

# Pupil premium strategy statement Whitehill Community Academy 2022-26

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	618
Proportion (%) of pupil premium eligible pupils	33.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	First December 2022 Reviewed Dec 2023
Date on which it will be reviewed	October 2024
Statement authorised by	<i>Mr Jon Boyle</i> , Interim Headteacher
Pupil premium lead	<i>Mrs Melissa Bell</i> , Associate Assistant Head
Governor / Trustee lead	Mrs Helen Bell, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,370
Recovery premium funding allocation this academic year	£29,725
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£341,095</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensuring an 'outstanding' teacher is in every class through a detailed CPD programme
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most by looking at academic measures and using our pastoral team to assess need
- Providing help and support via our Pastoral Team for children's mental health

## Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of literacy</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On entry to EYFS, 31% of children are at baseline in Literacy, by the end of the reception year the gap between PP and their peers is 14% by the end of their reception year. This closes to gap of 6% by the end of Year 6.</p>
2	<p>Poor language and communication skills</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Readiness to Learn and experiences of Social norms and opportunities.</p> <p>Additional support for and early identification of children starting school with sufficient language and social skills to flourish in school.</p> <p>PP will be continued to provide children with essentials such as uniform and equipment. Although EEF states that this has little impact on attainment we believe it is important.</p> <p>We will also support families with the cost of school trips and experiences wherever we can.</p> <p>We will monitor the take-up of clubs and trips by PP children.</p>
4	<p>Closing the performance gap between PP children and the whole cohort</p> <p>Our assessments show that children in receipt of PP do not perform in line with their non-PP peers. Data shows that this is across reading, writing and maths. The performance gaps are generally closer by the end of KS2, but can be significant across year groups.</p> <p>Our challenge is to monitor performance and use the data to proactively target the children most in need. This will give access to well-planned and targeted support</p> <p>.</p>
5	<p>Social and Emotional support.</p> <p>Our observations show that children, especially in the wake of Covid disruption, present with greater social and emotional difficulties and need more help to cope and self-regulate in school.</p> <p>That children are supported emotionally by school and are keen to attend.</p>

	Support for the most vulnerable children during school holidays
6	<p>The attendance gap.</p> <p>Our attendance figures show that PP attendance was 92.6%, which was 2.4% behind non-PP attendance. The attendance gap is a clear barrier to the academic performance of the PP children.</p>

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. Currently 53% of PP children on track for this.</p> <p>That PP children in Year 1 (and 2) perform above National average in the Phonics Screening Check</p> <p>To see the gap narrowing in Reading year on year and to be superior to the National performance gap.</p> <p>Pupil Premium children's progress in Reading is greater or equal to their peers.</p> <p>Children will have their curriculum widened with access to a range of quality texts which increase their cultural capital. Engagement in Reading for Pleasure is increased and evidenced through internal deep dives</p>
Improved combined attainment for disadvantaged pupils at the end of KS2.	<p>KS2 outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.</p> <p>To see the gap narrowing in Writing attainment year on year and to be superior to the National performance gap.</p> <p>Pupil Premium children's progress in Writing and Maths is greater or equal to their peers.</p> <p>Children's writing reflects the experiences they have accessed.</p> <p>This will be evidenced in internal and end of key stage data.</p>

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• attendance and enjoyment of well-being clubs during school closure</li> </ul>
To close the attendance gap between PP and cohort across the school.	That the attendance gap between PP and cohort is better than the national attendance gap.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance % for all pupils to be at or above 97% and for PP to close the gap to 1.5%</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: **£115,649**

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional Highly skilled teacher to be placed in Year 6. This will reduce the pupil staff ratios in this year group.	<p><i>Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. Smaller class sizes mean disadvantaged pupils can access more of teachers' time with tightly focused direct teaching.</i></p> <p><i>An Institute of Education research</i></p>	1,2,4,5

	<p><i>report, 2002 'Pupil Adult Ratio Differences' concluded that teachers' perception of stress is related to the number of pupils they teach. Smaller class sizes in year 6 therefore limit perceived stress and ensure our teachers are effective.</i></p> <p><i>Where ratios are significantly improved EEF research shows an improvement of +3 months.</i></p>	
<p>Increased funding and emphasis on CPD to raise and maintain standards of teaching in every class. Continued training to be accessed for the 'Write Stuff', spelling and delivery of Maths Mastery.</p>	<p><i>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</i></p> <p><i>EEF key findings state, based on extensive evidence, that schools should: Teach writing composition strategies through modelling and supported practice. The 'Write Stuff' promotes structured sentence and whole text modelling with an emphasis on expanding children's vocabulary</i></p> <p><i>EEF: On average, pupils in schools adopting Mathematics Mastery made more progress than similar pupils in schools that did not adopt the programme.</i></p> <p><i>'Good literacy skills underpin academic success in every subject.' 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.' Sir Kevan Collins, Chief Executive Education Endowment Foundation.</i></p> <p><i>Meta-Analysis of research by John Hattie breaks down quality teaching into:</i></p> <ul style="list-style-type: none"> <li><i>• Pupils having clear goals/objectives.</i></li> <li><i>• Teachers providing pupils with modelling/ scaffolding/ appropriate steps to achieve them.</i></li> </ul>	1,2,4,

