



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	Whiteley Primary School
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	9%
Academic years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Lesley Pennington
Pupil premium lead	Lesley Pennington/Kate Bolton
Governor lead	Claire Salmon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76,970
Recovery premium funding allocation this academic year	£ 6, 670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 83,640



Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- For all disadvantaged pupils in school to meet or exceed national expected progress in order to achieve age related expectations at the end of year 6, therefore being secondary ready.
- For families of those children who are deemed vulnerable or at risk to be provided appropriate signposting or direct support, in order to reduce the impact of risk factors on the pupil's opportunity to reach their best potential, including attendance.
- For the school to offer a broad curriculum with a range of enrichment experiences through core and extra-curricular opportunities, facilitating the development of cultural capital.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Investment in training for all staff to ensure high quality inclusive teaching.
- Employment of additional teachers in upper KS2 to facilitate smaller group teaching for key skills in English, guided reading and maths in order to accelerate progress.
- The provision of trained and skilled support staff, able to deliver researched and evidence based interventions to close the gap.
- Delivery of a wide range of evidence based 1:1 and small group interventions for cognition & learning and communication & interaction needs.
- Funding of ELSA and pastoral team staff, enabling provision of nurture groups, 1:1 pastoral support, Lego Therapy, Zones of Regulation, Therapeutic Story Writing and other pastoral interventions for pupils.
- Subsidies for music lessons, school trips, visitor experiences in school, and uniform for disadvantaged pupils through all the year groups.

The provision listed above are examples of the support available. Needs of the individual are taken into account when agreeing the level and type of support each pupil needs to make their best possible progress.

What are the key principles of your strategy plan?

Our strategy is underpinned by our school vision: A Place to SMILE

Success – Believe you can succeed, and be the best you can be

Mutual Respect – Respect for self, respect for others, respect for your surroundings

Inclusion – Value difference and overcome barriers

Lifelong Learning – Inspired to learn – at home, at school, for life

Enrichment – Explore, experience, challenge – within the curriculum and beyond

We strive to achieve this vision for *all* pupils, regardless of their vulnerabilities, with a high focus on ensuring high quality, inclusive teaching, to ensure that *all* pupils can 'be the best they can be'.



Challenges

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

Challenge number	Detail of challenge
1	A significant proportion of YR pupils (including PP pupils) enter school at risk of falling behind in the areas of Speaking and Listening and Attention, which impacts on their progress across the curriculum.
2	Data for PP pupils shows that over 50% of pupils are currently below ARE in one or more core curriculum areas, and whilst they may be making progress in line with their starting points, additional support is required to support them closing the gaps with their peers. This has been exacerbated by the school closure during the Covid pandemic.
3	Social communication or behavioural difficulties for a small group of PP pupils has a detrimental effect on their academic progress and can impact that of their peers.
4	External factors such as lower attendance, parenting skills, lower aspirations, trauma and mental health issues affect engagement with school and progress for some PP pupils.
5	Service family pupils affected emotionally by a parent away which can affect concentration and progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet age related expectations. Any pupils in Y1 who were not on track to achieve the ELG for listening and attention at the end of YR are supported in achieving this by Dec of Y1.
PP pupils are supported in closing the gap with their peers, to increase the number on track to achieve ARE by the end of the Key Stage, and to ensure that pupils are supported in catching up following the school closure.	By Dec 2021, PP pupils are at least back on track to pre-lockdown levels. By July 2022, a greater number of pupils eligible for PP are working in line with their peers as shown through teacher assessments/NFER tests. Standardised scores show that pupils in KS2 are making accelerated progress.
Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers. PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement, and to raise aspirations.	Fewer behaviour incidents of these pupils as recorded through exclusions, Physical Intervention records, blue/red card incidents, with pupils better able to access the classroom environment. Increased attendance figures for PP pupils. PP who access pastoral support are shown to be making appropriate progress in comparison to their peers.



