

Whitehouse Primary School – 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	205
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022 2022 / 2023 2023 / 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Tracy White
Governor / Trustee lead	Julie West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,360
Recovery premium funding allocation this academic year	£14,048
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,408

Part A: Pupil premium strategy plan

Statement of intent

At Whitehouse Primary School we are dedicated to ensuring pupils who are disadvantaged are offered every opportunity to make good progress and close any attainment gap between themselves and their more affluent counterparts.

We serve a catchment with a significant number of vulnerable and disadvantaged families and have a very sound understanding of the barriers to learning which often accompanies pupils from these backgrounds.

In light of the COVID pandemic resulting in our disadvantaged children spending extended periods of time away from the secure routines of school we are seeing an impact on pupils wellbeing along with increased gaps in attainment for those who experienced very little support from parents and carers during home learning.

Our ultimate aim is to provide our pupils with a holistic approach to meeting their social, emotional, mental health and academic needs. This strategy has been written in conjunction with a wider COVID recovery plan which aims to provide effective intervention to all pupils most in need.

Quality first teaching will lead the drive to provide a high quality curriculum offer to our pupils. Leaders will ensure the identification of areas of support are recognised quickly and intervention set up and monitored in a robust way to ensure the greatest impact on our learners.

Regular analysis of quantitative and qualitative data ensures a comprehensive understanding of our pupils' needs and informs our next step approach to ensure we meet the needs of each child based upon a secure understanding of their barriers to learning. Further examination of impact of interventions makes sure no time is wasted and pupils are constantly being challenged to make good progress

Challenges

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

Challenge number	Detail of challenge
1	<p>Impact of the COVID Pandemic</p> <p>A significant number of pupils did not engage regularly or consistently with home learning during periods of school closures. Many of our families are vulnerable and have low levels of numeracy and literacy skills which had a noteworthy impact on the extent of support which could be provided to pupils during their extended periods at home. The effect of this led to children returning to school with increased gaps in their learning along with acknowledgment of increased anxieties around their starting points.</p> <p>In addition, leaders have recognised children’s well being and mental health show signs of worry and unease around their learning, reigniting their relationships with peers and in a few cases their ability to regulate their behaviour.</p>
2	<p>Behaviour for Learning</p> <p>Leaders have identified a need to further support children to regulate their behaviour and ensure a whole school approach to managing behaviour and peer to peer relationships in school.</p> <p>Our knowledge of our children and their needs informs us that it is important to have a consistent approach to high expectations of behaviours, a uniform system of rewards and sanctions and quality CPD for staff to ensure evidence based strategies when managing positive behaviour and relationships are being used effectively.</p>
3	<p>Building a Community of Readers</p> <p>Due to the very low entry levels of our pupils and the difficulties we are faced around parental engagement and involvement, our disadvantaged pupils arrive with us significantly below age related expectations. Their low levels of language and oracy means they struggle with early phonics, find decoding and blending difficult and therefore progress in early reading is hindered. Ensuring pupils are equipped with the skills necessary to read and developing a positive reading experience is critical to all areas of their learning including being able to access their ambitious curriculum offer in primary school and beyond.</p>
4	<p>Enrichment to Build Cultural Capital</p> <p>We serve an area of extreme high deprivation and all our staff have a sound understanding of the impact of that on our pupils barriers to learning. The vast majority of our disadvantaged children have significantly fewer enrichment experiences than their more affluent peers and this, if not addressed, leads to the gap between our disadvantaged pupils and others, widening. High proportions of our disadvantaged pupils do not have opportunities to experience enrichment beyond their immediate demographic area of their home and</p>

therefore are not exposed to a wealth of knowledge and skills beyond the curriculum offer that their more affluent counterparts receive.

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
<p>1. To achieve and sustain improved attitudes, mental health and wellbeing for disadvantaged children across the school post COVID</p>	<p>The PSHCE curriculum ensures pupils are exposed to a wealth of learning and experiences which develops pupils' understanding of positive mental health and wellbeing along with equipping them with strategies to draw upon if they experience poor wellbeing or mental health in their lives.</p> <p>Assemblies regularly address positive well being issues in a variety of ways to embed the key important factors.</p> <p>Measurable levels of wellbeing can be demonstrated through</p> <ul style="list-style-type: none"> -pupil voice; -parental survey; -focused discussions with pupils; -evidence in PSHCE lessons; - case studies of wellbeing intervention and impact. <p>A programme of challenge and intervention addresses children and families with attendance less than 96%</p> <p>Interventions with the Learning Mentor builds on children's emotional literacy and engages pupils with strategies to draw on in difficult times.</p> <p>Employment of a Support and Guidance Lead works closely with families to improve attendance and support the SEMH needs of vulnerable disadvantaged families.</p>
<p>2. A consistent approach to relationships and behaviour across the school with pupils displaying positive associations with each other.</p>	<p>A whole school approach to behaviour, using evidence based practice and based on bespoke practice and policy for Whitehouse pupils, is embedded across the school.</p> <p>Through intensive staff training, staff are clear and confident to follow consistent procedures when managing behaviour.</p> <p>The PSHCE curriculum offer is enriched with opportunities to build strong relationships with peers and has been reviewed following staff training.</p> <p>Intensive CPD equips all staff with the knowledge and understanding of children with significant needs and as a result staff are able to support pupils effectively.</p> <p>Improved relationships ensure pupils are calm and ready to learn creating positive learning environments.</p> <p>The reviewed behaviour policy takes on a relational approach to interactions and builds on the school vision and values for inclusivity and acceptance of all.</p>
<p>3. Secure foundations of reading</p>	<p>A significant investment in a new systematic synthetic phonics programme involving whole school staff training ensures delivery of phonics instruction is consistent and effective in teaching children to read.</p>

