

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	Whitchurch Primary School & Nursery
Number of pupils in school	847
Proportion (%) of pupil premium eligible pupils	11% (91 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Caroline Rowley, Headteacher
Pupil premium lead	Martin Thompson-Lawrie, Deputy Headteacher
Governor / Trustee lead	Paul Smith, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,495
Recovery premium funding allocation this academic year	£10,730
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	£115,225

Part A: Pupil premium strategy plan

Statement of intent

The **pupil premium** is additional funding given to publicly funded schools in England to raise the attainment of **disadvantaged pupils** and close the gap between them and their peers.

Context of the School:

Whitchurch Primary School is a four-form entry school in Harrow. We have a Nursery and provide education to pupils from 8.45am to 3.25pm each day. We have high aspirations for our children and we believe that no child should be left behind. Our school motto is “Learners today, leaders tomorrow” and we are committed to ensuring that all of our children are given the opportunity to reach their full potential. Pupil Premium funding represents an important proportion of our budget and we ensure that it is spent to its maximum effect.

We know that one of the biggest barriers for children can be poverty of expectation and aspiration and we are therefore determined to create a climate that does not limit a child’s potential in any way. We also understand the importance of mental health and well-being in enabling our children to access their learning and this is at the heart of our curriculum design and education offer at Whitchurch.

Whitchurch Primary School and Nursery is an all-through, 4-form primary school. The school has a 52 place nursery as part of the EYFS department which also houses 4 reception classes. We have 847 pupils on roll across the whole school.

The school was last inspected by Ofsted in January 2018 and the published inspection report commented positively upon how we use our pupil premium funding to support our most vulnerable children and families:

“Following a leadership review, both the pupil premium and special educational needs funding are being used effectively. Programmes are becoming sharply focused, particularly in Years 5 and 6 where these groups of pupils are showing significant gains in learning. Individual flexible programmes make sure that lengthy withdrawal from lessons is avoided where possible.”

“Teachers deploy the skilled team of support staff carefully to meet identified individual pupil and group needs. This can be challenging the most able pupils in mathematics, or working with pupils who have special educational needs (SEN) and/or disabilities or those supported through the pupil premium.”

“The progress of disadvantaged pupils is another area of some improvement this year. Those currently in Year 6 are making very strong progress and substantial numbers are working above expected standards.”

We provide a culture where staff believe in ALL children and where there are no excuses for underperformance. Staff adopt a “solution-focused” approach to overcoming barriers and with the school working towards becoming a “trauma-informed” school (TISUK) the ethos is around supporting children socially, emotionally and academically to enable them to develop and grow their fullest potential.

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

Analysing Data and Identification of Pupils:

We will ensure that:

- ALL staff are involved in the analysis of data and attend regular pupil progress meetings so that they are fully aware of the strengths and areas of development across the school.
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the PPM funding – not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if...”

Improving Day to Day Teaching:

We will ensure that all children across the school receive good quality first teaching by ensuring that our leaders:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of school policies (eg: marking and feedback)
- Share good practice within the school and draw on expertise
- Provide high quality CPD
- Improve assessment through levelling and moderation across the school (and between schools)

Individualising Support:

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and teachers communicate effectively and regularly
- Using YTLs to lead on and provide high quality interventions across their Year Groups
- Working with other agencies to provide additional expertise
- Provide support for parents and families
- Tailoring interventions to the needs of the child
- Understanding the importance of providing a safe and nurturing environment.

Funding Priorities:

This academic year (2021-22), we have more PP funding and therefore changes can be made to how we allocate the more resources we have available to achieve the maximum impact.

Funding Priorities 2021-22:

This year our aim is to further grow good and outstanding teaching across the school whilst further developing highly skilled leadership with clear accountability at all levels. The school and leadership team comprise of new members of staff who are experienced senior leaders, as well as new middle leaders. We aim to use this leadership to drive whole-school improvement

and improve the quality of education for our children with the understanding that Whitchurch offers them their very best chance to succeed as young people. This is even more critical given the experiences and challenges our children have faced over the past 18 months since the start of the pandemic.

We will begin our aim of raising standards across the curriculum by reviewing and adapting the key drivers that underpin our curriculum to ensure that it is both relevant and unique for children at Whitchurch, whilst also taking account of the impact of lockdown and the lost learning. We have a broad and varied curriculum that has been written for the needs of all pupils and we will continue to refine and adapt our education offer to ensure greater depth and breadth of understanding that can address any gaps in pupils' knowledge. Furthermore, we will aim to cater for the whole child through a greater range of enrichment opportunities whilst continuing to work on improving attainment and maintaining at least good progress measures across all key stages.

Together with a focus on a broad and balanced curriculum, we continue to push for outcomes for all children to improve – academically, social and emotionally.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We also know that these are challenges that apply to the large majority of our children in school – even if not formally categorised as PP or disadvantaged.

