

# 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	Whitehouse Primary School
Number of pupils in school	380
Proportion (%) of pupil premium eligible pupils	17%
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	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Shona Randle
Pupil premium lead	Ms Jane Eyre
Governor	Mrs Claire Kingston

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 86,885
Recovery premium funding allocation this academic year	£ 6,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£ 93,845</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Whitehouse Primary, we have high aspirations and ambitions for all our children. We believe that all learners should be able to read as well as develop the necessary skills and values required to succeed including the development of confidence, resilience, self-esteem and knowledge to enable them to reach their full potential. Therefore, we do not just target academic performance with this additional funding as we feel that the development of the whole child, their growth mindset and their wellbeing will have a greater impact on progress and academic achievement in the long term.

Pupil premium funding is allocated following needs analysis of data (including diagnostic assessments) and information around barriers to learning for our disadvantaged pupils, including many with complex needs. This helps us identify priority classes, groups and individuals. Common barriers can include weak communication and language development, gaps in learning, lack of self-esteem, SEN, complex family situations, mental health and weak emotional resilience. The challenges are varied and individual and there is no 'one size fits all'.

We use research based evidence from the EEF toolkit to inform our decisions on pupil premium spending and (in line with DfE guidance) we take a 3-tiered approach to our pupil premium strategy which involves: i) whole school development of high quality teaching strategies, ii) a targeted focus to academic support and, iii) the use of wider strategies. We believe that improving the quality of teaching is the most significant factor in raising attainment and ensure that all teaching staff are supported to keep improving as well as involved in the analysis of data and identification of pupils for focused support, so that they are fully aware of strengths and weaknesses across their year group and also across the school. Our strategy priorities reflect this and any barriers to learning.

## Challenges

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

Challenge number	Detail of challenge
1	A high number of children (67%) who receive pupil premium funding have multiple vulnerabilities including additional and complex needs in regards to SEND and other factors such as child protection or child in need procedures.
2	Assessments, observations and early help interventions have identified 53% of our disadvantaged children suffer from <b>low esteem and/or have other social, emotional and behavioural issues</b> . These issues can have a detrimental effect and impact negatively on their academic attainment and progress.
3	Assessments and observations indicate that the education of many of our disadvantaged children has been impacted by school closures/partial closures (particularly with KS1 children) resulting in gaps in learning affecting 60% of

	our disadvantaged children in year 1 and 50% in year 2 for maths and reading. These findings are supported by national studies.
4	Observations and baseline assessments highlight that 71% (5/7) disadvantaged children in FS and KS1 are lacking in good social skills and readiness for learning: factors of being isolated and unable to attend social settings during the pandemic.
5	Observations and baseline assessments on entry to school highlight that all our children from disadvantaged backgrounds have development needs in fine and gross motor skills.
6	Assessments, observations and discussions with children suggest that disadvantaged pupils have more difficulties with reading than non-disadvantaged.

## 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 who have fallen behind in basic skills acquisition (due to the pandemic) receive high-quality targeted teaching and support in order to catch-up.	July 2022 data shows that the % of disadvantaged pupils achieving ARE and making good progress is increasing across all phases in relation to phonics, communication and language, vocabulary and maths, particularly in KS1.
Pupils and families with identified social and/or emotional/mental health needs are well supported by school staff and PSA	Identified emotional/mental health needs have been removed and/or alleviated via access to appropriate support, pupils attend well and make progress in line with their peers. Pupil voice shows that children are happy and enjoying school. Parent surveys show that parents of disadvantaged pupils felt well supported by school.
Improved language, comprehension and reading skills for disadvantaged children from FS – year 3  Reading attainment improves among disadvantaged children including reading more widely and for enjoyment.	Consistent approach to teaching phonics across EYFS, KS1 and KS2 with the introduction of Little Wandle systematic phonics scheme.  Disadvantaged pupils read frequently with a greater understanding of comprehension, increased understanding of vocabulary and have access to a wider range of texts measured through pupil voice, reading journal responses and reading records.

