



Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitesheet CE Primary Academy
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 (3 year plan)
Date this statement was published	1 st September 2024
Date on which it will be reviewed	1 st September 2025
Statement authorised by	Emily Mullord
Pupil premium lead	Emily Mullord
Governor / Trustee lead	Angela O'Brien

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,324
Recovery premium funding allocation this academic year	£0
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	£23,324

Part A: Pupil premium strategy plan

Statement of intent

- As a caring, Christian School, at the heart of the community, we believe that all children are equal. We recognise that not every child receiving Pupil Premium funding is socially disadvantaged and also that not every child who is disadvantaged receives Pupil Premium
- Therefore, by focusing on children's individual needs, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable so that they can achieve and make the best progress that they can.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Whilst maintaining a careful track of all pupils' progress, we will also closely track how well Pupil Premium children are achieving in comparison to their peers in order to close the gap.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We will always ensure that Quality First Teaching and learning will meet the needs of all pupils, regardless of funding sources.
- Our intention to provide a broad, balanced, ambitious and transformational curriculum alongside our vision statement that each child can 'Climb to new heights together' drives our commitment to enrich the cultural capital of each child, so that they grow holistically. We work at the heart of the community in order to open each child's eyes to opportunities and experiences to aspire to in life: to believe that they can indeed climb to new heights.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged learners read less than their non-disadvantaged peers and therefore have less exposure to high quality texts and language and vocabulary development.
2	Progress of disadvantaged pupils in core subjects is not in line with non-disadvantaged pupils and they are working below national expectations.
3	The family lives of some of our disadvantaged children can lead to them not being ready to learn when they enter school and attendance can be a key challenge.
4	Relationships need to be built with our disadvantaged pupils and often their families in order to best understand what their own barriers for learning and attainment might be and how we can enable them to overcome them.

5	The cultural capital experienced by some of our disadvantaged children is not as wide ranging as for our non-disadvantaged and can lead to a lack of aspiration and achievement.
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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
Progress in Reading	To achieve accelerated progress in reading across all year groups (+0.2) 100% PP to be ARE+ at Y2 and 66% Y6 33% PP to be GDS end of Y6
Progress in Writing	To achieve accelerated progress in writing across all year groups (+0.2) 100% PP to be ARE+ at Y2 and Y6 33% PP to be GDS end of Y6
Progress in Mathematics	To achieve accelerated progress in reading across all year groups (+0.2) 100% PP to be ARE+ at Y2 and Y6 33% PP to be GDS end of Y6
Progress in Phonics	To exceed disadvantaged national average and achieve national average expected standard in PSC.
Improved attendance and self-esteem	Improve attendance of focussed disadvantaged pupils to 96% and increased percentage of disadvantaged pupils attending extra-curricular sessions.

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff across the school have received bespoke training to effectively teach phonics, early reading and reading across the school.</p>	<p>The Education Endowment Foundation's Research shows that ...</p> <p>Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>1, 2, 4</p>
<p>Develop work within the Maths hub to further develop and embed maths mastery approach including the use of journaling to develop problem solving, reasoning and Maths talk consistently across all year groups.</p>	<p>The Education Endowment Foundation's Research shows that ...</p> <p>Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>1, 2, 3, 5</p>
<p>Targeted monitoring of teaching and provision in class for all children, but particularly the disadvantaged.</p>	<p>We recognise that in order for new initiatives in school to become truly embedded and transformational for all children, rigorous monitoring is vital. The focus for any book looks or classroom monitoring will be how these children are learning, making progress, and achieving.</p>	<p>1,2,3,4,5</p>

	<p>The bottom 20%, many of whom are PP, will be tracked carefully across the entire school for their reading progress.</p> <p>We know from the DFE** published 'Reading Framework' that ability at reading in school is a direct indication of future financial security and well being. For this reason, recovery money will be targeted towards closing this gap and allowing these children to succeed not only in reading, but across the curriculum.</p>	
<p>CPD throughout year on QFT For teachers and TAs</p> <p>Maths - CPD to embed mastery approach</p> <p>English – CPD to embed Whitesheet approach to writing</p> <p>Continue to embed Early reading approaches in KS2</p> <p>CPD on phonics and language acquisition skills</p>	<p>Evidence from the EEF* tells us that the children who benefit most from consistently good Quality First Teaching are the children who we are supporting in this strategy. All staff have received training this academic year and we have drawn up a joint understanding of what this looks like at Whitesheet, focussing in particular on the EEF publications on the role of the TA.</p> <p>The AIP sets out the planned CPD in Maths and English this academic year, which we believe will benefit our vulnerable learners.</p>	<p>1, 2, 3, 4, 5</p>
<p>*Ref: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>		

