

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	Whale Hill Primary School
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	209 (46%) FSM/Ever 6: 190 LAC/Post-LAC: 18 Service: 1
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	01 December 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Sandra Marsden
Pupil premium lead	Paul Forster
Governor / Trustee lead	Stephen Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,070
Recovery premium funding allocation this academic year	£9800
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	£307,870

Part A: Pupil premium strategy plan

Statement of intent

- At Whale Hill Primary School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:
 - Develop imagination and creativity.
 - Acquire skills and abilities.
 - Have a love of learning.
 - Acquire and improve skills in core and foundation subjects.
 - Have access to services to improve mental health and wellbeing
- Our aims for Pupil Premium Grant impact is to remove any barriers pupils may face in order to nurture happy, high achieving pupils irrespective of socio-economic background.
- Our Pupil Premium Strategy identifies the specific barriers that our disadvantaged pupils experience at Whale Hill Primary School and addresses them to ensure that all children reach their full potential. Funding is allocated carefully to have the maximum impact on our pupils and this is monitored and reviewed carefully throughout the year. Our spending strategy is informed by research such as that in the Education Endowment Foundation Toolkit. However, we recognise that some interventions may be qualitative and not quantitative
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals (or have been eligible in the last 6 years) are socially disadvantaged. We also recognise that pupils who are not eligible for the grant may also be socially/economically disadvantaged. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils who have been identified as being socially disadvantaged and at risk of underachievement.
- We also recognise that our pupils eligible for the grant encompass a range of academic abilities.

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunity/cultural experiences

2	Emotional wellbeing (e.g. anxiety, anger, withdrawal etc).
3	Basic skills (e.g. reading, number skills, spelling, handwriting etc).
4	School readiness (e.g. lack of routine at home, poor parenting, hungry on arrival, unsuitable clothing/footwear etc).
5	Scarcity of aspirational role models at home/in the community.
6	Peer pressure/Low aspirations
7	Poor auditory memory and retention skills.
8	Complex home-lives
9	Lack of resilience when things get a little more challenging, especially with learning.

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
Pupils will be supported in recovering lost learning through the use of additional support staff in all year groups.	Closing the gap between disadvantaged and non-disadvantaged pupils whilst maintaining accelerated progress for both groups.
Teaching of smaller groups facilitated with extra teaching staff, allowing higher quality interactions with pupils, minimising disruption and enabling more instant, feedback.	Disadvantaged pupil progress will be at least good in each year group and any gap between disadvantaged and non-disadvantaged pupils will be reduced.
To enable all disadvantaged pupils to participate in a school visits, including residential trips in year five/six	All pupils to attend school visits and all pupils offered the chance to participate in residential visits to partake in outdoor learning and enjoy cultural experiences.
To supplement school visits with visitors to school to provide enrichment beyond the core curriculum.	Pupils to receive chess tuition in our Chess Centre of Excellence., partaking in events in school and against other schools.
To support the mental health and well-being of our disadvantaged pupils.	Pupils will have access to ELSA trained staff,
Wrap Around Care will be available and accessible to our vulnerable pupils when it is needed.	Disadvantaged families will access wrap around care as and when needed.
To improve the attendance of disadvantaged pupils.	Continued improved attendance for the disadvantaged group (18/19: 95.6%, 19/20: 96.0%, 20/21: 96.4%)
To support pupils with their mental health and wellbeing.	All pupils to have the opportunity to access ELSA support or counselling.

Teaching priorities for current academic year

Aim	Target
Progress in Reading	Disadvantaged group to achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Disadvantaged group to achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Disadvantaged group to achieve above national average progress scores in KS2 Maths (0)
Phonics	To close the gap between disadvantaged and non-disadvantaged in Phonics Screening Check. Disadvantaged group to achieve national average in Phonics Screening Check.
Other	To close the gap between disadvantaged and non-disadvantaged in GLD. Disadvantaged pupils to exceed national disadvantaged for GLD.

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.

Targeted academic support

Budgeted cost: £255,900

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
To provide increased Teaching Assistant support pupils in Reception and KS1	<ul style="list-style-type: none"> Small group tuition – EEF + 4 months Enabling higher levels of feedback – EEF + 6 months 	3, 7, 9	£43,700

to support in the classroom and carry out phonics, maths and reading intervention.	<ul style="list-style-type: none"> Teaching Assistant Interventions – EEF + 4 months Early Years Interventions – EEF +5 months 		
To provide increased Teaching Assistant support pupils in KS2 pupils with a range of interventions tailored to meet their needs, including Toe-by-Toe, Power of Two, Reciprocal Reading, Guided Reading, One-to-One Reading and in-class support.	<ul style="list-style-type: none"> Enabling higher levels of feedback – EEF + 8 months. Teaching Assistant Interventions – EEF + 4 months Small group tuition – EEF + 4 months. Oral language interventions – EEF + 6 months 	3, 7, 9	£52,000
To employ an HLTA to deliver a bespoke, semi-formal core curriculum with high expectations to vulnerable pupils in UKS2.	<ul style="list-style-type: none"> Teaching Assistant Interventions – EEF + 4 months Oral language interventions – EEF + 6 months 	3, 7, 9	£21,738
Employment of HLTA in Reception class to deliver a range of interventions tailored to meet pupils' needs, focussing on phonics, reading and maths.	<ul style="list-style-type: none"> Teaching Assistant Interventions – EEF + 4 months Small group tuition – EEF + 4 months. Oral language interventions – EEF + 6 months Early Literacy Approaches – EEF + 4 months Early Numeracy Approaches – EEF + 6 months Communication and Language Approaches – EEF + 4 months 	3, 7, 9	£15,664
Employment of HLTA in Year Two to deliver a range of interventions tailored to meet pupils' needs, focussing on phonics, reading and maths.	<ul style="list-style-type: none"> Teaching Assistant Interventions – EEF + 4 months Reading comprehension strategies – EEF + 6 months Oral language interventions – EEF + 6 months 	3, 7, 9	£16,600
Employment of Interpreter/Teaching Assistant to offer translation and family support to students and families whose	<ul style="list-style-type: none"> Teaching Assistant Interventions – EEF + 4 months Parental Engagement – EEF + 4 months 	3, 7	£4344