Challenge number	Detail of challenge
1	Teacher assessments, lesson observations, and pupil discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident across the school in all key stages in general, however it is more prevalent among our disadvantaged pupils than their peers resulting in many PP pupils working well below age-related expectations.
2	Reasoning/Problem solving skills in Maths for those PP pupils where English is not spoken at home is not as secure when compare to their peers
3	Progress is slower for PP pupils who fall within two or more groups, such as summer born or SEN in comparison to age-related expectations
4	Our baseline assessments, pupil progress meetings and lesson observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and writing due to a lack of consistent engagement with remote learning during the lockdown, as well as in-school support and training for parents with their child's learning

5	Our pupil progress meetings with teachers and discussions with pupils and families have identified social and emotional issues for many pupils, notably linked to high levels of anxiety which has resulted in more teacher referrals for support to our pastoral team. In addition, due to limited real world experiences and a lack of enrichment opportunities during school closures, this is negatively impacting disadvantaged pupils' attainment, as well as their social and emotional well-being.
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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 looks, pupil discussions and ongoing formative and summative assessment through the use of TAFs for English writing and reading. In addition, creating an in-school Oracy Club (made up of Oracy ambassadors from across the school) will promote high expectations for oral language and presentation skills that can be modelled to all pupils, including disadvantaged pupils.
Improved problem solving and reasoning among disadvantaged pupils.	<p>Maths outcomes in all key stages show an increase on the number of disadvantaged pupils attaining at least age-related expectations.</p> <p>Disadvantaged pupils will be able to apply procedural knowledge to contextualised, real-life problems equipping them for important life skills that they can use in their next stage of their education and beyond.</p>
Improved expected levels of progress for disadvantaged pupils across all groups e.g SEN and/or summer born	<p>Pupil progress meetings illustrate that disadvantaged pupils are making at least expected levels of progress due to quality first teaching and targeted interventions to accelerate progress</p> <p>Disadvantaged pupils' outcomes show an increase in the progress made across key stages showing added value due to the impact of quality first teaching</p>
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • identification of pupils' social and emotional needs through a whole-school targeted intervention programme which uses quantitative data to show disadvantaged pupils making progress related to their well-being
Children at Whitchurch are offered a wide range of experiences in the form of trips, visitors and enrichment experiences. These open up opportunities that may enrich and challenge thinking and perceptions.	<p>Children become more open-minded and have a broader range of experiences to draw from when making sense of the curriculum and the wider world. This enables them to be more successful when accessing the curriculum leading to assessments in line with age-related expectations across all curriculum subjects.</p> <p>The curriculum on offer at Whitchurch is broad and taught at a deep level with a clear breadth and depth of understanding.</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£11,225**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class Teacher/ Leadership Release Time/Cover</p> <p>This time enables YTLs to do the following:</p> <ul style="list-style-type: none"> - Improve day-to-day teaching by allowing support for teachers in the YG - Setting high expectations - Developing teacher practise - Ensuring consistent implementation of school policies and procedures - Sharing good practice 	<p>There is much evidence that demonstrates the significant impact of teacher and peer support: when teachers come together to share information, resources, ideas, and expertise, learning becomes more accessible and effective for students.</p> <p>Teacher collaboration directly benefits pupil achievement (at all levels and in all groups).</p> <p>Evidence also shows that where learning and CPD is self-sustaining the chances of long term change and impact is significantly higher.</p>	1, 2, 3, 4 & 5

<ul style="list-style-type: none"> - Improving accuracy of assessment - Planning for interventions - Delivery of interventions - Quality assurance - Data analysis - Monitoring and evaluation - Action planning and team training. - Provision of group PPA/release time to work alongside year group teachers <p><i>The aim of these middle leaders (Year Group Leaders) is to ensure that the quality of education within each year group is high – there is consistency, guidance and support for staff and that staff well-being is maintained.</i></p>		
<p>Subject Leader Training & Development</p> <p>Developing and skilling-up middle (curriculum) leaders to become “experts” in their own fields. To undertake CPD across the year as well as to work alongside SLT to evaluate and re-design the whole-school curriculum. All of these activities will have an immediate and positive impact upon the quality of education provided to all children, at all levels and abilities, across the school. Middle leaders will ensure a depth and breadth to the curriculum being delivered, as well as facilitating enrichment opportunities linked to their curriculum area that help to develop the whole child.</p>	As above.	1, 2, 3 & 5

