

Pupil premium strategy statement – Whitchurch primary School & Nursery

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	851
Proportion (%) of pupil premium eligible pupils	10% (89 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Joseph Pine, Headteacher
Pupil premium lead	Katerina Portou
Governor / Trustee lead	Peter Tenconi, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,575
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2,973
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,548

Part A: Pupil premium strategy plan

Statement of intent

At Whitchurch, we provide a culture where staff believe that ALL children can succeed and no child is left behind academically, socially or emotionally because of disadvantage. We believe all children are '**Learners Today, Leaders Tomorrow**' and that the interests, heritage and aspirations of our children are integral to their learning and development.

In order to ensure the **Pupil Premium (PP) funding** is used effectively, Whitchurch aims to:

- **Improve day to day teaching** by developing high quality teaching, assessment and a broad and balanced curriculum;
- Analyse the needs of individual children and provide **targeted academic support**;
- Provide **wider strategies** by supporting pupils' social, emotional and behavioural needs, supporting attendance, extra-curricular activities and communicating with/supporting parents and carers.

This year, our focus will be:

- To **develop Quality First teaching** to promote the academic progress and aspiration of all our pupils regardless of background or attainment;
- To implement and embed **robust phonics assessment, screening and teaching**;
- Provide regular **training and continued professional development** (CPD) which is research and evidence-based to ensure teachers can implement quality first teaching;
- Ensure our pastoral team and therapists are highly skilled to support our pupils' **social, emotional and mental health needs**;
- Allocate highly skilled and diverse teachers/ learning support assistants to work collegiately and run **interventions to break down the barriers** to accessing the full curriculum;
- Improve **punctuality and diminish persistent absenteeism** of our pupils;
- Focus on the **development of our youngest pupils** including speech, language and social, personal development;
- Use data, pupil progress meetings, provisions and pupil voice to focus on the **development of the whole child**.

Staff at Whitchurch adopt a 'solution-focused' approach to overcoming barriers and together with the support of senior and middle leaders, we aim to drive whole school improvement for our disadvantaged pupils. Our values are deeply rooted in every aspect of Whitchurch life: **respect, responsibility, resilience, honesty, generosity, aspiration**.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gaps between disadvantaged and non-disadvantaged pupils.
2	Increased number of pupils struggling with phonics and reading (fluency, stamina, understanding).
3	Attendance, persistent absenteeism and punctuality.
4	Pupil wellbeing: through observations, working with families and pupil voice we recognise a rise in social, emotional issues and mental health needs.
5	Through assessments and observations: underdeveloped oral language skills and vocabulary.
6	A rise in children entering reception with underdeveloped communication, language and literacy skills.
7	A rise in the number of children who display poor 'behaviour for learning' in the class (fidgeting, poor organisation, lack of resilience, lack of enthusiasm to learn).
8	Disadvantaged pupils have non-equitable and possibly limited access to broader experiences and enrichment.

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
1. To improve the attainment and progress of disadvantaged pupils in reading, writing and maths by the end of KS2	<ul style="list-style-type: none"> • Pupils will have an aspirational individual target for the year, which will be used to monitor and gauge their progress; • By the end of the year, they will have made at least good progress against prior attainment and be in line or exceeding their target (internal and external data).
2. To implement robust phonics and reading teaching and assessment, providing books and texts which complement and support the scheme (Read, Write, Inc). A higher proportion of disadvantaged pupils to make good/accelerated progress in phonics and reading.	<ul style="list-style-type: none"> • All children will have access to books and texts which support the teaching of phonics (RWI); • Screening will indicate progress for pupils; children who are not making progress will be identified for intervention

	and support before their transition to the next year.
3. To improve attendance and punctuality	<ul style="list-style-type: none"> ● Attendance of disadvantaged pupils to be at least 96%. Monitoring of attendance, communication with families and support will increase attendance figures and decrease the number of persistent absenteeism (>90%).
4. All teachers, learning support assistants (LSAs) and early career teachers (ECTs) will receive support and training (CPD) to improve reading, writing and maths.	<ul style="list-style-type: none"> ● Teachers will be supported throughout the year to plan and implement quality first teaching, assessments and interventions; ● LSAs will receive regular training to support pupils; ● Middle and senior leaders will receive coaching to support their role in supporting others.
5. A robust plan of action with clear steps to success for our pupils in Early Years to ensure progress in all seven areas of development.	<ul style="list-style-type: none"> ● The gap will decrease between disadvantaged children in reception to their peers in the seven areas of development. Observations and data will provide evidence.
6. Gaps and underperformance are identified and targeted interventions are planned and implemented for all disadvantaged pupils	<ul style="list-style-type: none"> ● Progress and provision meetings will be held at least termly so that every disadvantaged pupil is tracked and impact / next steps are identified.
7. Pupils will have opportunities to participate in a variety of clubs, trips, enrichment and sporting events to broaden their experiences.	<ul style="list-style-type: none"> ● Staff will consider our enrichment offer to complement, broaden and support the learning in the classroom; ● Family support so the children can attend all that is offered; ● Financial assistance with trips and residentials for disadvantaged pupils; ● Financial assistance with music lessons for disadvantaged pupils.
8. Ensure that feedback is meaningful, effective and timely so that all pupils, especially those who are disadvantaged know how to progress to success.	<ul style="list-style-type: none"> ● Embedding of feedback policy; ● CPD to gauge staff feedback on its use; ● Further training for areas of development seen through observations and monitoring.