	<p>Sustained improvement in standardised scores and reading ages Y1-Y6.</p> <p>Year 2 phonics target 2021 - 60%</p> <p>Year 2 reading target EXS 2022 - 75%</p> <p>Year 6 reading target EXS 2022 – 75+%</p>
Gaps in maths knowledge and skills are overcome by good quality teaching, catch up provision and intervention.	By July 2022, the % of children achieving maths ARE is 75%+ in all year groups
Children are able to access the curriculum with barriers to learning minimised including improved fine motor and written skills for PP children in EYFS	<p>Disadvantaged pupils are able to achieve in line with similar peers.</p> <p>Teachers and support staff plan exciting, memorable and differentiated cross curricular learning experiences/ lessons/sessions that meet needs.</p> <p>Gross and fine motor development and writing skills are planned for explicitly in EYFS curriculum for disadvantaged children.</p>
Disadvantaged children have similar opportunities and access to the school's curriculum and wider school life as their peers.	<p>Disadvantaged children will be exposed to and invited to attend a wide range of social, cultural, enrichment and sporting experiences both within and outside of the school day.</p> <p>Data shows that disadvantaged children experience equity in relation to accessing all aspects of the school's curriculum.</p>
All disadvantaged children will meet national expectations for attendance.	Disadvantaged children will match or exceed national attendance averages for non-disadvantaged pupils – 96+%, except those children with physical/medical complex needs who require frequent medical appointments/hospitalisation.

## 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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Little Wandle Training for ALL staff and the purchase of phonics reading books</p>	<p><b>Effectively implement a systematic phonics programme   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>            Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.            Consider the following when teaching a phonics programme:</p> <ul style="list-style-type: none"> <li>• Training—ensure all staff have the necessary pedagogical skills and content knowledge</li> </ul>	6
<p>Individual reading to continue to take place x3 weekly with CT and TA</p> <p>Guided Reading – Whole class and groups</p>	<p><b>Improving Literacy in Key Stage 1   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>            Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.            Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children’s language and thinking during interactions and activities such as shared reading.            Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills and problem solving are developed, as well as knowledge.</p> <p><b>Improving Literacy in Key Stage 2   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>            Support pupils to develop fluent reading capabilities. Fluent reading supports comprehension because pupils’ cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p>	6

	<p><b>Teach pupils to use strategies for developing and monitoring their reading comprehension</b></p> <p>Reading comprehension can be improved by teaching pupils specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties. These include: prediction; questioning; clarifying; summarising; activating prior knowledge.</p>	
<p>Developing independence and early writing across EYFS via specific sessions for Dough disco, Squiggle as you wiggle and daily planned opportunities/activities for gross and fine motor skills development.</p>	<p><b>The importance of physical development</b></p> <p><a href="https://help-for-early-years-providers.education.gov.uk/physical-development/fine-motor-skills">https://help-for-early-years-providers.education.gov.uk/physical-development/fine-motor-skills</a></p> <p>Why fine motor skills are important. Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed.</p> <p>Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.</p> <p><b>Preparing for Literacy in the Early Years   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Developing children's capability to write... Support children to develop the foundations of a fast, accurate, and efficient handwriting style. Monitor the product and process of children's handwriting and provide additional support as necessary.</p>	5
<p>The use of modelling and the 'thinking voice' more explicitly in lessons to develop metacognition and self-regulation.</p>	<p><b>Metacognition and self-regulation   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p>	3
<p>Additional staff deployed in KS1 and KS2 to support targeted individuals</p> <p>VB – KS1</p> <p>HG – KS2</p>	<p><b>Use high quality targeted support to help all children learn / Use structured interventions to provide additional support.</b></p> <p><b>Improving Mathematics in the Early Years and Key Stage 1   EEF</b></p>	1, 2, 3, 4, 6

