.

We have changed how directed time is used and subsequently used some of our allocation for running extracurricular clubs. We presently offer a reading club, a film club, Music Club / Choir,



Art Club, Lego Club, Drawing Club, Rugby Club, Cricket Club, Basketball Club, Yoga Club, Dungeons and Dragons Club, Pokemon Club, French Club, Gardening Club, Board Game Club, Tennis Club, Cookery Club, British Sign Language Club, Irish Club and Football Club. Next term we have plans to continue these clubs.

- **Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths.**

As a school we recognise that expected progress is 4 points over a year.

Of the Pupil Premium children in school with measurable data ( Year 1-6)

Maths- 86.3%

Reading- 77%

Writing -72%

Combined- 41%

#### [Pupil Premium data](#)

It is particularly pleasing to see the progress in Maths.

From the data- no Pupil Premium has regressed in any of the areas.

There are 7 children who have not made the expected progress in any of the three areas identified. 3/7 of these children are in Year 6 and all of these have EHCPs with specialised needs.

Of the 4 remaining children, 2 have significant attendance issues

6/7 of the children are known to Early Help/Social services team

The 4 children identified will need progress tracking more closely in line with safeguarding and attendance issues. 1 of the children is also on the SEN register.

- **The gap is narrowed in the progress and attainment of PP and non-PP children**

It is customary for students to make 4 points progress in an academic year. The NTP ran for half the academic year. Of the 24 Pupil Premium students who received tutoring 12 (50%) made more than the expected 2 points progress in that time 75% (18/24 pupils) made at least the expected 2 points progress in that time.

In year 6, Pupil Premium children made a greater number of points progress in Reading and Maths than Non Pupil Premium. The points progress score for writing was 0.5 less than that of Non Pupil Premium.

In Year 5, Pupil Premium children made a greater number of points progress in Maths than Non Pupil Premium. The points progress score for writing was 0.5 less than that of Non Pupil Premium. The points progress score for writing was 0.5 less than that of Non Pupil Premium and for reading 0.2 less.

In year 4, Pupil Premium children made a greater number of points progress in Maths, Reading and Writing than Non Pupil Premium.

In year 3, Pupil Premium children made a greater number of points progress in Writing and Maths than Non Pupil Premium. The points progress score for Reading was 0.3 less than that of Non Pupil Premium.

In year 2, Pupil Premium children made the same number of points progress in Maths than Non Pupil Premium. The points progress score for writing was 0.1 less than that of Non Pupil Premium and the Reading score was 1 less.

In year 1, Pupil Premium children made a greater number of points progress in Maths than Non Pupil Premium. The points progress score for writing was 0.8 less than that of Non Pupil Premium and the Reading score was 1 less.

In Reception, Pupil Premium children made a greater number of points progress in Number, Writing and Word Making than Non Pupil Premium.

In Nursery, Pupil Premium children made a greater number of points progress in Number, and Writing than Non Pupil Premium. The points progress score for word reading was 0.2 less than that of Non Pupil Premium.

Whilst we have no data from the year before to compare these figures to the assessment data would suggest that Pupil Premium children have made largely comparable progress to non-pupil premium. Our attainment data however, indicates lower starting points. If we can look to maintain higher rates of progress next, we can hopefully start to close the gap. Consistency of progress across the subjects needs now to be the focus.

- **Identify children who have SEMH and ensure that wellbeing and engagement is baselined and tracked using Boxall profiling.**

There are 196 Pupil Premium from Reception to Year 6.

Of these, 46 children have some SEMH need- 23% identified.

There has not been Boxall's completed on all 46 as some are lighter needs than others.

30/46 have received additional support ( ELSA, Young Lives, Play Therapy or Drawing and Talking) (65%)

- **Parents of PP children are engaging in school activities more in line with engagement of other parents**

We need to collect more data on this. Now that we have recruited a Family & Pupil Support Partner we shall make this a focus.

## 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
N/A	N/A
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*