

## 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	Whitegate End Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	June 2023
Statement authorised by	R Hollingsworth
Pupil premium lead	L Bingham
Governor / Trustee lead	K Painter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,700
Recovery premium funding allocation this academic year	£6,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,450

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is for each of our children to leave school with the dignity of being literate and numerate and happy in their sense of self. Our strategy is based on a research informed approach and provides a comprehensive view of the provision we have in place.

Our school vision demonstrates we have a drive for excellence for all and this is regardless of being vulnerable or having barriers to achievement.

'At Whitegate End, we create **emotionally resilient children** and staff with a range of academic and life skills. We prepare our children for life, not only the next stages of their education, and provide them with the tools to be **lifelong learners**. Everyone **belongs**. The environment we create for each other is **safe** and gives us the opportunity to challenge each other's thinking and stand up for the things we feel passionate about. We **thrive** when we go out into the ever-changing world and are proud of the **memories** that we create together.'

We have a strong ethos of inclusion and crucially a compassionate approach towards empowering and supporting our children and parents

Analysis of our 'children's needs, not assumptions' (Marc Rowland) will support us to identify which children need which approach. This will be flexible over time based on children's needs and our knowledge of their home circumstances.

We will take a three-tiered approach based on the EEF [Guide to Supporting School Planning: A Tiered Approach](#)

1. A whole school approach to quality first teaching, such as our responsive professional learning programme, 'Keep up Not Catch Up' approach to formative assessment and feedback, and support for our Early Career Teachers; and
2. Targeted approaches providing bespoke academic support to those children who need it and
3. Wider strategies to tackle pastoral (non-academic) barriers to success in school, such as daily check ins, access to technology, access to the learning mentor to support emotional health and wellbeing, support with behaviour and attendance, help with the cost of educational visits.

With quality first teaching the vast majority of our children will make very good progress from their individual starting points; some may require targeted academic and pastoral support; others will require a bespoke response to their individual needs.

We will take a strategic approach to deploying the funding :

**Step One: Assess** – Our school will undertake diagnostic assessment of pupils' wellbeing and learning needs using the EEF [diagnostic assessment resource](#)

**Step Two: Plan** – develop a school wide strategy using the tiered approach.

**Step Three: Do** – implement the plans using EEF's [Guide to Implementation](#)

**Step Four: Review and sustain** - Review the impact and where necessary refine the approach. School will take a multi-year approach reviewing the impact and formulating a plan for the forthcoming year

Our strategy is a balance between longer-term sustainable approaches to supporting the quality of teaching through evidence informed professional development and shorter-term targeted interventions.

By adopting the above strategy, we are empowering our team to do what is right for our children based on their knowledge of our children's needs. As a school we will review the impact of the funding at strategic SLT meetings, progress meetings and regular governor meetings.

#### **Our key principles and how we will achieve our objectives**

- Development of high-quality teaching CPD using theory and research approaches – feedback to impact on progress and cognitive science, adaptive teaching to secure knowledge in a 'keep up no catch up' approach.
- A focused drive to improve early reading skills and use a research informed approach to increasing fluency and comprehension across school.
- A planned programme of enrichment activities which will provide life experiences to increase each child's knowledge of understanding of the world and vocabulary development.
- An ambitious pastoral offer to ensure barriers to learning are identified and addressed effectively. This will be a partnership between class teachers and the pastoral team.

- Development of parental empowerment – forming strong links of communication to build trusting relationships to empower the parents/carers to have a positive impact on their child's education as a whole.
- Use of pupil voice to inform our approach linked to ambitions our children have and the challenges they feel they face. Encourage our children to play a greater role in our school community.
- Regular and robust evaluation of measures in place to support children in receipt of pupil premium funding