<p>embedded in Early Years and beyond resulting in improved reading attainment for all pupils.</p>	<p>A clear hierarchy of accountability to ensure fidelity to the programme and high expectations for all (Reading Lead → Reading coach → reading teachers).</p> <p>Confident teachers of reading who have the knowledge and skills to deliver highly effective reading approaches.</p> <p>Robust monitoring systems and pupil progress meetings ensure all pupils make good progress.</p> <p>Highly effective assessment systems identify reading gaps and targeted rapid interventions set up as a result ensure children ‘keep up’ with their peers.</p> <p>Support for parents to understand the new system ensure parents feel confident to support their child to read at home.</p> <p>As a result of the above, a greater proportion of disadvantaged children achieve the expected standard and beyond in statutory phonics and reading assessments.</p>
<p>4. Pupils are able to draw on a wealth of enrichment experiences to support their learning and build confidence in themselves.</p>	<p>Staff training which supported subject leads to identify opportunities within their subject areas to embed enrichment activities in the form of visits, visitors and extracurricular experiences.</p> <p>A variety of break time, lunchtime and after school activities offers pupils the opportunities to learn new skills in music, sport and arts to promote and celebrate personal achievement.</p> <p>Disadvantaged children attend (school funded) residential trips ensuring exposure to enrichment and development of life skills such as team work skills and improved communication.</p> <p>Our free breakfast club and After school provision supports disadvantaged pupils to build relationships, have support with homework and learn new skills.</p> <p>Extra curriculum music lessons, choir and arts programmes offer additional cultural opportunities.</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: £ 36,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of DfE validated systematic synthetic phonics programme including additional resources to secure a strong phonic knowledge resulting in greater language and reading skills	Evidence from EEF highlights the positive impact of using appropriate phonics programme scheme on early language development and reading skills for all pupils, especially the most disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-k-s-1	3
Commitment to establishing a consistent approach to behaviour management across school and developing strong positive relationships with all stakeholders.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour Evidence from EEF highlights that while most pupils in most lessons are well-behaved, behaviour is a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.	1, 2
Enhancement of the PSHCE offer and wider opportunities to embed positive relationship approaches to support behaviour for learning and improve the quality of social and emotional learning.	Disadvantaged children face greater challenges to achieve in all aspects of their lives. Evidence shows that there is a clear link between positive childhood social and emotional experiences and skills and improved outcomes in school and also in later life (academic performance, attitudes, behaviours and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	1,2
Development of the curriculum offer to embed	Evidence from EEF suggests that enriching education has intrinsic benefits (sometimes	4

<p>a plethora of enrichment opportunities resulting in disadvantaged pupils being exposed to experiences in line with more affluent counterparts.</p>	<p>referred to as “<u>arts for arts’ sake</u>”). They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	
<p>Recruitment of a KS2 teaching assistant to support behaviour for learning in areas of high need including pupils who are disadvantaged and SEN</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Evidence from EEF clearly states that the use of TAs has been driven by the push for greater inclusion of pupils with special educational needs and disabilities (SEND) in mainstream schools, with TAs often providing the key means by which inclusion is facilitated. Given that SEN pupils and low-attaining pupils are more likely to claim Free School Meals (FSM) TAs work closely with pupils from low-income backgrounds.</p>	<p>1,2,</p>

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

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional TA alongside current TAs will provide a range of activities including small group tuition for pupils most impacted by the pandemic. A significant number of these children are from a disadvantaged group.</p>	<p>Lower attaining pupils and those whose progress faltered due to the pandemic are likely to benefit significantly from intervention targeted as specific needs and knowledge gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>
<p>Small group interventions to target gaps in reading identified through RWInc diagnostic assessments</p>	<p>Giving children focused intervention which has been carefully crafted to fill gaps in children's phonetic knowledge has proven positive impact on rapid progress.</p> <p>https://www.ruthmiskin.com/ruth_miskin_literacy_read_write_inc_research_and_evidence_xbviibh.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,3</p>
<p>Post-teach interventions designed to enable children to keep pace with other learners in the core areas of literacy and numeracy, offering them the opportunity to embed knowledge necessary to progress with further skills.</p>	<p>Providing same day intervention when a child has misconceptions about a topic is the best possible option for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/news/ef-publishes-new-guidance-report-teacher-feedback-to-improve-pupil-learning</p>	<p>1,2,3</p>

