

**Whitehill Junior School**  
**Pupil Premium Strategy Statement 2023/2024**

**School Overview**

Metric	Data
Pupils in school	240
Number / proportion of disadvantaged pupils	29 / 12.1%
Pupil premium allocation for this academic year	£42195
Recovery premium allocation for this year	£4205
Tutoring funding allocation for this year	£2160
<b>Total budget for this academic year</b>	<b>£48560</b>
Published date	September 2023
Review date	September 2024
Statement authorised by	Mr Steve Mills (Headteacher)
Pupil premium lead	Mr Steve Mills (Headteacher) and Mrs Antonia McConnell Smith (Asst. Head – Inclusion)
Governor Lead	Mrs Anna Pargeter and Mrs Tracy Wilson

**Disadvantaged pupil progress scores for academic year 2022/2023 (Based on FFT Early Results)**

Measure	Score
Reading	+3.2
Writing	-0.1
GPS	+1.2
Maths	+0.5

**Disadvantaged pupil performance overview for academic year 2022/2023 (Based on FFT Early Results)**

Measure	Score
Meeting expected standard at KS2 in R, W & M	57% (4/7)
Achieving higher standard at KS2 in R, W & M	0% (0/7)

**Pupil Premium Strategy Plan**

Statement of Intent
<p>It is important, when considering decisions regarding pupil premium funding, to consider the context of the school and the distribution of pupils across each year group. This and the significant impact over the recent years of the disruption due to Covid, home learning and provision in school. The school uses its ongoing evaluation of what has been successful in the past with research conducted by organisations such as the EEF, EBE and NAHT.</p> <p>Common barriers to learning for disadvantaged children can include: less support at home; weak language and communication skills; lack of confidence or low self-esteem; attendance and punctuality issues and occasionally, more challenging behaviour. There may also be complex family situations which prevent children from flourishing. The challenges are varied and there is certainly no 'one size fits all'.</p> <p>There is a whole school approach to the analysis of needs through our pupil progress meetings and other staff meetings so that all are fully aware of the strengths and weaknesses across the school.</p>

## Challenges

Challenge Number	Detail of Challenge
1	Increased 'gaps' in knowledge brought about by two to three years of interrupted schooling due to the pandemic.
2	Increase in social, emotional and mental health needs (SEMH) brought about by this disruption.
3	Lack of parental engagement, exacerbated by the events over the last two to three years which has seen an increased isolation by families and increased absence rates for some pupils.

## Intended Outcomes

Intended Outcome	Success Criteria
Progress in Reading	For pupils to achieve at least a positive progress score regardless of their starting points and additional needs by the end of KS2.
Progress in Writing	For pupils to achieve at least a positive progress score regardless of their starting points and additional needs by the end of KS2.
Progress in Maths	For pupils to achieve at least a positive progress score regardless of their starting points and additional needs by the end of KS2.
Other	For pupils to have access to a broad and balanced curriculum which prepares them for the challenges of KS3 as they move on to the next phase of their education at secondary school.

## Activity in this Academic Year

This details how we intend to spend our pupil premium (and recover premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example CPD, recruitment and retention)

Budgeted cost ~£16025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of training licences for Creative Education which can be distributed according to need to staff, governors and parents.	The nature of this training lends itself well to the demands of busy staff and parents as it is presented in reasonably short, accessible, visual as well as being written and presented by experts in the field. Covid highlighted the benefits of accessible training of this nature.	1, 2, 3

To provide Teaching Assistants opportunities for in-school training at least twice a year.	To ensure directed and dedicated time for Teaching Assistants to support Teaching staff in narrowing the disadvantage gap and improving pupil outcomes; as highlighted in the EEF report, 'Effective Professional Development', professional development which effectively builds knowledge, motivate staff, develops teaching techniques and embeds practice.	1, 2
To provide additional phonics training for teachers and support staff.	The disruption in learning has led to a far greater proportion of pupils arriving at and moving through the school with significant gaps in their phonics and early reading knowledge. This, along with the DfE introduction of systematic synthetic phonics programmes (SSP Programme) from September 2022 means that an increased need for our teachers to understand how to effectively teach phonics.	1
To maintain consistent Teaching Assistant support across all classes of approximately 4 or more days	Ongoing strains in school budgets has meant that support staff leaving were not automatically replaced, like for like. At Whitehill we consider it a priority to be able to facilitate more, small group support leading to increased impact. To ensure our TAs work effectively as highlighted in the EEF report, 'Making Best Use of Teaching Assistants', additional resource is allocated to training on the new digital support platforms so that provisions can be tracked and impact evaluated.	1, 2

### Targeted Academic Support (for example tutoring, one-to-one support, structured interventions)

Budgeted cost ~£26220

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide focused, smaller group teaching opportunities across all four years in line with the targeted teaching model in the core subjects or English and Maths.	Although well-trained and allocated Teaching Assistants add value to the school's provision, a recent EEF report on 'Reading at the Transition' acknowledges that interventions delivered by qualified teachers have greater impact. Our current provision allows for four qualified teachers as well as at least two teaching assistants to facilitate targeted teaching once a week across all four years.	1
To provide in-school catch-up tutoring as per the governments guidelines for those pupils who are furthest behind in reading.	Similar to the evidence mentioned above, we are keen to ensure the in school tutors are skilled in delivering a suitable catch-up programme across the year. We have employed a 0.2 experienced teacher as well as funding additional time from our	1,3