## Challenges –

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted upon by partial closures and events of recent years to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Our disadvantaged pupils are tracked on internal systems and levels of progress monitored alongside end of year expectations. Analyse of historical data indicates more is needed to ensure our disadvantaged children make good progress. We are developing our systems to track these children more robustly to ensure the provision is matched to their individual needs in reading, writing and maths.</p>
2	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic, 50% of our disadvantaged children currently require additional support with social and emotional needs.</p>
3	<p>Our attendance data 2021-2022 indicates that the attendance amongst disadvantaged pupils(91.6%) was 3.9% lower than non-disadvantaged (95.5%). Data has been analysed and specific co-hort data indicates attendance for our KS2 disadvantaged pupils is a target. Our attendance procedures have been reviewed and we have more robust procedures in place but we know we must do more.</p>
4	<p>Our pupil survey indicates interest in reading to be a key area of development. When analysing reading data for our disadvantaged pupil further progress is needed and much work is needed.</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 reading and writing attainment for disadvantaged pupils at the end of KS1 and KS2	All PP pupils to make improved progress All PP children to maintain prior Key Stage attainment Progress scores are in line with National data Pupil voice indicates higher levels of interest in reading This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments.
Improved Maths attainment for disadvantaged pupils at the end of KS1 and KS2.	All PP pupils to make improved progress All PP children to maintain prior Key Stage attainment Progress scores are in line with National data This is evident when triangulated with other sources of evidence including engagement in lessons, book looks and on-going formative assessments.
To achieve and sustain improved well being for all our pupils in our school particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2023-2024 demonstrated by: <ul style="list-style-type: none"> <li>- Qualitative data from pupil voice, pupil and parent surveys, graduated response records and teacher observations.</li> </ul>
To achieve and sustain improved attendance for all our pupils in our school particularly disadvantaged pupils.	Attendance of PP is in line with all pupils  Reduce persistent absentees

## 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.

### High- Quality Teaching

Budgeted cost: £16,891

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Development of High Quality First Teaching</i></p> <p>Whole school CPD eg pedagogy, feedback &amp; assessment , behaviour , mastery maths (timetabled throughout the year)</p> <p>Coaching for peer teacher support</p> <p>Teacher in a day appraisal – people development</p> <p>ECT support</p> <p>Phonics training for KS1 and EYFS Staff - Little Wandle</p> <p>Reading training for all KS2 staff based on the Art and Science of Teaching by Christopher Such.</p> <p>Curriculum Review to enhance curriculum planning by whole staff – monitoring teams</p> <p>Review reading books for children in KS2 - Purchase low level, high interest</p> <p>Pupil progress meetings</p> <p>Support from PP Lead</p> <p>Research based adaptive teaching – activate, build, use, review</p>	<p><a href="#">EEF Moving Forwards, making a difference. A planning guide for school 2022-2023</a></p> <p><a href="#">EEF Closing the Attainment gap</a></p> <p><a href="#">EEF Putting Evidence to work: A school's guide to implementation</a></p> <p><a href="#">EEF Improving Literacy at Key Stage 1</a></p> <p><a href="#">EEF Improving Literacy at Key Stage 2</a></p> <p><a href="#">EEF Improving Mathematics in Early Years and Key Stage One</a></p> <p><a href="#">EEF Improving Mathematics in Key Stage 2 and 3</a></p>	<p>1 &amp; 4</p>
<p><i>KUNCU approach</i></p> <p>Ongoing provision of Quality first teaching.</p> <p>Effective feedback.</p>	<p><a href="#">EEF Diagnostic Assessments</a></p>	<p>1 &amp; 4</p>

Use of adaptive teaching to inform KUNCU groups KUNCU timetabled sessions Support staff deployment linked to pupil progress meetings		
<i>Support staff deployment</i> Support staff deployed where needed following data analysis Mentoring support for pupils with additional barriers to learning - staff identified based on the individual children	<a href="#">EEF Making Best Use of Support Staff</a>	1 & 4
<i>Curriculum enrichment and outdoor learning</i> Forest school provision Outdoor learning Linking project Educational visits/visitors Provision on offer during unstructured times – lunchtimes (OACT and Whole staff involvement)	An Updated Practical Guide to the Pupil Premium by Marc Rowland makes clear the value/impact these activities can have on social and emotional well being	2

## Targeted academic support

Budgeted cost: £11,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Deployment of support staff to deliver targeted interventions</i> Learning support assistants are deployed to targets areas of need following data analysis - provision map to track interventions Robust monitoring of interventions by PP lead KUNCU or specific interventions are lead by class teachers and support staff Precision teaching & SALT interventions for specific children/need Key skills for maths and writing - actions from quality first teaching. 1:1 reading interventions – specific focus on decoding or fluency	An Updated Practical Guide to the Pupil Premium by Marc Rowland  <a href="#">EEF Making Best Use of Support Staff</a>	1

