

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	Whitehall Primary School
Number of pupils in school	657
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	A Boychuk, Headteacher
Pupil premium lead	J K Ruprai, Deputy Headteacher
Governor / Trustee lead	K Parekh, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,920
Recovery premium funding allocation this academic year	£9,396.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£97,316

Part A: Pupil premium strategy plan

Statement of intent

At Whitehall Primary School we believe in the concept of lifelong learning and that learning should be a rewarding and enjoyable experience for everyone.

Our intention is that our curriculum extends opportunity, raises aspiration, opens children's eyes to the world beyond their immediate environment to enable our children to live happy, healthy and productive lives and thus inspires children to learn more.

Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices. At the heart of this are our Curriculum Vision whereby we want all our pupils to:

1) Be curious - by becoming active learners so that they can make informed choices to solve problems. Through this value, we want children to start thinking critically, make meaningful connections from what they have learned and apply it to everyday tasks and beyond the classroom;

2) Have aspirations - for the future and know that these can be reached through hard work and determination. Our enriched curriculum aim to provide knowledge, skills and the opportunities for our children to become engaged in their learning and to see the connection between what they learn today and what they want to become tomorrow. We strive for our children to have aspirations so that they can be the best they can possibly be;

3) Be independent. We want children to develop self-confidence and self-motivation to become independent in thought and in action. Our centrist pedagogical approach enables learners to acquire the necessary knowledge and skills through a balance of teacher-led and enquiry-based learning, including taking risks, having a positive outlook and self-belief so that they embrace challenges and have the best possible chance of succeeding as well as be prepared for the next steps of their lives

These core values are embedded through enriched opportunities alongside assessment, which we believe is an integral and continuous process to teaching and learning, allowing children to achieve their true potential.

Aims and Objectives

We aim to provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential, irrespective of socio-economic

background, ethnicity, gender, faith or stage on the Special Educational Needs and Disability Code of Practice.

We recognise that disadvantaged pupils can face a wide range of barriers, which may impact on their learning as well cultural capital. Ultimately, we aim to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- For all Disadvantaged pupils to meet and/or exceed age-related expectations at the end of key stage two, Year 6.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience. Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives

To achieve our objective, we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching;
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music;
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom;
- Ensure rigorous monitoring and evaluation of the performance of disadvantaged pupils is carried and adapted in accordance to pupils' needs.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in Phonics Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writing. Year 1 Phonics data shows that 71% of Pupil Premium Pupils achieved Phonics compared to 96% not Pupil Premium. A gap of 25%.
2	Gaps in Reading and Writing Assessments, observations, and discussions with pupils and staff indicate that disadvantaged pupils generally have weaker comprehension skills due to the lack of exposure our EAL pupils have at home to high level of vocabulary and opportunities to articulate a deeper understanding of a new concept. At the end of KS1, 33% of Pupil Premium Pupils achieved Reading and 50% achieved Writing at the age-related expectations compared to 85% not Pupil Premium Pupils in both Reading and Writing. A gap of 52% and 35%, respectively. At the end of KS2, although the gap between Pupil Premium pupils and not Pupil Premium pupils in reading has narrowed (by 10%), Writing remains the barrier, where 69% of Pupil Premium Pupils achieved the age-related expectations compared to 95% of not Pupil Premium Pupils.
3	GDS in KS2 Potential to attain the Greater Depth in KS2 for whom English is an additional language is a challenge for our pupils. Due to high mobility, our school gain new EAL and/or new to country learners in Years 3-6 who do not perform as well as their peers. Assessments, observations and discussions with pupils and parents reveal that pupils are not exposed to high level of vocabulary and therefore, weaker inference skills. This is evidenced in our school's 2022 KS2 results where our Pupil Premium Pupils outperformed or narrowed the gap between themselves and the not Pupil Premium Pupils in Reading (46% and 48%), GPS (46%, 18%) and Maths (69% and 47%) at the age-related expectations. At the higher standard, a wider gap between our Pupil Premium Pupils and not Pupil Premium Pupils can be seen: Reading (38% and 47%), GPS (38% and 68%) and Maths (15% and 52%).
4	Low self-esteem, lack of confidence and SEND needs Our internal assessments and pupil interviews show that our Pupil Premium Children with SEND are more likely to experience challenges