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Data and assessment Lead to oversee internal results and interventions.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 4,
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Continued use of and continuous staff training in Synthetic Phonics program to secure stronger phonics teaching for all pupils.</p> <p>External RWI appraisal and support of methods and staff.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4
<p>Teaching assistants' skills to be developed through a programme of after school funded CPD to increase their knowledge, understanding and effectiveness.</p>	<p><i>EEF 'Making Best Use of Teaching Assistants</i></p> <p><i>School leaders should develop effective teams of teachers and TAs, who</i></p>	1,2,4

	<p><i>understand their complementary roles in the classroom.</i></p> <p><i>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.</i></p> <p><i>The school will pay TAs additional time to attend regular training. Teachers and Teaching assistants use assembly time to discuss planning and pupil progress. TAs run well-structured programmes which support the learning they see in class and also same day catch up sessions.</i></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Staff training on restorative practices and trauma informed teaching.</p>	<p>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):</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: **£199,946**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Teaching assistants deployed across all year groups. They will support learning in class and run same day maths catch-up in the afternoons.</p> <p>Level 4 teaching assistants will run a programme of structured interventions 2 afternoons per week.</p> <p>Teaching assistants also deliver pre-teach sessions after school in maths with videos made by teaching staff</p> <p>Get Writing will be used for identified groups Y2/3</p> <p>Fresh Start is delivered to identified groups of Y4/5/6 children by trained TAs.</p>	<p><i>EEF 'Making Best Use of Teaching Assistants'</i></p> <p><i>School leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</i></p> <p><i>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.</i></p> <p><i>Our own evidence has shown the effectiveness of Get Writing in KS1. Children on the programme made accelerated progress and gained confidence and self-editing skills.</i></p> <p><i>EEF evidence states: "Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school."</i></p>	1,2,4
<p>Teachers are to identify three children in their class who have fallen back or who need advancing in their writing based on previous data and transition information.</p> <p>These children are to receive weekly</p>	<p><i>2008, the National Foundation for Educational Research &amp; TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'</i></p> <p><i>Feedback studies tend to show very high effects on learning.</i></p>	1,2,4

additional mentoring and feedback and evidence gathered for internal moderation.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	
Additional phonics sessions targeted at groups run so that all children can access and progress at their level. This requires trained staff across EYFS and KS1.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Intervention lead to co-ordinate a Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.  NTP tutor to work with identified children across the academy on SPaG and literacy.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	4

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

Budgeted cost: **£25,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors in both key stages promote the importance of attendance. They monitor attendance on a daily basis and act on our First Day Calling procedure. The mini-bus	<b>Sir Kevan Collins</b> , <i>EEF chief executive</i> , comments: “Any primary school teacher will tell you that, alongside the ‘core business’ of teaching literacy and numeracy, a large and often unrecognised part of their job involves addressing children’s	2, 3,5,6

<p>pick-ups for identified children and families will continue.</p> <p>Learning mentors will support families, and help overcome anxieties which have grown or emerged during Lockdown.</p>	<p><i>emotional, social and behavioural needs. This is especially important for children from disadvantaged backgrounds and other vulnerable groups.”</i></p> <p><b>Dr Jo Casebourne:</b> <i>The evidence linking social and emotional skills in childhood with improved outcomes at school and in later life is extensive. Good social and emotional skills are associated with a range of positive outcomes including good physical and mental health, academic achievement, reduced involvement in crime, and higher income.</i></p> <p><i>The Department for Education (DfE) published research in 2016 which found that: “The higher the overall absence rate across Key Stage KS2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</i></p> <p><i>Pupils with <b>no absence</b> are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</i></p> <p><i>Research has also shown that children who are not in school can become vulnerable. For example, children who play truant are more likely to be drawn into crime than those who do not.</i></p>	
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<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Increased involvement with EWO to improve attendance of the most difficult to reach families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Breakfast club support for key PP children.</p>	<p><i>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year.</i></p>	3, 5
<p>We will continue to fund some attendance at the Zone. We will set up a half-term sports club and further well-being holiday clubs.</p>	<p><i>Children are supported with a safe and structured environment outside of school hours. This builds a relationship with both the child and the parents.</i></p>	5,6
<p><i>Provide some funded places for PP children to access 'Rock Steady' music tuition.</i></p>	<p><i>The EEF findings are that arts based interventions have little effect on academic progress, however we see it as a route to engage children in school and learning.</i></p>	5,6

**Total budgeted cost: £341,095**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations in some areas.

EYFS children will have not had the full experience of the nursery year where they can develop their social skills, interaction with their peers and vocabulary. As a result the focus of our teaching and intervention has supported a focus on Communication and language which can be seen through the data below.