<p>NELI (Nuffield Early Language Intervention) is a 30-week programme designed to improve listening, narrative and vocabulary skills and will be offered to all children who require this support.</p>	<p>Early identification of vulnerable children with key gaps in language development and subsequent intervention through this programme can deliver increased progress of 2-4 months. This is significant as disadvantaged children are statistically 4.8 months behind their peers by the end of EYFS.</p> <p>https://educationendowmentfoundation.org.uk/project-s-and-evaluation/projects/nuffield-early-language-intervention</p>	<p>1,3</p>
<p>BLAST</p>	<p>BLAST has been proven to support the development of speech, language and communication in foundation stage children. It is linked to the curriculum and is viewed as good practice in developing listening and speaking skills. Thus having significant impact on the readiness of children to learn to read.</p> <p>https://www.imperial.ac.uk/media/imperial-college/research-centres-and-groups/centre-for-blast-injury-studies/Literature-Review-on-paediatric-blast-injury.pdf</p>	<p>1,3</p>
<p>Reading Recovery</p>	<p>Using Reading Recovery enables us to identify children with literacy difficulties early and offer a means of resolving them; we will not just narrow the attainment gap for disadvantaged children, we will close it. Our Reading Recovery teacher is a highly skilled literacy expert who is able to share their knowledge with the whole school staff.</p> <p>https://www.ucl.ac.uk/reading-recovery-europe/sites/reading-recovery-europe/files/the_impact_of_reading_recovery_ten_years_after_intervention_hurry_and_friдкиn.pdf</p>	<p>1,3</p>
<p>BRP</p>	<p>By offering pupils with BRP children, on average, progress at over four times the rate of expected progress. Typically they make even greater gains in reading comprehension (six times the rate expected). A clear picture of this pattern of attainment can be seen in the full 2014 Boosting Reading Data Report. BRP is an on-going, long term success story.</p> <p>https://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading-case-studies.</p>	<p>1,3</p>

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

Budgeted cost: £ 47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Support and Guidance Lead works closely with families to improve attendance and support the SEMH needs of vulnerable disadvantaged families.</p> <p>Interventions with the Learning Mentor builds on children's emotional literacy and engages pupils with strategies to draw on in difficult times.</p>	<p>British Education Research Association (BERA) claims that pastoral care in education improves learners' attendance, fosters an atmosphere that is conducive for learning and promotes tolerance, resilience, fairness and equal opportunities for all, with due regard for protected characteristics.</p> <p>Evidence shows effective pastoral care can: improve students' attendance and retention rates; foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements; promote tolerance, especially in students and teachers with due regard for protected characteristics</p> <p>https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</p>	1,2,4
<p>Music enrichment. Children have enhanced opportunities to enjoy a wide range of musical experiences through choir, singing and music lessons.</p>	<p>Music in schools positively impacts all children, and particularly those from disadvantaged backgrounds, in many ways. It enhances their social skills, offers the opportunities to perform and develop self-confidence, improves mental well-being and can positively impact academic performance.</p>	1,2,4

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf	
A variety of break time, lunch time and after school activities offers pupils the opportunities to learn new skills in music, sport and arts to promote and celebrate personal achievement.	Evidence shows the breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live. Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	1,2,4
Our free breakfast club and After School provision supports disadvantaged pupils to build relationships, have support with homework and learn new skills.	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. The following study funded by the Education Endowment Foundation , the charity Magic Breakfast found that the effect of attendance at breakfast club was that pupil absence declined and behaviour and concentration in the classroom improved substantially. https://ifs.org.uk/publications/8714	1,2,4
Disadvantaged children attend (school funded) residential trips ensuring exposure to enrichment and development of life skills such as team work skills and improved communication.	Taking part in an outward bound course builds self esteem, confidence and team building skills that help pupils in their lives. https://www.outwardbound.org.uk/assets/pdf/uploads/Impact/Social-Impact-Report-2017.pdf	1,2,4

Total budgeted cost: £ 145,500

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.

As a result of COVID school closures priorities were put on hold. During the Autumn term reading strategies and targeted intervention course were delivered to pupils.

The Learning Mentor continued to support individual and small groups of children. Instrument music lessons were delivered to 20 disadvantaged pupils.

Attendance strategies were implemented and saw PPF absence rates fall to 5% compared to 6.6% the previous year.

We continued to run both Breakfast and After School Clubs with over 50% of PPF attending one or both clubs.