

## Whitehills 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	Whitehills Primary
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023 (2 years)
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Natalie James
Pupil premium lead	Natalie James
Governor / Trustee lead	Sean Brady

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 62,200.00
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£</b>

## Part A: Pupil premium strategy plan

### Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than that of the whole school & some parents do not value the importance of school
2	Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited

### 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 <i>What will success look like?</i>
<ul style="list-style-type: none"> <li>• 1 - For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</li> </ul>	<ul style="list-style-type: none"> <li>• PP children's attendance will be closer in line with non pp children</li> <li>• Attendance officer will promptly call families who have an absent child without reason</li> <li>• A 'red flag' list will be used by the DSL team of children we know who have historic attendance concerns and family support worker will</li> </ul>

	<p>complete home visits for these children</p> <ul style="list-style-type: none"> <li>Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) from the headteacher</li> </ul>
2 - Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition	<ul style="list-style-type: none"> <li>PP children will develop a love of reading</li> <li>They will be regularly heard read by an adult</li> <li></li> </ul>
3 - A strong professional dialogue will be kept open between all of the DSLs and SENco	<ul style="list-style-type: none"> <li>Termly meetings will take place with the DSLs and SENco and the link governor</li> <li>We will continue to use the Edukey / Target Tracker system to identify any new additions to the PP register throughout the year and notify class teachers</li> </ul>
4 - For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Whitehills Primary School	<ul style="list-style-type: none"> <li>A wide range of extra-curricular activities will be offered to tap into our children's passions</li> <li>Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</li> <li>Discounts in line with our charging policy will continue to apply to pupil premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc</li> <li>Children are able to learn a new skill or continue playing an instrument they had been learning.</li> <li>Wake up Shake up club offered to all PP children Mondays and Fridays through Northampton Town Football Club</li> <li>Wrap around care offered to all PP families</li> </ul>
5 – These children still feel happy and safe at school and engage with their learning.	<ul style="list-style-type: none"> <li>Pupil premium children will engage with the wider life by attending extracurricular clubs offered</li> <li>Children's attendance will remain high because they are happy coming to school</li> <li>Pupil voice surveys will report that PP children are happy and safe in school</li> </ul>

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils.</p> <p>Maths and English are high priority on school development plan and CPD plan.</p> <p>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</p>	<ul style="list-style-type: none"> <li>• EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>• Sutton Trust – quality first teaching has direct impact on student outcomes.</li> </ul> <p>Training and supporting highly qualified teachers deliver targeted support.</p>	2
<p>Pupil progress meetings with all teaching staff</p>	<p>When class teachers are aware which pupil premium children in their classes did not make good progress last academic year, they can identify these children as 'target' children</p>	2
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> <li>• Doodlemaths</li> <li>• Doodleenglish</li> <li>• Purple Mash</li> <li>• Nesy Fingers</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit – parental engagement</li> <li>• EEF guide to pupil premium – targeted academic support</li> <li>• EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice.</li> </ul>	1,2
<p>The teacher in charge of SEND and the PP will work together to identify any support staff who would benefit from further CPD</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	3

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions will take place for targeted children	Higher attainment in reading indicates better life chances Reading a wide variety of genres will support vocabulary acquisition	2
Pupil progress meetings with teachers and the headteacher & the senco	Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.	1 & 3
Support groups will run to accommodate a personalised curriculum	We adopted this model last year and it was successful. Children were safe and happy in school and were getting the personalised support they needed in a small group	3
SLT and the teacher in charge of SEND will take intervention groups from Autumn 2 onwards	The most experienced teachers should work with of the most vulnerable children so that they are getting quality personalised support	2 & 3

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting trips and visits will be planned to enhance the curriculum including residential for years 4 and 6 to build on the children's cultural capital	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	4
Peripatetic instrumental lessons to build on the children's cultural capital	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	4



<p>The library has had an increased budget and children have made recommendations for books to purchase. Areas around the school internally and externally will promote reading for pleasure. Soft furnishings will make the spaces feel cosy and less formal</p>	<p>Children who enjoy reading are motivated to read more frequently and make better progress</p>	<p>2 &amp; 4</p>
<p>Engaging with families</p>	<p>Using Parentmail texts to inform parents of their child's success e.g. being made Worker of the Week and celebrated in assemblies Offering programs of support such as Solihull Approach and the Freedom project to support families and to develop trust with school and home</p>	<p>1</p>

**Total budgeted cost: £**

## Part B: Review of outcomes in the previous academic year 2021

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Analysing internal progress data from year group to year group has proved challenging this year due to being in lockdown last summer 2020. We have no KS1 SATs data for our year 3 children so cannot analyse progress data using this starting point for this year group.