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
Development of Quality First Teaching in the classroom with a focus on bridging the gap between disadvantaged and non-disadvantaged pupils.	EEF Great Teaching Toolkit Evidence Review (2020): Four priorities for teachers: 1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise the opportunity to learn 4. present content, activities and interactions that activate their students' thinking Supporting the Attainment of Disadvantaged Pupils (DfE 2015) NCTEM: Teaching for Mastery (2019) EEF – Effective Professional Development (2021)	1,2,3,4,5,6,7
Development of robust and consistent teaching of phonics and reading including texts which complement the Read Write Inc (RWI) scheme with a focus on disadvantaged pupils. RWI Phonics Training	EEF Preparing for Literacy (2021) EEF Improving Literacy in KS1 (2021) EEF Improving Literacy in KS2 (2021) EEF 'The teaching of phonics should be explicit and systematic' Impact: +5 months' progress (EEF: Teaching and Learning Toolkit / Phonics) EEF – Effective Professional Development (2021)	1,2,4,5,7
Embed the new EYFS action plan and curriculum and ensure gaps in early development of disadvantaged pupils are addressed immediately.	Save the Children Early Year's Toolkit (2019) Birth to 5 Matters: Personal, Social and Emotional Development. (2021) EEF Podcast (episode 19) Personal, Social, Emotional Development (PSED) in the Early Years (2021)	1,2,3,4,5,6,7,8

Embed the feedback policy and ensure all teachers receive training and support to implement it consistently: use for 1:1 conferencing for disadvantaged pupils.	EEF Teaching and Learning Toolkit/ Feedback (+6 months progress) Planning Professional Development (EEF) Teacher Feedback to Improve Pupil Learning EEF (2021) 'well-timed feedback should be to move learning forward.' Dylan William	1,2,6,7
Higher emphasis on the development of oral language, skills and vocabulary of disadvantaged pupils.	Sutton Trust – Coaching Early Conversations Interaction and Language (CECIL) 'greater socioeconomic disadvantage is associated with weaker language skills' EEF Podcast: Developing Oral Language (2021) +6 months progress	1, 2, 3, 4, 5, 6, 7, 8

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

Budgeted cost: £66,548

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT teaching and monitoring Phonics with a focus on bridging the gap between PP and Non-PP pupils.	EEF Teaching and Learning Toolkit Tutor - high impact EEF – Improving Literacy in KS1, KS2 Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics)	1,2,5,7
AHT teaching Year 6 interventions with a focus on writing at greater depth, comprehension at greater depth and grammar for underperforming disadvantaged pupils.	EEF Teaching and Learning Toolkit Tutor - high impact EEF – Reading Comprehension Strategies (+6 months) HFL Education: Year 6 Writing at Greater Depth (2022)	1,2,4,5,7
Higher number of LSAs for in-class and intervention support of our disadvantaged pupils.	EEF – Making Best Use of Teaching Assistants (2021)	1, 2, 5, 6, 7
Oracy club including oracy ambassadors running the weekly Celebration	EEF research – Improving Children's Learning by Improving the Quality of Classroom Talk (2017)	1, 2, 3, 4, 5, 6, 7, 8