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

Budgeted cost: £7324.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led interventions and pre teaching	<p>The Education Endowment Foundation's Research shows that ... There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students.</p> <p>Evidence from the EEF*** has shown that pre-teaching is an effective method of improving attainment. This has been seen also within our school.</p>	1, 2, 3, 4
Teacher led interventions	We know that intervention works best when delivered by a class teacher or a highly qualified practitioner.	1, 2, 3, 4
1:1 Mentor coaching & access to ELSA support for disadvantaged children and others needing mental health support	<p>We know that children will achieve best when they are ready to learn. Regular ELSA provision can support positive mental health and growth mindset.</p> <p>Timely feedback from a trusted adult plays a vital role in moving learning forward.+</p>	2, 3, 4, 5
<p>***https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>+https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/</p>		

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
For funds to be available to support families with school uniform, trips, events to ensure all pupils have access to increased enrichment opportunities.	The Education Endowment Foundation’s Research shows that ... Behaviour/nurture interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4, 5
To target specific pupils to attend behaviour support/nurture sessions, breakfast club, after school club and extra-curricular clubs fully funded.	The Education Endowment Foundation’s Research shows that ... Behaviour/nurture interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.	4, 5

Total budgeted cost: £23,324.80

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 2021 to 2022 academic year.

Reading, Writing and Maths Attainment:

- In most year groups, a lower percentage of disadvantaged pupils achieved the expected standard compared to non-disadvantaged pupils. The gap was particularly wide in Year 1 (67% vs 100% in reading, 33% vs 86% in writing, 33% vs 86% in maths).
- SEND pupils' attainment was significantly lower than non-SEND pupils in most year groups. In Year 2, 0% of SEND pupils achieved the expected standard in reading, writing and maths compared to 60-80% of non-SEND pupils. Similar gaps were seen in Years 5 and 6.
- Combined attainment in reading, writing and maths was lower for disadvantaged pupils compared to non-disadvantaged pupils in all year groups. The gap was widest in Year 1 (0% vs 13% at expected+) and Year 5 (0% vs 40% at expected+).
- In Year 3, 100% of disadvantaged pupils achieved the expected standard in reading, writing and maths, outperforming non-disadvantaged pupils.

Year 1 Phonics Attainment:

- 85% of all pupils achieved the expected standard in phonics, with an average score of 33.
- Only 50% of disadvantaged pupils achieved the expected standard (small cohort)
- The average phonics score was similar for both groups (35 for disadvantaged, 34 for non-disadvantaged), suggesting that while fewer disadvantaged pupils met the expected standard, their average performance was not significantly lower.

Early Years Foundation Stage:

- 80 of non-SEND pupils achieved the expected standard across all Early Learning Goals.

In summary, while overall phonics attainment in Year 1 was relatively high at 85%, the data reveals significant attainment gaps between disadvantaged and non-disadvantaged pupils across the school, and between SEND and non-SEND pupils, in

most year groups and subjects. The phonics gap for disadvantaged pupils is smaller than last year.

Key areas for further focus include:

- 1) Continuing to improve phonics outcomes for disadvantaged pupils in Year 1
- 2) Increasing the proportion of SEND and disadvantaged pupils reaching the expected standard in all subjects across the school
- 3) Accelerating progress for disadvantaged and SEND pupils to narrow attainment gaps over time.

A multi-faceted approach, combining high-quality teaching, targeted interventions, and strategies to support attendance, wellbeing and parental engagement, will be essential to address these challenges and ensure all pupils have the opportunity to succeed.

Other Mental Health

The use of funding to support the mental health needs of focus pupils has had a positive impact.

Bespoke support from internal interventions and external professionals as supported pupils to overcome and have techniques to help manage anxiety and other issues to ensure they feel safe and therefore ready to learn. Close work with the SEND team meant that pupils were identified early, robust support was put in place to enable curriculum access and referrals made for external support.

Money invested in supporting pupils attend clubs and trips increased cultural capital and self-esteem. Pupils report to have felt and increased sense of belonging and experiences increased language acquisition.

Service pupil premium funding N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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

- Enhancing our practice around curriculum design ensuring all subjects demonstrate cohesive and coherent steps in knowledge and skills.
- Utilising Trust- wide CPD and working collaboratively with trust hubs.
- Visiting 'best practice' schools in our local area.
- Continuing to utilise support from our school counsellor, Education Welfare Officer, and ELSA.
- Offering a wide range of high-quality extracurricular days and events to boost wellbeing, behaviour, attendance, and aspiration. Activities such as the Spirituality Day and Diversity Week. Disadvantaged pupils and their families will be supported to participate.