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)

Approximate budgeted cost: £15,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for all staff:</i></p> <ul style="list-style-type: none"> - <i>High Quality Inclusive Teaching</i> - <i>Mediated Learning Experiences, delivered by Hampshire Educational Psychology (support staff)</i> - <i>Attachment and Trauma Informed Practice</i> - <i>Vulnerable children (teaching staff)</i> - <i>Multi Element Behaviour Model</i> - <i>Zones of Regulation (support staff)</i> <p><i>CPD for targeted staff:</i></p> <ul style="list-style-type: none"> - <i>Trauma Informed Practice delivered by external specialist provider</i> - <i>Nuffield Early Language Intervention</i> - <i>Precision Teaching</i> - <i>Designated Teacher for LAC updates</i> - <i>HIAS Assessment Network</i> - <i>ELSA supervision</i> <p><i>Performance Management target for staff with a menu of Professional Development activities that develop teacher ability to identify risks and strategies to overcome barriers to making best potential progress.</i></p> <ul style="list-style-type: none"> - <i>pupil focused problem solving with DHT</i> - <i>coaching model with AHT</i> - <i>peer to peer support</i> - <i>sourcing externally delivered specialist training</i> 	<p>High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>Significant number of LAC/adopted pupils in school. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs can be effective.</p> <p>EFF states that 'high-quality assessment is essential to great teaching'.</p>	<p>1, 2, 3, 4</p>
<p><i>Maths development:</i></p> <ul style="list-style-type: none"> - <i>Maths lead released to attend the Maths Hub teacher work group enabling sharing of mastery approach best practice to all teachers.</i> - <i>Team teaching with AHT – Teaching and Learning Lead.</i> - <i>KS1 teachers undertaking the 'Mastering Number' NCETM project.</i> 	<p>The EEF toolkit states that on average, mastery learning approaches are effective, leading to an additional five months' progress.</p>	<p>1,2,5</p>



<p><i>English development:</i></p> <ul style="list-style-type: none"> - <i>English team attendance at HIAS subject network meetings to continually improve and develop English offer across the school.</i> - <i>Team teaching with AHT – Teaching and Learning Lead.</i> 	<p>EEF states that 'great teaching is the most important lever schools have to improve outcomes for their pupils'.</p>	<p>3, 4, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Approximate budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Language and Communication:</i></p> <ul style="list-style-type: none"> - <i>TalkBoost intervention group for selected pupils in KS1 following a pre course assessment.</i> - <i>Three teachers and three support staff trained to deliver the new Nuffield Early Language Intervention in Year R. First cohort to start intervention in Spring term 22.</i> - <i>Increase in the number of hours specialist LSA support is available in Year R and 1. Increase in the number of pupils able to access interventions being delivered and LSA to support the pupil with the generalisation of new skills from the intervention space into the classroom/playground.</i> 	<p>EEF states that on average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>EEF toolkit suggests that oral language interventions can be effective, particularly in the early years and that targeted interventions matched to specific students with particular needs or behavioural issues can be effective.</p>	<p>1, 2</p>
<p><i>Additional teacher led learning:</i></p> <ul style="list-style-type: none"> - <i>Additional experienced teacher employed specifically to deliver small group teaching groups in upper KS2, focusing on English, guided reading and maths. Ensuring pupils are supported to close gaps and preparing to be secondary ready.</i> - <i>Lower KS2 maths small group teaching led by AHT: Teaching and Learning Lead; for early intervention to close gaps and accelerate progress.</i> 	<p>Qualified and experienced teachers delivering small group teaching achieves a targeted provision to facilitate accelerated learning to close the gaps.</p> <p>EEF (+3) As the size of the class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>2, 5</p>
<p><i>Homework club for KS2 pupils supported by teaching and learning lead and SENCo. Small group support with qualified teachers to offer opportunities to complete home learning.</i></p>	<p>Qualified and experienced teachers delivering small group teaching achieves a targeted provision to facilitate accelerated learning to close the gaps.</p> <p>EEF (+3) As the size of the class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>2, 4</p>



