

Pupil premium strategy statement – *Whitehill Primary School* **Review July 2024.**

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 |
|--|------------------|
| Number of pupils in school | 670 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2021-2024 |
| Date this statement was published | 01.09.23 |
| Date on which it will be reviewed | 16.07.24 |
| 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 | £267,450 |
| 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> | £27,550 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <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> | £295,000 |

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% specific children identified and meeting with parents to discuss barriers to attendance and way forward. |

| | |
|--|---|
| | <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 & 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 updated by class team</p> <p>Rate of progress - data drops given to Deputy Head/SENCO Identify which children are not making expected progress identify barriers to their learning 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</p> <p>Partner/Attendance- 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: £ [175,000]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Recruitment & Retention- Family & Pupil Support Partner</i> | Increased parental engagement and links with SENCO/Student Support/ Family & Pupil Support Partner to provide help and support for children and parents | 1,3,4,5,7 |
| <i>Recruitment & Retention- Student Support Assistant</i> | Increased parental engagement and links with SENCO/Student Support/ Family & Pupil Support Partner 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: £ [20,000]

| 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 positive impact on children's language skills : 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: £ [100,000]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Increasing our play therapist offer</i> <i>Draw and Talk Counselling</i> <i>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 |
| <i>Music Lessons</i> | All children are given the opportunity to take part in activities that extend the curriculum. | 2.3.6.7 |

Total budgeted cost: £ [295,000]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

| Activity | Challenge number(s) addressed | Impact : |
|--|-------------------------------|--|
| <i>Recruitment & Retention- Family & Pupil Support Partner</i> | 1,3,4,5,7 | <p>Positive impact. Family Support Partner (FSP) and Student Support Assistant (SSA) working with wider groups of children and families. Have supported Year 4,5 and 6 children with Peer mentoring. <i>Ofsted commented on Since the last inspection, behaviour has improved. Previously, pupils were worried about behaviour outside, but playtimes are now happier and safer. Pupils trust staff to help them resolve any worries. When pupils need help to manage their emotions, pastoral support is compassionate and effective. FSP now trained as Forest School leader- setting up and running groups now.</i></p> <p>Safeguarding team has widened to include After School Club. Weekly meetings and shared objectives ensure all children that have been raised- are discussed in meetings.</p> <p>Jolly Phonics rolled out across Ks1- improving data for all children. Staff training- actively engaging more adults to lead sessions. Data for phonics screens is an improving picture.</p> |
| <i>Recruitment & Retention- Student Support Assistant</i> | 3,4,5,7 | |
| <i>Pastoral Support Team</i> | 3,4,5,6,7, | |
| <i>Jolly Phonics Resources and Whole Staff Training Purchased</i> | 1,2,4,6 | |

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ [20,000]

| Activity | Challenge number(s) addressed | Impact : | | | | | | | | |
|--------------------------------------|-------------------------------|---|--------------------|--|------------|------------|------------|-------------|------|--|
| Tutoring for PP children- Phonics | 1,4,6,7 | Progress data: Pupil Premium data for Reading, Writing and Mathematics has increased from 22/23 data in all areas. | | | | | | | | |
| Tutoring for PP children- Maths | 1,4,6,7 | Reading <table><tr><th colspan="2">On Track Or Higher</th></tr><tr><th>Sum1 22-23</th><th>Sum1 23-24</th></tr><tr><td>38.1% (69)</td><td>59.7% (108)</td></tr><tr><td colspan="2">21.6</td></tr></table> | On Track Or Higher | | Sum1 22-23 | Sum1 23-24 | 38.1% (69) | 59.7% (108) | 21.6 | |
| On Track Or Higher | | | | | | | | | | |
| Sum1 22-23 | Sum1 23-24 | | | | | | | | | |
| 38.1% (69) | 59.7% (108) | | | | | | | | | |
| 21.6 | | | | | | | | | | |
| Tutoring for PP Children- English | 1,4,6,7 | | | | | | | | | |
| Nuffield Early Language Intervention | 1,2,6,7 | Writing <table><tr><th colspan="2">On Track Or Higher</th></tr><tr><th>Sum1 22-23</th><th>Sum1 23-24</th></tr><tr><td>26.5% (48)</td><td>47.0% (85)</td></tr><tr><td colspan="2">20.5</td></tr></table> | On Track Or Higher | | Sum1 22-23 | Sum1 23-24 | 26.5% (48) | 47.0% (85) | 20.5 | |
| On Track Or Higher | | | | | | | | | | |
| Sum1 22-23 | Sum1 23-24 | | | | | | | | | |
| 26.5% (48) | 47.0% (85) | | | | | | | | | |
| 20.5 | | | | | | | | | | |
| Extra sets for Mathematics | 1,6,7 | | | | | | | | | |
| Licence for Accelerated Reader | 1,4,5,6,7 | Maths <table><tr><th colspan="2">On Track Or Higher</th></tr><tr><th>Sum1 22-23</th><th>Sum1 23-24</th></tr><tr><td>42.5% (77)</td><td>56.9% (103)</td></tr><tr><td colspan="2">14.4</td></tr></table> | On Track Or Higher | | Sum1 22-23 | Sum1 23-24 | 42.5% (77) | 56.9% (103) | 14.4 | |
| On Track Or Higher | | | | | | | | | | |
| Sum1 22-23 | Sum1 23-24 | | | | | | | | | |
| 42.5% (77) | 56.9% (103) | | | | | | | | | |
| 14.4 | | | | | | | | | | |
| Nessy licences | 1,4,5,6,7 | | | | | | | | | |