	Assistant Head – Curriculum and a TA who delivered provision last year.	
To provide access to Lexia for, at least, the bottom 20% of readers across the school, including PPG pupils where reading is a priority.	The rationale behind this is in line with the need for increased training on phonics. EEF research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with SEND or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. It can be very useful in personalising learning to match pupils' individual abilities and needs. (low cost / high impact)	1
To proactively find additional volunteers to hear readers in school. Volunteers to receive training in maximising impact of 1:1 reading sessions from English Lead.	It is recognised that there may be numerous additional challenges that prevent children from reading at home as regularly as they need to. To bridge this gap and to provide increased opportunities for certain children to read in school, parent volunteers are trained and used for additional capacity.	1
The purchase of and associated training in the use of approved phonics, early reading scheme books.	There is a need to ensure our banded readers reflect the SSP Programme from September 2022. We have a selection of decodable reading materials to support early readers, in addition to our banded reading scheme, which will be extended to meet the needs of pupils.	1

### Wider Strategies (for example related to attendance, behaviour, wellbeing)

Budgeted cost ~£6315

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all staff continue to take on the role of a pupil premium champion for an identified pupil, providing regular 1:1 catch-up and mentoring sessions. To capture the views and aspirations for this group to further inform bespoke provision for the pupil.	Herts Virtual Schools Conference made reference to the need for all pupils to feel they have the instant access for a 'check in' or an opportunity 'to be heard'. We have applied this concept to our pupil premium children. This is also linked with the school's recent Attachment Training via the VS Attachment Toolkit.	1, 2
To protect and enhance the amount quality of pastoral support available for pupils across the school in view of staff changes,	Dr Barry Carpenter (Barry Carpenter Education dot com) states, ' <b>regulate before you educate.</b> ' This guiding principle must be at the heart of any attempted recovery curriculum. Vulnerable children are fragile learners and we need to make them stronger and more resilient. Nourish them.	2

including a new member of staff, our partnership with NHMS to provide 2 whole days.		
To continue to put on parent information sessions related to wellbeing and SEMH concerns as launched during the Summer Term 2021, in partnership with Phase.	Take up on the first of these sessions offered for parents during lockdown was very good with over one quarter of families registering to join. Subsequent feedback was very positive with suggestions and request for additional support. Focus for the Autumn Term talk is 'anxiety'. EEF planning advice used to ensure sessions best meet requirements of our parents	2, 3
Head and admin team to continue to develop positive contacts which don't always need to be related to a specific event. Start conversations with 'no problem...' rather than, 'no...', or 'how can we make this work?'	EEF Guidance Report – Parental Engagement in Children's Learning suggests schools should be welcoming and less intimidating, for instance, 'employing staff who can relate to parents and making repeated attempts to engage with hard to reach families.' <b><i>At the heart of all of this is building relationships of trust.</i></b> <b><i>Schools should be optimistic about the potential of working with parents.</i></b>	3

Total budgeted cost £48560

## Review of Outcomes in Previous Academic Years

Pupil premium strategy outcomes
<p>In terms of the outcomes for our pupil premium pupils in 2023, we were keen to build upon the progress made during the pandemic disruption and the opportunity for all pupils to attend key worker provision. During this time, all pupils had teaching assistant support throughout the 8 weeks of remote provision which included at least four hours live teacher interaction each day from the first day of lockdown in January. This engagement, together with the proactive approach throughout 2021/2022 ensured outcomes for pupils at the end of the Key Stage were good.</p> <p>Technology was made available to all pupils who needed it. Prior to the DfE's Chromebooks arriving, the school purchased its own devices to be used by key pupils and over the course of last year has added to the technology available for all pupils.</p> <p>As with much school development work this year, the plan is to 'continue' with the aims set in 2022/2023.</p> <p>In addition to the school's internal measures and checks of the pupil premium spend by the governors, the school received an external review of governance by the local authority in relation to the progress of our disadvantaged groups of pupils. This review was a very positive experience and the report has now been made available to the key stakeholders.</p>

## Further Information

### Additional Information relevant to our pupil premium strategy

Towards the end of the Year, our Year 6 pupils sat the 2023 statutory assessments which supports the teachers in reaching a teacher assessment for the end of the Key Stage.

There were seven pupils in the cohort in receipt of pupil premium funding.

4/7 achieved expected standard in Reading, Writing and Maths

Average scaled score in Reading was 107.3; in GPS was 104.8 and Maths was 102.5

7/7 achieved expected standard in Reading

1/7 achieved higher standard in Reading

4/7 achieved expected standard in Writing

5/7 achieved expected standard in Maths

1/7 achieved higher standard in Maths