Pre-teaching sessions from the class teacher/support staff. Fine motor skills 1:1 social stories sessions to build bank of social stories for individual children		
Use of assessments to identify next steps in learning <ul style="list-style-type: none"> <li>- Point in time assessments</li> <li>- Pira/Puma assessments</li> <li>- Phonics screening</li> <li>- Reading assessments</li> <li>- Pre-assessments in maths and writing</li> <li>- Analysis of PIRA and PUMA to identify target groups for whole class teaching and interventions</li> <li>- KUNCU Maths groups</li> <li>- Ongoing assessment and meeting of individual needs</li> <li>- Assessments using Little Wandle materials</li> </ul>	<a href="#">EEF Diagnostic Assessments</a>	1

## Wider strategies

Budgeted cost: £16,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain improved emotional wellbeing 1:1 interventions with Learning Mentor to improve the social emotional (SEL learning) Teacher referrals completed Analyse of referrals using graduated response document Daily meet and greets & 1:1 timetabled sessions tailored to individuals Interventions monitored after 6 week block Exit graduated response completed Application of skills/learning in class	<a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a>	2
<b>Improve attendance</b> Pastoral team leading on Attendance Clear attendance procedures in-line with DFE advice/guidance – first day calling, home visits	<a href="#">DFE Improving School Attendance</a>  Notes from DFE Webinars on Attendance	3

<p>Updated Attendance policy Case studies for individuals to tailor support to individual families and children Links with Local Authority Attendance Office</p>		
<p><b>Empower parents</b> Pastoral team presence on the playground each day to build relations with parents Informal drop ins Parental surveys Open afternoons each half term – target families Welfare calls from pastoral teams Coffee mornings/groups Pastoral team attend whole school events</p>	<p><a href="#">EEF How can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice September 2019.</a> An Updated Practical Guide to the Pupil Premium by Marc Rowland <a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a></p>	<p>2 &amp;3</p>
<p><b>Promote a positive attitude to reading</b> WGE book swap in entrance of hall Reading to children in KUNCU time Timetabled session for class book at the end of each day Reading buddies through school Reading buddies for KUNCU time One to one reading sessions with OACT staff Overhaul of the library – Flotsam theme Timetabled sessions in the library</p>	<p><a href="#">EEF Improving Literacy at Key Stage 1</a> <a href="#">EEF Improving Literacy at Key Stage 2</a> The Art and Science of Reading by Christopher Such</p>	<p>4</p>

**Total budgeted cost: £44,450**

## 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 2022 to 2022 academic year.

The Pupil Premium Strategy was developed last year by the new Senior Leadership Team as a 12month strategy. This review will inform the next Strategy Statement which will be a 3 year strategy based on findings from this year and reviewed annually

Internal assessments, monitoring and assessments during 2022-2023 suggest that the performance of disadvantaged pupils was lower than expected. Therefore the outcomes as a whole were not realised.

Positive outcomes were seen in the areas below:

#### **High Quality Teachinga**

*Development of High Quality Teaching* – Yearly CPD programme has been completed. Training in KS1 and KS2 specifically linked to reading was delivered and reviewed across the course of the year through monitoring mornings, book looks and feedback to SLT. Teacher in a Day appraisal was completed and positive feedback from staff was received. Next steps include higher levels of accountable to impact positively on data outcomes. The KS1 Little Wandle phonics and reading programme has been a positive outcome. 70% (including PP children within this year group) of the children passed the phonics test in KS1 and 97% of the Year 2 children following required resists. Funding was used to purchase high interest low level texts. Of the children receiving PP funding 12 children used this regularly to improve their reading outcomes.

*KUNCU* - Identified timetable slot used at the beginning of each school day. This was linked to on-going teacher assessments. A high percentage of PP children would access these sessions. Outcomes are difficulty to measure in this area. Moving forward staff have been allocated specific groups to work within these sessions and impact to be monitored through pupil progress reviews with specific proformas to ensure consistency.

*Support Staff Deployment* – Provision maps in place which identify PP children receiving interventions linked to need. Support staff deployed linked to expertise.

*Curriculum enrichment and outdoor learning* – Forest school provision was led by the Headteacher and benefitted 4 of the children receiving PP funding and more of our vulnerable children including those with DSEN. Provision was improved at lunchtime taking on board staff and pupil voice. Equipment was purchased to improve levels of activity during unstructured times.