<p><i>Targeted 'school led tutoring':</i></p> <ul style="list-style-type: none"> - <i>Qualified teachers delivering tutoring sessions 2:1 for those children identified as required catch up following impact of COVID school partial closure. (25% of the cost supported through the Recovery Premium – the other 75% funded through ring-fenced School-led tutoring fund).</i> 	<p>Qualified and experienced teachers delivering small group teaching achieves a targeted provision to facilitate accelerated learning to close the gaps.</p> <p>EEF (+3) As the size of the class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>2, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Approximate budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pastoral support for vulnerable children :</i></p> <ul style="list-style-type: none"> - <i>Nurture groups</i> - <i>Lego Therapy</i> - <i>ELSA</i> - <i>Social Communication</i> - <i>Therapeutic Story Writing</i> - <i>Therapeutic Story Telling</i> - <i>Meet and greet/check in</i> - <i>Allocated adults for in class high level support</i> - <i>Zones of Regulation</i> 	<p>Early Intervention Fund: Nurture Groups</p> <p>Evidence rating: 2+ (of max 3)</p> <p>Child outcomes: Supporting children's mental health and wellbeing Enhancing school achievement.</p> <hr/> <p>EEF states that social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear most effective when approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Consistent support to avoid peaks in behaviour help to ensure that learning time is maximised for the individuals and those around them.</p>	<p>3, 5</p>
<p><i>Supporting families of vulnerable children:</i></p> <ul style="list-style-type: none"> - <i>Dedicated Home School Link Worker with additional responsibilities as DDSL and ELSA.</i> - <i>Annual uniform grant for FSM children</i> - <i>Access to extra-curricular clubs</i> - <i>Financial support for residential/trips</i> - <i>Financial support to access provision with a cost e.g music tuition</i> 	<p>Pupils who present with Emotionally Based School Avoidance are identified early and support for the child and family is put in place to minimise disruption to learning.</p> <p>Where families have been supported, children are more consistent with attendance and the frequency of needing support to arrive decreases over time.</p> <p>Dedicated contact in school (HSLW) leads to improved relationships and</p>	<p>3, 4, 5</p>



	<p>levels of trust with families. This supports communication and engagement leading to better outcomes.</p>	
<p><i>Lunch club for children of service families, run by a member of staff with service connections.</i></p>	<p>Service Children’s Progression Alliance. Thriving Lives toolkit - Principle 2: Wellbeing is supported. ‘Tailored pastoral provision supports Service children’s mental health and wellbeing’.</p> <p>Thriving Lives toolkit – Principle 5&6. Ownership of the display board with information about Whiteley parents service personnel with links to agencies beyond WPS.</p>	<p>5</p>

Total budgeted cost: £83,640



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.

Outcome 1: Improve communication and language skills for pupils eligible for PP in Reception/Y1 classes.

Children in Yr R and Year 1 benefit from early identification of any language and communication needs. Teaching staff work with classroom support staff and the speech and language support team to identify the most appropriate assessment. The team select a pathway of support from a range of evidence-based interventions, so the child receives targeted and effective support.

Using Language Link, all children made progress from their starting point.

Of the groups that were able to complete the TalkBoost programme, all children made progress from their starting point.

During the spring term partial closure, the families of the children who had been receiving specialist support for speech and language were offered sessions delivered online, a therapy pack of resources and/or training for parents to deliver some work to maintain the progress achieved during the autumn term.

Outcome 2: PP pupils are supported in closing the gap with their peers, to increase the number on track to achieve ARE by the end of the Key Stage, and to ensure that pupils are supported in catching up following the school closure.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, we have therefore provided below other internal data which has been used to evaluate pupil progress and attainment.

Optional NFER Tests – Y3-Y5

In the past, we have used the optional NFER tests with children in Y3-Y5 in Summer 1 2021 to help identify any gaps in learning and inform teaching within phase 4 of the curriculum. They also provide a useful snapshot of information to enable us to evaluate progress from one year to the next. In 2020-2021 we used the tests at the end of the Summer term to help our summative judgements and to provide information on cohort strengths and areas for development. A summary of the data for whole school and PP children is below.