primary language is not English.			
To implement after school booster groups to close gaps in reading and maths in year two and year six.	<ul style="list-style-type: none"> • Small group tuition – EEF + 4 months. • Reading comprehension strategies – EEF + 6 months 	3, 7	£6000
To increase the number of pupils achieving a high score in the PSC through an after school Phonics Club.	<ul style="list-style-type: none"> • Phonics Intervention – EEF + 5months 	3, 7	£1000
To employ an extra teacher in Year Six to facilitate the teaching of smaller groups, allowing higher quality interactions with pupils, minimising disruption and enabling more instant, feedback.	<ul style="list-style-type: none"> • Reducing class sizes – EEF + 2 months. • Enabling higher levels of feedback – EEF + 6 months 	3, 7, 9	£38690
To employ an extra teacher in Year Two to facilitate the teaching of smaller groups, allowing higher quality interactions with pupils, minimising disruption and enabling more instant, feedback.	<ul style="list-style-type: none"> • Reducing class sizes – EEF + 2 months. • Enabling higher levels of feedback – EEF + 6 months 	3, 7, 9	£41,604
To employ an extra teacher (0.6) in Year Three to facilitate the teaching of smaller groups, allowing higher quality interactions with pupils, minimising disruption and enabling more instant, feedback.	<ul style="list-style-type: none"> • Reducing class sizes – EEF + 2 months. • Enabling higher levels of feedback – EEF + 6 months 	3, 7, 9	£14,561

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

Budgeted cost: £51,430

Activity	Evidence that supports this approach	Challenge number(s) addressed	Pupil Premium and Recovery Funding Allocation
To subsidise school visits, including residential trips to Boggle Hole and France.	<ul style="list-style-type: none"> Outdoor adventure learning – EEF + 4 months. Social and emotional learning – EEF + 4 months. 	1, 8	£10,000
To provide the Rubies intervention programme to our Y6 girls to develop self-esteem, resilience and self-worth.	<ul style="list-style-type: none"> Feedback and positive impact on our Y6 girls after commencing the project last year. Social and emotional learning – EEF + 4 months. 	2, 5, 6, 8, 9	£600
To deliver ELSA sessions to support our children's emotional well-being and mental health.	<ul style="list-style-type: none"> Social and emotional learning – EEF + 4 months. 	2, 6, 8, 9	£12,994
To utilise Time4You counselling and Steel River Academy Trust counsellor to support pupils and their families with emotional and psychological therapy.	<ul style="list-style-type: none"> Social and emotional learning – EEF + 4 months. 	2, 6, 8, 9	£17,636
To subsidise wrap around care for vulnerable/disadvantaged families, extending the school day and providing care for pupils as required/ ensuring that children have a good nutritious breakfast before school to combat lateness/ fatigue. Includes a pot for responsive spends such as uniform and bike maintenance.	<ul style="list-style-type: none"> Feedback from parents about how the provision supports their ability to be able to go to work or fulfil other commitments whilst their children are well-cared for. 	2, 4, 8	£6000
To reward pupils for good/improved attendance with a range of attendance awards including a cinema trip.	<ul style="list-style-type: none"> Year on year improved attendance for the disadvantaged group. 	4, 6, 9	£500
To offer a chess hub for pupils to provide enrichment beyond the curriculum, improving pupils' self-esteem.	<ul style="list-style-type: none"> Feedback from previous years and attendance at local, regional and national finals. 	2, 5	£3700

Total budgeted cost: £ 307,330

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. However, we have utilised non-statutory assessments during the summer term 2021 to measure pupil outcomes and to identify gaps in learning to inform our recovery strategy. Our data analysis shows the following:

- In EYFS, 38% of our disadvantaged pupils achieved GLD.
- In Year One, internal data showed that 35% of disadvantaged pupils passed the Phonics Screening Check.
- In KS1:
 - 33% of disadvantaged children were working at the expected standard or above in reading.
 - 23% of disadvantaged children were working at the expected standard or above in maths.
 - 43% of disadvantaged children were working at the expected standard or above in writing.
- In KS2:
 - 54% of disadvantaged children were working at the expected standard or above in SPaG.
 - 61% of disadvantaged children were working at the expected standard or above in reading.
 - 84% of disadvantaged children were working at the expected standard or above in maths.
 - 61% of disadvantaged children were working at the expected standard or above in writing.

This internal data is

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
None	