### **Wider Strategies**

*Attendance* – Overall attendance for the academic Year was 95.42% with PA at 11.1%. FSM6 attendance was 92.3% with non FSM6 being 95.8%. Half termly meetings with the Local Authority Attendance Officer were positive and resulted in the increase of attendance of target families 4 of which are disadvantaged families. The Attendance policy is in place and in line with DFE recommendations. An accompanying booklet for Parents was commended by the Local Authority Attendance Office and copied to share with other local schools. Regular text messages were sent to those children who receive PP funding the day before the start of a new half term. These were sent to ease anxieties and help improve the attendance of 5 of the children receiving PP funding. Case studies for target PA children have been collated to review actions and build on our strategies next year.

*Emotional Wellbeing* – Robust procedures are in place for children receiving support from our Learning Mentor. A graduated response Tool is used to determine the support needed alongside a referral from the class teacher. Of the children receiving PP funding 21 have had support across the year. All support is documented and reviewed each half term. Observations and feedback from class teachers and parents indicate positive outcomes. Next steps would be to evidence this positive outcome in overall outcomes in end of year data.

*Empowering parents* – Relations with parents have strengthened based on the work of the pastoral team. 16 families receiving pupil premium funding have received intensive support some of which resulted in further professional support from Early Help, Young Carers and Bereavement services. 3 of these families had weekly contact during the school holidays to ensure support was available whenever needed. Parental surveys as a whole were positive and include feedback from

parents of children who receive PP funding. Open afternoons were attended by large numbers parents including parents of 28 of our PP children.

Positive Attitude to Reading – The book swap has proved successful and families actively ask for books. The library has been used much more regularly by wider groups of children (as per timetabled slots) and we have received positive feedback from other professionals visiting schools as to how the library looks. Children actively ask when their weekly visit will be. 1:1 reading sessions with OACT include 6 children receiving PP funding. These sessions focused on the improved fluency of reading.

Further development of the strategy is needed in the areas below and will be reflected in the adapted Strategy for 2023-2024.

**Year 6 – (6 children, 33% DSEN)**

Subject	% Achieved	KEY POINTS:
Reading	50%	- Evidence gathered for target children to show levels of understanding in Maths in class work
Writing	33%	- Attendance panel meeting and TAF meeting held for one child – case study in place
Maths	16%	- One child ill during SATS and adjusted timetable needed - One child received one to one support from the Maths lead linked to areas of confidence

**Year 5 – (8 children, 25% DSEN)**

Subject	% Achieved	KEY POINTS:  - Attendance panel meeting and TAF meeting held for one child - 4 of the children received 1:1 support from the Learning Mentor throughout the year - Target maths intervention for 4 of the children due to low levels of confidence.
Reading	75%	
Writing	25%	
Maths	38%	

**Year 4 - surpressed data**

**Year 3 – (5 children, 40% DSEN)**

Subject	% Achieved	KEY POINTS:  - Attendance panel meeting and TAF meeting held for one child – case study in place - 2 children received intensive support from Pastoral team – welfare calls & involvement of professional agencies
Reading	80%	
Writing	80%	
Maths	60%	

**Year 2 – 3 children 33% DSEN**

Subject	% Achieved	KEY POINTS:  - Local Authority Moderation undertaken and all assessments agreed
Reading	100%	
Writing	33%	

Maths	100%	- EPEP completed and QA was green and completed to a high standard. A consultation with Educational Psychology through the virtual school organised to pin-point next steps in writing
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**Year 1 – (5 children, 20% DSEN)**

Subject	% Achieved	KEY POINTS:
Reading	60%	<ul style="list-style-type: none"> <li>- Personalised curriculum accessed by child with EHCP.</li> <li>- Attendance panel meetings and pastoral support given to one child.</li> <li>- Pastoral support offered to one child linked to housing and attendance</li> </ul>
Writing	40%	
Maths	40%	

**ACTIONS for 2023-2024 Strategy**

- Priorities agreed with SLT to drastically improve outcomes 2023-2024
- Pastoral Offer documented in Personal Development offer
- Tracking system has been reviewed and more robust tracker has been created. Will be used as part of pupil progress meetings and regular meetings with teaching staff.

## 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
N/A	

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*