Key (NFER groups standardised scores into 5 'bands'):

5 – greater depth/high score

4 - within 1/2 marks of high score

3 – ARE (SS of around 100)

2- within 1/2 marks of ARE

1- below ARE

SS= standardised score

Reading Band	Cohort 2022		Cohort 2023		Cohort 2024	
	2021 Whole cohort Y5	2021 PP Yr 5	2021 Whole cohort Y4	2021 PP Yr 4	2021 Whole cohort Y3	2021 PP Yr 3
5	39%	22%	41%	0%	29%	22%
4	11%	11%	10%	10%	14%	11%
3	27%	44%	19%	30%	22%	22%
2	11%	11%	7%	10%	14%	22%
1	11%	11%	23%	50%	21%	22%
SS Mean	111	108	109	95	106	102



Effective early identification and support for the Year 3 and Year 5 PP cohort of children has resulted in SS mean scores within 4 points of whole cohort attainment.

In Year 4, 50% of PP children scored in the lowest reading band identifying an area of need to address.

Maths Band	Cohort 2022		Cohort 2023		Cohort 2024	
	2021 Whole cohort Y5	2021 PP Yr 5	2021 Whole cohort Y4	2021 PP Yr 4	2021 Whole cohort Y3	2021 PP Yr 3
5	56%	55%	32%	0%	31%	33%
4	5%	0%	4%	0%	6%	0%
3	27%	22%	31%	30%	45%	55%
2	1%	0%	7%	0%	3%	0%
1	10%	11%	19%	70%	14%	11%
SS Mean	111	112	107	93	109	109

Overall, the percentage of PP children scoring in each band is comparable to the percentage of whole cohort pupils in each band in Year 5 and 3. This would indicate that the attainment of PP children is in line with the whole school attainment for these cohorts at the time of the assessment.

In year 4, there is a concern over the number of children in the lowest band, at 70% of PP pupils in band 1.

GPS SS score	Cohort 2022		Cohort 2023		Cohort 2024	
	2021 Whole cohort Y5	2021 PP Yr 5	2021 Whole cohort Y4	2021 PP Yr 4	2021 Whole cohort Y3	2021 PP Yr 3
>115	55%	33%	44%	40%	23%	10%
98-115	30%	55%	39%	10%	54%	80%
<98	14%	11%	17%	50%	23%	10%

In the grammar, punctuation and spelling assessment, PP children in Year 3 and 5 scored in line with or above whole school attainment in the desired bands (98-115 and >115).

Scores for Year 4 PP children were lower than their year group peers with 50% of the cohort with a SS of below 98.

Outcome 3: Improve behaviour of identified PP pupils to minimise impact on their learning and that of their peers. PP pupils are provided with timely and effective pastoral support in school to address external barriers to learning, to minimise impact of attendance, parenting skills and mental health issues on progress and engagement, and to raise aspirations.

All of the PP children identified (40%) that would benefit from some additional support for social, emotional and/or mental health needs were able successfully to access small group or 1:1 pastoral support for some or all of the year. A small number of children accessed a high level of adult support for learning and self-regulation needs. All of these children became more independent through the year, the level of support required to enable them to successfully access the curriculum was decreased over time.

8% of PP children and their families required targeted support from the school HSLW around Emotionally Based School Avoidance difficulties. The level of support and expertise of the HSLW meant all children had improved attendance rates by the end of the year.

During school partial closure, the HSLW co-ordinated food parcels for families of FSM children and some additional vouchers for those most in need. The HSLW maintained high levels of communication with those families not accessing special provision. Of the PP families and pupils that were offered places at special provision during the spring term 21, 93% attended full or part-time.



Over a third of PP families accessed parenting support through the HSLW during 20/21. Some of these families benefited from support from school and others received joint support from school as well as the specialist external agencies the HSLW had referred them too. During the school partial closure, the Inclusion Manager and HSLW offered an online workshop for parents on how to support a reluctant learner at home.

Service family pupils experiencing emotional instability accessed pastoral support during the COVID restrictions when it was not possible to run the service families lunch club.

Outcome 4: PP pupils are supported with access to remote learning resources in order to ensure that they don't fall behind.

During the period of partial closure, the knowledge of the PP families and established relationships with them resulted in early identification and supply to fulfil every request for laptops and data cards. Children were able to access remote learning and therefore minimise the potential for the attainment gap to increase during their time away from school.