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>High quality, targeted support can provide effective extra support for children.</p> <p>Small-group support is more likely to be effective when: children with the greatest needs are supported by the most experienced staff; training, support, and resources are provided for staff using targeted activities; sessions are brief and regular; and explicit connections are made between targeted support and everyday activities or teaching.</p> <p><b>Improving Literacy in Key Stage 1   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p><b>Improving Mathematics in Key Stages 2 and 3   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>Interventions should start early, be evidence-based and be carefully planned.</p> <p>Interventions should include explicit and systematic instruction.</p> <p>Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</p> <p><b>Improving Literacy in Key Stage 2   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidenceinformed interventions that target specific areas of difficulty</p>	
<p>CPD and training: Enhancement of the current use of IT in the classroom</p>	<p><b>Using Digital Technology to Improve Learning   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p> <p>Technology can be engaging and motivating for pupils. Some forms of technology can also enable teachers to adapt practice effectively.</p>	<p>1, 2, 3, 6</p>

	<p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Academic Mentor for one-to-one and small group structured interventions.	<p><b>Use structured interventions to provide additional support.</b></p> <p><b>One to one tuition</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	1, 2, 3, 4, 6
Structured interventions and precision teach for speech and language, maths, phonics, handwriting and reading across KS1 and 2 to target gaps in learning identified from formative and NTS assessments.	<p><b>Small group tuition   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	3, 6
Speech and Language Therapy delivered by external services to identified pupils.	<p><b>Improving Literacy in Key Stage 1   EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Language provides the foundation of thinking and learning and should be prioritised. Adults have a vital role</p>	1, 3, 4

	<p>to play in modelling effective language and communication.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Individual reading and the development of reading for pleasure and a love of books is further supported by the purchase of a range of reading books for each class alongside all children receiving a book from Friends of WH as a Christmas gift.</p> <p>Engagement/training of parents through 'parent play' sessions in EYFS.</p>	<p>Reading for pleasure   EEF  <a href="https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects">https://educationendowmentfoundation.org.uk/news/literacy-catch-up-projects</a></p> <p>There is some research evidence which suggests that reading for pleasure is <b>important</b> for both personal and academic development. This is supported in The Reading Framework by DfE 2021 and underlined in 2012  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p>	6
<p>Wellbeing, social, emotional and active learning approaches to be planned and embedded into the school day and across the curriculum, including a wellbeing survey for pupil voice.</p>	<p><b>Improving Social and Emotional Learning in Primary Schools   EEF</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <p>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p>	2
<p>Enrichment activities and regular trips and visitors to motivate, engage and enhance learning as well as context of learning.</p>	<p>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p> <p>Social awareness: use stories to discuss others' emotions and perspectives.</p>	3
<p>Provide all children with their own learning packs of equipment – pens/pencils/rubber/ruler/pencil crayons/scissors/glue stick</p>	<p>Relationship skills: role play good communication and listening skills.</p> <p>Responsible decision-making: teach and practise problem solving strategies.</p> <p>Establish schoolwide norms, expectations and routines that support children's social and emotional development</p> <p>Establish a shared vision for SEL: ensure it is connected to rather than competing with other school priorities.</p>	3, 4

	Seek ideas and support from staff and pupils in how the school environment can be improved.	
PSA supports children with anxiety using the eat big elephants approach	<b>Improving Social and Emotional Learning in Primary Schools   EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> Self-awareness: expand children’s emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.	2
PSA to support vulnerable children and families in crisis with access to early help involvement and supportive TAC meetings.		1, 2
Therapeutic support for children using some internal qualified staff in lego therapy and some external agencies e.g. The Bungalow Project		1, 2
A variety of after school clubs run each term covering aspects of sport, music and creative arts development.	<b>Teaching and Learning Toolkit   EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> <b>Arts participation and Physical activity</b> Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	1, 2, 5
Winning team treats each half term to motivate and reinforce growth mindset learning behaviours.	<b>Improving Social and Emotional Learning in Primary Schools   EEF</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a> Model the social and emotional behaviours you want children to adopt. Give specific and focused praise when children display SEL skills.  <b>Learning behaviours</b> <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a> Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1, 2, 3, 6

**Total budgeted cost: £93,500**

## 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.

Please refer to the **Pupil Premium Evaluation of Impact Report 2020 -2021**

### 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
Lexia	Cambium Learning Group
TT Rockstars	Maths Circle Ltd
MyMaths	Oxford University Press
Phonics play	Phonics Play Ltd
Education City	Education City Ltd