	around low self-esteem in both academic skills and in wider school life. In Pupil Progress meetings, staff have evidenced that an over-reliance on adults and a lack of confidence to apply strategies learned is having a detrimental effect on academic progress. Information from safeguarding procedures, observations and home visits in the Early Years as well as from our Family Support Worker indicate that circumstances in the home have an impact on pupil's social and emotional development, which is crucial in laying the foundations for independency and good learning habits.
5	Attendance Our attendance data over the 2021-22 academic year indicates that attendance among disadvantaged pupils was 93.2% compared to 94.1% for non-disadvantaged pupils. 21.3% of disadvantaged pupils have been 'persistently absent' compared to 17.3% of their peers during 2021-22. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved Phonics attainment among disadvantaged pupils. The gap is narrowed in the progress and attainment of PP and non-PP children.	Phonics attainment and progress among disadvantaged pupils is in line with their peers by the end of KS1.
Improved Reading and Writing attainment among disadvantaged pupils.	Reading and Writing outcomes in 2024-25 show that more than 85% of disadvantaged pupils met the age-related expectations at the end of KS1 and at the end of KS2. The national average progress scores in KS2 writing (0) have been met or exceeded in 2024-25.
Improved attainment at the Higher Standard (Greater Depth) in reading, writing, GPS and maths among disadvantaged/ EAL pupils.	KS2 Reading, Writing, GPS and Maths Greater Depth outcomes in 2024-25 among disadvantaged pupils is in line with their peers.

The gap is narrowed in the progress and attainment of PP and non-PP children.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024-25 demonstrated by: • qualitative data from pupil voice and teacher observations • a significant increase in using independent learning skills in lessons and in wider school life • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). Monitoring of attendance by the school's Attendance and Welfare Officer, communicating effectively with EWO services in order to increase PP pupils' attendance and a decrease in persistent absence. Disadvantaged pupils are supported through effective parental meetings and attendance action planning to have a positive impact on attendance and consequently progress/attainment. Less learning missed will consequently lead to higher attainment.

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: £49,768.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and training for staff of ALS Phonics a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. = £1,048	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
All staff engagement in external and internal CPD on standardisation and assessment training in reading and writing. CPD on instructional learning. - Subject monitoring for all subject leaders and non-contact time - Teaching and Learning support sessions as drop ins. = £40,975.60	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Individualised Instruction (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2 & 3
Purchase of standardised	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each	1, 2 & 3

diagnostic assessments. = £7745 Training for staff to ensure assessments are interpreted and administered correctly.	pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 3, 4 & 5

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

Budgeted cost: £32,941.40

Activity	Evidence that supports this approach	Challenge number (s) addressed
Additional phonics sessions targeted at disadvantaged pupils in Year 1 and Year 2 who require further phonics support. This will be delivered by an Academic Mentor from	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1

the National Tutoring Programme.		
Deployment of an Academic Mentor as part of the National Tutoring Programme to deliver small group reading comprehension activities and writing interventions in Year 2. £8,400 (60% subsidised)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 & 3
Deployment of a School-led Tutor as part of the National Tutoring Programme to deliver small group reading, writing, GPS and maths interventions for disadvantaged pupils including higher attainers in Year 6. £1564 x2 (10 weeks of 4hrs) = £3,128	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2 & 3
Additional support for children requiring intervention (1:1 and small group support). - SENCo support for teachers - Read, Write Inc interventions led by 4 Teaching assistants - Guided Reading and Reading recovery interventions led by Teaching assistants and Teachers - Frequent readers led by Teaching Assistants - Language support for small groups led by Teaching assistants and training supplied by LA £21,413.40	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Overall, evidence shows that small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. EEF Teaching Assistant Interventions (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3 & 4
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	4