#### Reading progress data

Reading data shows that all of our pupil premium are on track to make expected progress in reading this year. The 5 children with no data are the children in our support bubbles who did not sit their year group end of term reading assessment. In year 5, there are **5** children who came in GDS and are currently EXS. In year 6, there are **4** children who came in EXS and are currently WTS. There are **3** children who came in GDS and are currently EXS.

Staff in year 5 and 6 are making good use of the additional tuition time during staggered drop off and pick up times. I know that the class teachers will have identified these children for their upcoming pupil progress meetings. A senior LSA has begun running intervention sessions this term in year 4.

## Reading attainment data

In year 3, there are **2** children working BLW. 1 of these children who has sporadic attendance (91%) and is being supported by our family support workers regarding his mental health. The other child would be able to have regular reading intervention in the morning by joining another boy who currently has 1:1 reading daily with an LSA.

In year 4, the **1** child working BLW is one of our EHCP children.

In year 5, the **1** child working BLW is one who only just joined our school at the end of the Autumn term (December). She is on our SEND register. During lockdown, we had this child in school.

## Writing progress data

Due to lockdown in the spring term, each child only completed 1 assessed piece of writing for this term meaning that the progress data is currently looking very poor across the school.

3 of the 4 children with no data are from our support bubbles. The other child in year 5 who came in with no data joined the school towards the end of the Autumn term this year.

Most of the children can still be considered on track with their writing progress. There is **1** child in year 4 and **9** children in year 5 who came in EXS and are currently below and **1** child in year 6 who came in GDS and is currently WTS. Some of the children in year 5 who are causing the most concern with regards to their progress did not engage during lockdown. I would have been recommending for these 9 children in year 5 to work with the intervention lead this term, however due to covering long term staff absence, this will now not be possible.

## Writing attainment data

In year 3, there are **11** children working BLW. These children received additional virtual intervention during lockdown. 6 of these 11 children are all in the same class and now have additional support in English 3 times a week from our teacher in charge of SEND.

In year 4, there are **10** children working BLW. This year group currently has 3 staff members on long term absence which is impacting on the additional intervention groups which could take place as one of our skills SCTAs is now covering full time.

In year 5, there are a significant number of children working BLW (**21**). I expect this is due to not securing basic punctuation but this needs a closer look at the books alongside the writing lead. 3 of these children have previously been writing refusers. This year group is currently lacking LSA support due to the HLTA being on jury service for the next 3 weeks. However, when they return, there is space on their timetable for them to adopt a writing tuition groups including some of these children to work on basic punctuation.

In year 6, there are **2** children who are currently working BLW. Both are working in our 6x support bubble. One child we had in school during lockdown. The other child did not engage with online learning during lockdown and also has had a long term absence before the lockdown due to mum's concerns around the risks of contracting covid whilst she was pregnant.

### **Maths (reasoning) progress data**

All of the children, except 1, are on track to make expected progress in maths this year. There is 1 child in year 4 who is not on track came in as GDS but is currently WTS. The year 6 children who have no data is because they did not complete the PowerMaths end of term assessment.

The plan for our intervention lead was to move her focus from years 3 and 6 to years 4 and 5 shortly. I would have put the girl in year 4 forward for some additional support, however due to due to covering long term staff absence, this will now not be possible. There is a maths LSA working in the year group who could possibly complete some additional maths intervention with a small group to include this child.

### **Maths attainment data**

There is no attainment data for year 6 as they did not complete the end of term PowerMaths assessment.

In year 3, there are **8** children who are working BLW. These are largely the same children also working BLW in reading and writing as mentioned above. Some of these children are currently receiving targeted tuition during the maths lessons by our maths HLTA.

In year 4, there are **7** children who are working BLW. Once again, due to staff absence in this year group, one of our skilled maths SCTAs is unable to run the additional tuition sessions planned on her timetable due to cover.

In year 5, there are **5** children who are working BLW. One of these children joined us from another country last year missing 2 years of schooling. She received 1:1 additional maths support last year and has made great progress overall but there are still gaps in her knowledge.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 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?*

## 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

## 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?	We received £620 and this was pooled together with the total PP funding allocation
What was the impact of that spending on service pupil premium eligible pupils?	This pupil achieved EXS in their Year 6 SATs in reading, writing and maths



## Further information (optional)

*We use some of the PP funding to support the cost of our Family Support Worker and their Continued Professional Development allowing strong links between home and school.*