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ [100,000]

| Activity | Challenge number(s) addressed | Impact : |
|---|-------------------------------|--|
| Increasing our play therapist offer Draw and Talk Counselling Wider counselling options being explored. | 4,5,7 | <p>The play therapist has completed 2 days a week- more access for all children to engage. Introduction of therapy dog has helped to further our SEMH offer also. We have taken part in pilot scheme with the Educational Psychology team/Specialist Teaching and Learning Support to encourage Solution-focused questioning and team around the school approach. This gives the opportunity for more students to be discussed and solutions agreed with class teachers directly.</p> <p>Attendance- Peer mentoring coaching has helped empower our students to help other students- Training cost: £2,000</p> <p>Attendance is slowly improving. Current figure is 92% . Introduction of texts and messages to parents who have not contacted school has made a difference to this. Home visits by FSP and SSP have ensured families are kept in contact- this is important part of FSP role. Ofsted report: The school's approach to improve attendance has also been successful. Attendance for all, and particularly disadvantaged pupils and those with SEND, has greatly improved. Motivational approaches and impressive support for families have made a tangible difference.</p> <p>Trips,residential and wrap around care: Expenditure: £5,339.10. All children who are PP have had access to reduced rate for residentials and trips. We have continued to finance wraparound care</p> <p>Please see the table and headline facts below:</p> |
| trips and residential, wrap around care | 2,3,6,7 | |
| Music Lessons | 2.3.6.7 | |

Session Attendance Summary (11 Sep 2023 - 24 May 2024) for Attendance

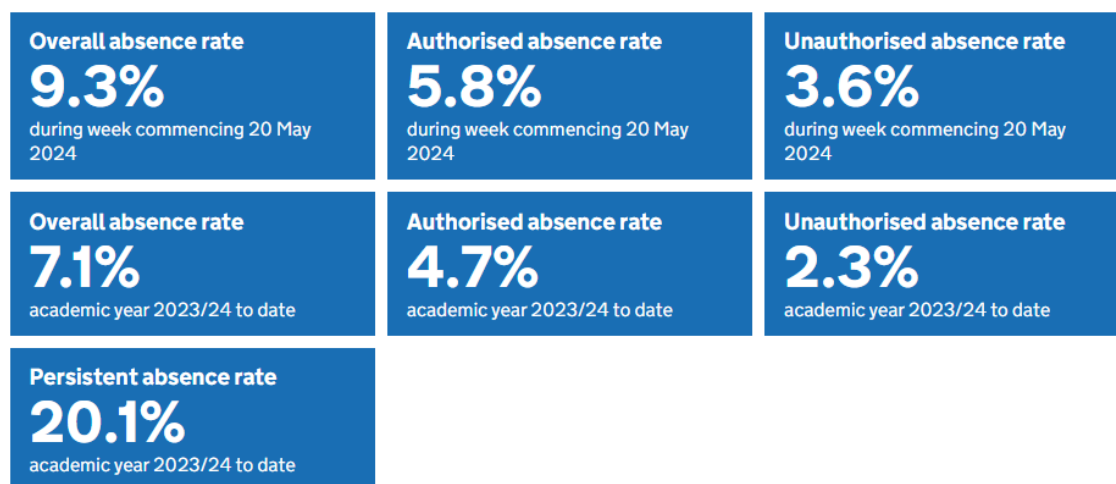
| | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|-------------------|--------|--------|--------|--------|--------|--------|--------|-----------|
| All (Current) | 90.69% | 91.88% | 93.18% | 93.14% | 94.20% | 92.24% | 91.06% | 92.49% |
| Male | 92.30% | 91.53% | 94.16% | 93.54% | 93.89% | 92.17% | 91.74% | 92.84% |
| Female | 89.24% | 92.27% | 92.05% | 92.67% | 94.52% | 92.31% | 90.31% | 92.11% |
| FSM | 81.39% | 91.11% | 90.29% | 87.29% | 90.85% | 86.99% | 86.00% | 88.42% |
| Not FSM | 92.66% | 92.33% | 94.61% | 95.92% | 96.22% | 94.78% | 93.91% | 94.52% |
| CLA or FSM | 81.39% | 91.11% | 90.29% | 87.29% | 90.85% | 86.99% | 86.00% | 88.42% |
| Not CLA or FSM | 92.66% | 92.33% | 94.61% | 95.92% | 96.22% | 94.78% | 93.91% | 94.52% |
| Pupil Premium | 81.39% | 91.11% | 90.29% | 87.29% | 90.87% | 86.99% | 86.00% | 88.44% |
| Not Pupil Premium | 92.66% | 92.33% | 94.61% | 95.92% | 96.30% | 94.78% | 93.91% | 94.53% |
| EAL | 90.38% | 93.81% | 93.46% | 93.66% | 94.37% | 95.34% | 90.90% | 93.36% |
| Not EAL | 90.92% | 91.05% | 93.05% | 92.75% | 94.12% | 90.25% | 91.13% | 92.02% |
| SEN | 0% | 94.76% | 93.46% | 94.33% | 97.06% | 92.42% | 85.43% | 92.36% |
| Not SEN | 90.69% | 91.69% | 93.13% | 93.10% | 94.13% | 92.21% | 91.47% | 92.50% |

Data shows that all years attendance was 92.5. PP attendance was 88.4 .

National Attendance was 90.7 with regional Pupil Premium attendance at 90 .

Data shows that 128 have persistent absence (<90%) 62.5% is pupil premium. (80/128 pupils)
This will need targeting for the year 2024-2025.

Headline facts and figures - 2024



This release covers the 2023/24 academic year up to 24 May 2024. The week commencing 27 May 2024 has not been included as the majority of schools are expected to be off for Summer half-term.

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 |
|-----------|----------|
| N/A | N/A |
| N/A | N/A |

Service pupil premium funding (optional)

| |
|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N/A |
| 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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.