<p>Weekly support staff training</p> <ul style="list-style-type: none"> - Improving day-to-day practice - Setting high expectations - Developing good practise - Ensuring consistent implementation of school policies and procedures - Sharing good practice - Improving accuracy of assessment - Planning for interventions - Delivery of interventions - Quality assurance - Data analysis - Monitoring and evaluation - Action planning and team training. <p>All support staff are trained to a high level and have a high degree of professionalism and understanding of the school and the children that they work with – all have high aspirations for all pupils, particularly disadvantaged pupils</p>	<p>The role of any Learning Support Assistant (LSA) or support staff is to raise standards through the support of pupils, teachers, the curriculum and the school. LSAs or support staff provide support to the classroom teacher as well as helping, supporting, and challenging pupils within the learning environment. Evidence is clear in showing the importance of ongoing training and support and feedback in ensuring a high quality provision and outcome from support staff.</p> <p>The role of support staff in the school is critical with many involved in intervention groups. The weekly training is fundamental to ensuring the high quality interventions.</p>	<p>1, 2, 3, 4 & 5</p>
<p>Embedding dialogic activities across the school curriculum supported by the Oracy Club. 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 with support from the Curriculum lead and English curriculum team.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE, EEF guidance and White Rose Scheme.</p> <p>We will fund curriculum leader release time to embed key elements of guidance in school and to access London North-West 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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£42000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Employment of a full-time interventions teacher</p> <p>This will involve the following:</p> <ul style="list-style-type: none"> - individualising support at all levels for disadvantaged pupils working alongside class teachers - Specific targeting and tracking and intervention 	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 & 3</p>

<p>planning of individual children.</p> <ul style="list-style-type: none"> - Small group work to extend children's confidence across the curriculum and address any gaps in their learning 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£62,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One full-time pastoral co-ordinator and part-time pastoral lead, as well as a full-time family liaison officer</p> <p>To support the DHT in monitoring and tracking attendance and absence and follow-up vulnerable pupils who have poor attendance/punctuality or who are repeatedly late for collection and put in support for those families where required.</p> <p>To work closely with EBD pupils and provide support and mentoring to enable them to remove barriers to learning – using Motional programmes to support the children.</p> <p>To ensure that all pupils known to have CP concerns/vulnerabilities are offered a mentor to support them throughout the school.</p> <p>To track the behaviour of vulnerable pupils (and all pupils) across the school to ensure good behaviour choices facilitate good learning.</p> <p>To provide pastoral support at lunchtimes for vulnerable pupils to</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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. https://www.gov.uk/guidance/senior-mentalhealth-lead-training Impact of RRSA Impact of ELSA trained staff</p>	4 & 5

<p>enable successful lunchtimes and encourage good social behaviour.</p> <p>To support with parents to ensure parents (and pupils) are actively engaged and involved in school through regular communication and targeted parent workshops</p> <p>To provide general support to all parents in terms of school admissions, parenting, English classes etc.</p> <p>To provided 1-2-1 and group support for those children following Motional programmes.</p>		
<p>Harrow Schools’ Counselling Partnership – Therapeutic Lead outreach support x 1 day weekly</p> <p>To provide weekly support to our pastoral team in terms of:</p> <ul style="list-style-type: none"> - Talking through individual children’s cases each week – with a focus on what strategies and programmes can be set up to support the children/families, - Offering expert, professional advice and feedback on individual cases. - Offering emotional and professional support (supervision) to staff who deal with challenging and emotionally difficult situations daily. - Offering emotional and professional support (supervision) to the HT and DHT to support and enable the school’s development towards becoming a trauma-informed school - Providing training to staff re: counselling techniques and approaches. - To provided one-to-one play therapy/counselling sessions for a small number of children who require intensive SEMH support. 	<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): EEF_Social_and_Emotional_Learning.pdf(educationdowmentfoundation.org.uk)</p> <p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p> <p>https://www.gov.uk/guidance/senior-mentalhealth-lead-training Impact of RRSA Impact of ELSA trained staff</p>	<p>4 & 5</p>

<p>Harrow School’s Counselling Partnership – Art therapist out-reach support x 1 day weekly</p> <p>To provide one-to-one art therapy/counselling sessions for a small number of children who require intensive SEMH support.</p> <p>Working in school 1 day per week</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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. https://www.gov.uk/guidance/senior-mentalhealth-lead-training Impact of RRSA Impact of ELSA trained staff</p>	<p>1, 2, 3, 4 & 5</p>
<p>Motional package</p> <p>In 2021/2022, a senior leaders and the pastoral co-ordinator will begin to complete the Trauma Informed Schools training which will enable Whitchurch to be a trauma-informed school. A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p> <p>It will enable the school to offer training to empower and enable key staff to be able to respond effectively to mild to moderate mental health problems.</p> <p>We believe the impact of this training will be wide-reaching across the school particularly with the implementation of</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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance,</p>	<p>4 & 5</p>

<p>Motional as a tool to help us support pupils and groups of pupils.</p> <p>This is key to our redefined ethos and approach as a school related to behaviour management and support pupils' emotional well-being.</p>	<p>attention, behaviour and attainment.</p> <p>https://www.gov.uk/guidance/senior-mentalhealth-lead-training Impact of RRSA Impact of ELSA trained staff</p> <p>The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) wants a Mental Health Lead in every school (trained member of school staff). Their research found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)"</p>	
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Total budgeted cost: £115,225

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower compared to their peers in the core areas of the curriculum. Despite starting to see a shift in the progress and attainment of our disadvantaged pupils prior to the pandemic, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided through DB Primary and via live lessons over Microsoft Teams.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback and marking. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book looks, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.