Assemblies (priority for PP pupils).		
Teacher led core subject boosters for disadvantaged pupils.	EEF Teaching and Learning Toolkit EEF – Small Group Tuition (+4 months) Whitchurch data showing accelerated progress (historical)	1, 2, 3, 4, 5, 6, 7
Additional phonics sessions targeted at disadvantaged pupils who require further support.	EEF Teaching and Learning Toolkit Tutor - high impact EEF – Improving Literacy in KS1, KS2 Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics)	1,2,5,7
Individualised small group tuition run by an experienced intervention teacher prioritising disadvantaged pupils.	EEF Teaching and Learning Toolkit EEF – Small Group Tuition (+4 months)	1, 2, 3, 4, 5, 6, 7
Individualised small group tuition run by the School's EAL learning assistant for disadvantaged pupils.	EEF Blog – What do we know about the attainment of EAL pupils and what do we need to find out? EEF – Small Group Tuition (+4 months)	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support and training for staff and parents to improve disadvantaged pupils' 'behaviour for learning'.	EEF Toolkit – Parental Engagement EEF – Improving Behaviour in Schools EEF – Metacognition and Self-Regulated Learning	1, 3, 4, 7
Financial support with a variety of enrichment, experiences, visitors and trips for disadvantaged pupils.	Sutton Trust Life Lessons report (2017) EEF Blog – Incentives and Education (+2 months)	1, 3, 4, 5, 6, 7, 8
Financial support for instrumental lessons for disadvantaged pupils.	EEF – Art Participation (+3 months progress)	3, 4, 7, 8

Full time Pastoral Lead, pastoral team and Family Liaison to support pupils and families dealing with social, emotional and mental health issues.	EEF – Social and Emotional Learning (+4 months) Mentally Healthy Schools – Anna Freud	3, 4, 7
Raising attendance of our disadvantaged pupils	EEF - Moving forwards, making a difference A planning guide for schools 2022–23 (Wider Strategies / Attendance)	1, 3, 4, 7
Breakfast and after school run daily (priority for our disadvantaged children)	DfE: Wraparound Care: Responding to Requests (2016)	3, 4, 7, 8
Clubs: a wide and varied offer of school clubs (including homework clubs) run before or after school (priority placement for disadvantaged children)	Sutton Trust Life Lessons report (2017) EEF: Homework (+5 months)	1, 3, 4, 5, 7, 8
Dedicated 1 to 1 councillor available for pupils and families of disadvantaged pupils	EEF – Social and Emotional Learning (+4 months)	3, 4, 7
'Motional' program (online assessment and support tool for tracking social, emotional pupil cases.)	EEF – Social and Emotional Learning (+4 months)	3, 4, 7
Dedicated Play Therapist working 1 to 1 with disadvantaged pupils.	Play Therapy – An Illustrative Case (2019) “play is the child’s natural medium of self-expression.” EEF – Social and Emotional Learning (+4 months)	3, 4, 7
Contingency fund for emergency issues.	Based on past experiences and those of similar schools to ours, we recognise the need to set aside a small amount of funding to respond to issues not yet identified in a timely manner.	1, 2, 3, 4, 5, 6, 7, 8

Total budgeted cost: £146,548

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil engagement and aspirations	There was more take up and engagement of clubs and enrichment opportunities for our disadvantaged pupils. Behaviour for learning and lesson engagement was improved through strategies such as our new feedback policy (which is more interactive with live marking and conferencing) and embedded school-wide phonics strategies such as talk partners and my turn/your turn.
Parent survey results	(Survey conducted for parents and carers of disadvantaged pupils) 100% of parents read the Whitchurch Weekly and 96% found it useful to know what is happening in the school. 88% of parents felt they can contact the school with queries and 87% felt that Whitchurch accommodates them with meetings based around the family schedules.
Pupil Voice: mental health and wellbeing	100% said they love coming to school 100% said they know who to go to if they have a problem or worry 75% said they loved the lessons and 25% said they want more PE and art. 20% said they struggle in lessons and find things 'hard.' Pupils attending pastoral support and therapeutic sessions are reporting that they are happy and look forward to their sessions.
Pupil Outcomes	See tables below. 100% (7 out of 7) individual areas of development at Early Years Foundation stage are in line or above National data for disadvantaged pupils. However, the overall percentage of GLD is below National as not all children achieved all 7 areas combined.. (4 out of 7) Disadvantaged pupils at KS1 are above the National for Maths but below for reading and writing. For Phonics, our disadvantaged pupils are above both National and Harrow. For the Multiplication Tables Check (MTC), more than twice the percentage of disadvantaged pupils scored 100% (25/25) compared to National figures. For KS2 results, our disadvantaged pupils were above National data for reading, grammar, writing, Maths and RWM combined.
Attendance	Attendance figures are published weekly by class and parents have commented that this has helped to see the overall picture across the school. Classes are consistently in the 90s and in some cases 100% in a week. Year group leads and Assistant Heads continue to make supportive phone calls home and our attendance officer tracks patterns with the Deputy Head.

Externally provided programmes

Programme	Provider
Motional	Trauma-Informed Schools U.K
White Rose Maths	White Rose Maths Foundation
School Therapeutic Lead	Harrow's School Counselling Partnership (HSCP)
Art/Play Therapist	Harrow's School Counselling Partnership (HSCP)
Peripatetic Music Lessons	Harrow Music Service

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A