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. - Provide a range of frequent to support pupils through Jigsaw, Mental Health training and less formal programmes such as Positive People. - Pastoral Lead support for at least 2.5 hours a week - SENCo support for Mental Health First Aid training	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with specific outside agencies to support families e.g. EWO & EHA - EHA/Family support worker to work with parents - Pastoral lead support for families for 3 hours a week - School's Attendance and Welfare Officer to work with EWO to support parents. £13,855	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Educational visits. Subsidy including: trips, workshop	To provide a range of opportunities and equal access for all children to a broad and balanced curriculum. To promote healthy lifestyles through sport and keeping active. To raise aspiration,	All

events, sports events, transport to trips etc. Residential that are organised and financial support is offered for key families. £200	motivation and engagement through non-academic means. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk)	
Breakfast and After School Club £250	Attendance before school can ensure children have eaten and have the energy they need for the school day. It also improves attendance and punctuality as they are arriving early, meaning less lateness recorded. The social aspect of both clubs, collaborating with peers from other year groups, is highly beneficial e.g. showing care for a much younger child. Parents are also able to have time to speak to school staff away from busy drop off/collection times.	4 & 5
Uniform subsidy £100	We endeavour to create a bank of uniform for every child at least once per year and will take requests from parents for replacements as needed. This will come mostly from lost property/nearly new but we want every child to have at least one new item per academic year. In addition, we will support parents/pupils who wish to purchase Year 6 Leavers Hoodies at the end of Year 6. School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation. Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils reflect. Taken from: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	
Contingency fund for acute issues. £200	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £97,316.00

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.

The activities implemented include:

Teaching - Vocabulary Enrichment, Social Emotional Learning programme (SEL)

Targeted Academic Support – NELI for EYFS and Year 1, NTP FFT Lightning Squad for Years 1-5, Academic Mentor for 1 term in Year 2, School-led Tutoring for Year 6, Additional small group Tuition from NTP Tutor, Class Teacher 1:1 conferencing, TA led small group/1:1 intervention

Wider Strategies - EWO, wrap around care, milk, school journey, Educational Visits, Enrichment sessions, Uniform Subsidy

As a result of the above activities, our internal assessments during 2020/21 and 2021/22 covered by this strategy plan suggested that the performance of disadvantaged pupils still remains lower than pre-COVID pandemic levels in key areas of the curriculum in KS1, however, the performance of disadvantaged pupils in KS2 was above national average. The recovery curriculum and support from the National Tutoring Programme have had improved outcomes in 2021/22 but overall, the gap between disadvantaged pupils and not disadvantaged pupils remain wide therefore our aims to achieve in our previous strategy were not fully realised. Further analysis of the results can be seen in the Pupil Premium Data Report 2021-22.

In summary, disadvantaged pupils in Year 2 struggled overall in all areas of the core curriculum (Reading, Writing and Maths). Contextual information on disadvantaged pupils in Year 2 show that all pupils were low attainers with 4 out of the 6 pupils being SEND. This suggest that Covid-19 pandemic has had a greater impact on our Year 2 pupils.

In Year 6, our disadvantaged pupils outperformed the National figures for Reading, GPS, Maths and RWM combined. The gap between Year 6 disadvantaged pupils and not disadvantaged pupils has been narrowed in all areas compared to 2019 data.

KS2 Writing is an area of concern, where disadvantaged pupils performed less well than their non-disadvantaged counterpart, (69% and 95%, respectively).

The Pupil Premium cohort will need challenge and support to achieve Greater Depth in order to narrow the attainment between the two cohorts both in KS1 and in KS2.

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
LCFC Emotional Resilience Programme	LCFC in the Community