Phonics results for the Y1 cohort were broadly inline with national averages and PP children were above their national cohort. This is because we have embedded RWI synthetic phonics into EYFS and KS1. Significant investment in this area with resources and staff training plus an external RWI advisor have paid dividends.

KS1 results were broadly in line with national PP figures. Maths did particularly well (13% above) and this will have been achieved through the directed use of additional adults in the classroom. Teaching assistants provide in the moment feedback plus same day intervention in maths. Additionally pre-teach maths lessons were taught (data below).

KS2 PP data is above national PP in all areas. As in KS1, pre-teach maths was delivered in every year group. Reading interventions were delivered by TAs in the afternoons to target readers. Additional school led tutoring was delivered by teaching staff.

EYFS	WCA Cohort	WCA PP	National	National PP
Comm	74.7%	65.4%	79.8%	69.6%
Lit	64.4%	50%	69.8%	54.8%
Maths	69.0%	50%	77.2%	63.9%
GLD	56.3%	38.5%	67.3%	52.5%
Phonics Check	77.6%	70.4%	79.1%	67.3%
KS1				
Reading	63.3%	51.7%	68.4%	54.3%
Writing	47.8%	44.8%	60.3%	44.9%
Maths	74.4%	69%	70.6%	56.2%
Combined	43.3%	34.5%	56.2%	40.6%
KS2				
Reading	69.1%	62.9%	72.8%	60.3%
Writing	76.6%	71.4%	71.5%	58.4%
Maths	76.6%	71.4%	73.1%	59.1%
Combined	60.6%	57.1%	59.6%	44.2%

Progress by end of KS2	Y6 Cohort	Y6 PP	National	National PP
Reading	-1.19	-0.83	0	-0.88
Writing	+1.28	+0.9	0	-0.69
Maths	+0.39	+0.27	0	-1.06

Internal training was delivered for maths and English in twilight sessions. Further external sessions on bar-modelling were delivered by WRM and TAs were in attendance.

Whole school Speech and language training was delivered through SALT.

Phonics training was focussed in EYFS and KS1. There was heavy investment in Phonics, but also with an emphasis on reading fluency. An external advisor oversaw the structure of the sessions and kept staff focussed on the performance of the lowest 20% of our cohort.

Phonics performance

Cohort	PP	National	National PP
77.6%	70.4%	78.9%	67.3%

Further refinements to the Teaching and Learning of phonics with a close analysis of children's ability into y3 will continue in 23-24.

Intervention in and beyond the school day was extensive using Recovery Premium,

99 children received NTP tutoring from our staff totalling 2,839.5 hours

Autumn Term

Description	Progress beyond cohort	PP	Children	Year group
Maths NTP	+ 7pts	3	16	Y 3,4,6
Pre teach maths	+ 5pts	7	34	Y 2,3,4,5,6
Reading NTP	+ 2.7pts	2	15	Y 2,4
Reading internal	+ 2.7pts	22	76	Y 2,3,4,5,6

Spring/Summer Term

Description	Progress beyond cohort	PP	Children	Year group
Maths NTP	-0.7pts*	6	20	Y 2,4,5
Reading NTP	+ 8.5pts	4	19	Y 2,4
Reading NTP in sch	+ 2.7pts	14	24	Y 2,3,5,6
Pre teach maths	+ 5.8 pts	25	40	Y 1,2,3,4,5

\*2 groups made + progress and one made - progress

Y6 also received tutoring in maths (24) and SPAG (26). 50 children attended of which 20 were PP.

Additionally we targeted support to Y4 to fund a teacher for an additional maths and English group. In this 'class' 14 of the 16 children were PP. They matched the cohort progress in reading and outperformed to the cohort by 4.1pts in maths and 2.1pts in SPAG.

Learning Mentors have been particularly busy supporting families through and post Covid. Attendance has dropped and is being targeted.

Regular Pick-ups for key ch happened every day Monday - Friday.

School has committed to a substantial investment over 2 years of phonics and providing books matched to children's phonic ability.

Uniform, including shoes and PE kit was provided through PP funding and the learning mentors.

Breakfast club continued for vulnerable children in Leaps and Bounds, boosting attendance and readiness to learn in the summer term.

Is slowly recovering, but still not at pre pandemic levels. Overall attendance for PP rose slightly and the gap between PP and the cohort closed slightly too from -2.34% to -2.09%.

	21-22	22-23
School Attendance	94.97%	95.2%
PP Sch Attendance	92.63%	93.11%

## Externally provided programmes

Programme	Provider
Read Write Inc Phonics	RWI
LINGO Language intervention	LINGO
White Rose Maths Tutoring	WRM