



Pupil premium strategy statement – St White's Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	St White's Primary School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023-2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	June 2024
Statement authorised by	CLB Tilling, Headteacher
Pupil premium lead	F Cinderey, Deputy Headteacher
Governor / Trustee lead	K Goddard, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,850
Recovery premium funding allocation this academic year	£8,555
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£95,405

Part A: Pupil premium strategy plan

Statement of intent

- The school builds its development plans on the needs of its disadvantaged pupils as what is right for them, will be right for all. They are a microcosm: a condensed version of all our pupils' needs. Ensuring high-quality teaching is a key part of our development priorities.
- We aim to ensure that our pupil premium pupils become clear communicators, with a 'can do' attitude, who are reflective and take personal and collective responsibility for themselves and their World.
- For this reason, we are focusing on building communication skills and emotional literacy within our strong, knowledge-based curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. The lockdowns and restrictions on socialising in schools mean that these gaps are now wider than before.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and the gaps remain into KS2. The lockdowns and missed time in school in the nursery/infant classes means that these difficulties are more pronounced.
3	Internal and external assessments indicate that disadvantaged pupils have difficulty in developing their writing skills especially their spelling and handwriting. Due to lower attendance during periods of online learning, the gap in attainment between disadvantaged pupils and their peers has widened.
4	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

	<p>On entry to Reception class in the last 2 years, between 33 - 64% of our disadvantaged pupils arrive below age-related expectations compared to 32 – 50% of other pupils. This gap remains steady to the end of KS2.</p> <p>There is a clear negative impact on disadvantaged pupils due to the necessity of remote learning.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to attachment issues, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils.</p> <p>34% of disadvantaged pupils have been 'persistently absent' compared to 19% of their peers over the past year. 39% of the pupils who were persistently absent over the past year were disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, language screen/speech link assessments and use of the oracy framework.
Improved phonics attainment among disadvantaged pupils.	Phonic outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys, the Boxall profile and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities (including residential), particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The attendance gap between disadvantaged pupils and their peers will be reduced by 1%.</p> <p>The percentage of all pupils who are persistently absent will be below 5% (20% - 2021/22) and no more than 30% of them will be disadvantaged.</p>

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: £ 47,378

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring for ECT teachers.	The EEF Effective Professional Development Guidance report suggests that support could be provided via a coaching relationship, where an expert coach provides peer support and assistance.	1,2,3,4,5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2,3,4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time through the Voice 21 curriculum programme.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Implementing professional learning communities across the school to support the development of teachers and HLTAs.	The EEF Effective Professional Development Guidance report suggests that professional development should effectively build knowledge, motivate staff, develop teaching techniques, and embed practice. In addition, the school should ensure professional development programmes are designed with care taking into consideration the context and needs of the school. Professional Learning Communities (PLCs) are being established in the school. Evidence suggests that teachers' work within successful	2,3,4

	PLCs improves instruction which may lead to improved student achievement (Lomos et al., 2011; Jones et al., 2013) and contribute to the effectiveness of schools (Louis et al., 2010; Hofman et al., 2015).	
Phonics scheme – Essential Letters and Sounds	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics – EEF Teaching and Learning Toolkit The Essential Letters and Sounds scheme will be implemented in school with time for CPD for TAs and teachers.	2,3
Embedding high quality curriculum through support from subject-specific associations: PSHE association, Gloucestershire RE curriculum; GHLL training; Voice 21; DT association CPD; Subject Leader Network Meetings; Teach Computing; History Association CPD.	It is considered to have a good impact when the intent and implementation is secure: Intent Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Implementation Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. OFSTED – Education Inspection Framework	1,5
Mastering Number	The EEF guidance report makes recommendations for improving mathematics in the Early Years and Key Stage 1 . Develop practitioners understanding of how children learn mathematics. Use manipulatives and representations to develop understanding. Use high quality targeted support to help all children learn mathematics.	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4

We will provide subject specific coaching for new pupils.		
Subject leadership groups Release time for subject leadership teams to develop the curriculum and provide professional development support for other staff including how to incorporate oracy to support knowledge acquisition.	The EEF Effective Professional Development Guidance report suggests that professional development should effectively build knowledge, motivate staff, develop teaching techniques, and embed practice. In addition, the school should ensure professional development programmes are designed with care taking into consideration the context and needs of the school.	1,3
TA CPD TA CPD is provided to in all areas of the curriculum to upskill them in their subject knowledge.	The EEF report on best use of teaching assistants found that improving the use of your current TA workforce is a better investment of Pupil Premium funds than employing more TAs.	1,2,3,4

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

Budgeted cost: £11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Before school teacher/TA led tutoring	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. EEF	2,3,4
Nessy – phonics reading and spelling intervention	Research has shown that there is significant improvement in standardised reading score. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. EEF	2,3
NELI – Early Language Intervention	NELI has demonstrated its potential to support young pupils in need of support with spoken language through four randomised controlled trials. The EEF has funded two of these trials with the largest and most recent evaluation of the programme finding that children made	1

	on average 3 months of additional progress in oral language compared to children in the comparison group.	
Speech Link	Research shows that the programme can be used to identify speech issues and support teaching assistants in identifying and supporting children with speech difficulties.	1,3
Pre-teaching	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. EEF – small group tuition	2,3,4
Plus one/Power of Two	The 'Plus 1' and 'Power of 2' books draws upon a wide range of professional practices and research evidence . For example, the EEF's work charting the impact of TAs and work which suggests that with appropriate tools, TAs can have a significant impact upon attainment (see Richards and Armstrong, 2016). Similarly, the 'Plus 1' and 'Power of 2' books have drawn on the literature base exploring TA support especially in relation to mathematics education (Drake, 2005). This evidence informs the 'Plus 1' and 'Power of 2' tools which TAs and others can work with without having to rely on detailed pedagogical or subject knowledge - an approach which maps to Drake's work.	4

