

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	Whitehill Primary School
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	186 pupils - 27.6%
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Geoff Wybar
Pupil premium lead	Adam Lowing
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 227, 528
Recovery premium funding allocation this academic year	£ 23, 635
Pupil premium funding carried forward from previous years	£ 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	£ 251,163

Part A: Pupil premium strategy plan

Statement of intent

At Whitehill Primary School, we believe that all pupils should be given the opportunity to succeed, regardless of their race, gender, background or socio-economic circumstances. Our pupil premium strategy plan is intended to break down the barriers to success for our children, allowing them to achieve their full potential whilst at Whitehill.

Our current strategy plan focuses on the barriers faced by children in our setting: Low starting points and low levels of attendance. Focusing on these areas, we strive to improve outcomes for our pupil premium children by enriching their experience at school; providing opportunities for growth and development that they may not be able to access without our support.

We intend to work with our whole school community to ensure that our children are not disadvantaged in their education, support in the breaking of cycles of poverty and allow for our children to aspire and aim high. Through working with children and families to develop greater levels of knowledge and skills, we strive for our children to be the best that they can possibly be.

Challenges

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

Challenge number	Detail of challenge
1	Children begin school with lower starting points than their non-disadvantaged peers which creates an attainment gap across the school
2	Children from disadvantaged backgrounds have lower attendance rates than their non-disadvantaged peers
3	Children from disadvantaged background have lower levels of emotional well-being

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
<p>Diminishing the difference in attainment and progress between PP children in school and non-PP children both in school and nationally to <10%.</p> <p>PP children are making accelerated progress in order to 'catch up' to their peers.</p>	<ul style="list-style-type: none"> • Difference in attainment between PP children and Non-PP children both in school and nationally is <10% • PP children are making accelerated progress in order to diminish the difference
<p>A rise in PP attendance to 96% across the board</p>	<ul style="list-style-type: none"> • PP attendance is at an average of 96% • Lower % of persistent absentees • Lower % of lateness
<p>Parents have the knowledge and tools to support their children in their learning at home.</p> <p>A higher number of children are completing homework on time and to a good standard</p> <p>A higher number of parents report that they are able to support their child's learning</p>	<ul style="list-style-type: none"> • Greater levels of homework completion, at a high standard, than that of previous academic years. • Parent voice outlines that parents feel they are supported to help their children to learn.
<p>A notable difference in the emotional wellbeing, self-esteem and confidence of pupil premium children, which translates into the classroom. Measured using observation, discussion with teachers, use of SDQs/wellbeing measures and Boxall profiling</p>	<ul style="list-style-type: none"> • Pupil wellbeing surveys, Boxalls and SDQs show a rise in pupil wellbeing • Teachers and nurture staff report higher levels of pupil wellbeing and engagement • Staff and pupils are able to explain, with confidence, how they can improve their wellbeing and how their wellbeing is supported by school.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist and Time 2 Talk counselling	<p>“Children’s experiences and relationships affect their brain organisation, structure and development (Riggs 2006, Fishbein 2007). Research shows that when a child is helped to link words to feelings, cerebral pathways linking higher and lower brain structures are strengthened. This increases their ability to manage strong feelings and stress later in life, skills vital for socio-emotional success (Hariri 2000, Pennebaker 1993, Fossati 2003). Play Therapy provides many opportunities for such learning to take place, developing and discussing experiences and feelings within the metaphor of the narrative. Play Therapy provides opportunities for children to explore parts of their identity within the safety of the therapeutic space, leading to make positive changes in their lives.”(Play therapy website 2021)</p>	1, 2
Use of FLO to engage pupils and families to combat absenteeism. Develop multi-agency response to major issues	<p>“Parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.” Optimus Education (2020)</p>	2, 3
Use of attendance officer to support FLO and improve attendance with a focus on PP	<p>“Parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.” Optimus Education (2020)</p>	2, 3
Provide a frontline service to respond rapidly to issues arising.	<p>“...the ELSA programme has a perceived positive impact on multiple components of pupil wellbeing. These components</p>	3

Make strong and lasting relationships with parents and children. An inclusive service using emotional literacy	include positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships” Educational Psychology in Practise (2020)	
Accelerated Reader Coordinator and license	“Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.” EEF (2015)	1
DHT Inclusion role – an additional role to SENCO providing overview of personal development, behaviour and welfare	“A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle” EEF (2021)	2, 3
Nurture Group Leader	<p>“Nurture groups are designed to address the social and emotional needs that can hamper pupils’ learning. So as well as providing academic teaching, the group is designed to help children develop vital social skills, to develop confidence and self-respect, and to take pride in behaving well and in achieving.</p> <p>In nurture groups, there’s a special emphasis on language development and communication: nothing is taken for granted and everything is clearly explained by the staff, with the help of demonstrations and (where helpful) physical gestures. Pupils are given the time they need both to listen and be listened to.” (Nurture group UK 2021)</p>	3

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Accelerated Reader for Years 2-6	“Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.” EEF (2015)	1
Zones of regulation trained staff available for all pupils as needed	The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all, while serving as an inclusion strategy for neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development.	3
Tutoring	“Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their peers and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.”	1

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A nurture approach taken across the school, as well as specific nurture groups</p>	<p>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” EEF (2021)</p> <p>Research into the impact of Nurture groups in Northern Ireland has found that: “having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children from some of the most deprived areas and demonstrating high levels of difficulty” Queen’s University Belfast (2016)</p>	<p>1, 2, 3</p>
<p>Subsidisation of trips, visits and extended services</p>	<p>“Not all learning takes place in the classroom. Children and young people gain a lot from their experiences on school trips and extra-curricular activities (such as sports coaching, musical instrument tuition, choir, dance, drama clubs and so on). But many children and young people from poor families miss out on these because their parents cannot afford the cost” NEU and CPAG (2018)</p> <p>“extra-curricular activities play a prominent role in narrowing the inequality gap between advantaged and disadvantaged young people.” Social Mobility Commission (2019)</p>	<p>1, 2, 3</p>
<p>Dedicated attendance officer to work alongside FLO to ensure high attendance rates for all</p>	<p>“In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.”</p>	<p>1, 2, 3</p>
<p>Parent Workshops</p>	<p>“By designing and delivering effective</p>	<p>1, 2, 3</p>

<p>provided on a yearly cycle through a variety of means, on a range of topics.</p>	<p>approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading” EEF 2021</p>	
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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.

The impact of pupil premium funding can be found on the school website

<https://www.whitehillprimary.com/pupil-premium-2/>