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

Budgeted cost: £36,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Minibus – embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Principles of intervention: Deliver intervention in a targeted way, in response to data or intelligence Create action plans in partnership with families and other agencies that may be supporting families, for example, children's social care and early help services. Commission or deliver interventions to improve attendance.	6
Family Support Worker (FSW) and Emotional	EEF Social and Emotional Learning – Teaching Toolkit	5,6

Literacy Support Assistant (ELSA)	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>The ELSA programme is recognised as an evidence-informed intervention that does not replace existing interventions in schools, but rather complements other programmes. The tailor-made approach and ability of ELSAs to design bespoke programmes tailored to the specific needs of each child or young person allows schools to intervene early when social, emotional and wellbeing needs arise. Setting targets and evaluating progress also means that schools can evidence progress in social and emotional skill development. DCC 2020</p>	
Restorative Practice	<p>A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.</p> <p>An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.</p> <p>In Barnet, an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.</p>	1,5,6
Extra-curricular activities including residential trips in year 2, 4 and 6.	<p>The Outward Bound trust impact report shows an increase in children's confidence and resilience.</p> <p><i>The Outward Bound Trust is a leading educational charity that uses the outdoors to help develop young people from all walks of life. We provide adventurous learning courses for young people to develop their social and emotional skills at every stage of their education and early stages of employment. The skills that they develop are those that will play a pivotal role in how successfully they navigate the challenges of adolescence and early adulthood: helping them to flourish and thrive throughout their lives.</i></p>	5,6
How to Play Well Intervention	<p>Both targeted interventions and universal approaches to improving behaviour have positive overall effects (+ 4 months).</p> <p>EEF toolkit – behaviour interventions</p>	6
School Uniform/PE Kits/School Resources	<p>From our experience, we know that if pupils do not have access to uniform it can impact on their relationship with their peers and their readiness to learn.</p>	5,6

Total budgeted cost: £ 95,405

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 2022 to 2023 academic year.

External assessments were completed for 2022/23 and it is recommended that these are not compared to 2019 due to the impact of the pandemic.

These assessments suggested that in some key areas of the curriculum the performance of disadvantaged pupils was lower than that of their peers. However, in KS2, the performance of disadvantaged pupils was above the national average for disadvantaged pupils in reading for meeting the expected standard. In addition, the performance of disadvantaged pupils meeting combined R,W,M at expected and at the higher standard is above the national average for disadvantaged pupils. Disadvantaged pupils in KS1 meeting the expected standard for reading was higher than the national average for disadvantaged pupils.

Attainment was accelerated by using high-quality before school tutoring groups and pre-teaching.

To support more pupils in KS1 in meeting the expected standard in reading and maths, a focus across the school in 2023/24 will be on fluency.

2021/22	Reading				Maths			
	KS1		KS2		KS1		KS2	
	St W	Nat	St W	Nat	St W	Nat	St W	Nat
ARE/+	44%	51%	70%	62%	44%	52%	65%	56%
GD	33%	14%	29%	17%	22%	12%	12%	12%

2022/23	Reading				Maths			
	KS1		KS2		KS1		KS2	
	St W	Nat	St W	Nat	St W	Nat	St W	Nat

ARE/+	33%	54%	75%	60%	67%	56%	57%	59%
GD	0%	unknown	25%	unknown	0%	unknown	19%	unknown

Our drive to ensure that there is high quality teaching across the school continues and as assessment for learning approaches continue to be developed, professional learning communities for teachers will continue for 2023/24. In addition, the approach will be expanded to teaching assistants.

There has been an improvement in communication skills through the implementation of oracy as part of the curriculum through support from Voice 21. Staff and pupil voice showed that staff went from 4% being confident in oracy to 71% in the summer 2022 and 100% of pupils agreed that speaking and listening was important. An oracy curriculum will be developed and implemented in 2022-23 to support the continued development of communication skills. The NELI intervention was used again to support pupils in gaining further vocabulary knowledge. This included targeting some pupils from year 1 who were too low for the programme in EYFS.

Writing strategies which have been implemented are continuing to be embedded. In KS2, disadvantaged pupils reaching a greater depth within the expected standard outperformed their peers and the national average.

Writing	KS1		KS2	
	St W	Nat	St W	Nat
2021/22				
ARE/+	44%	41%	53%	55%
GD	11%	3%	0%	6%

Writing	KS1		KS2	
	St W	Nat	St W	Nat
2022/23				
ARE/+	33%	44%	50%	58%
GD	0%	unknown	19%	unknown

Phonics continues to be an area for development within the school and the new scheme was implemented in 2022/23. In year 1, only 54% of disadvantaged pupils reached the expected standard compared to 89% of non-disadvantaged pupils. The national average for disadvantaged pupils was 67%. This is a narrowing of the gap between disadvantaged and non-disadvantaged compared to 2022.

To support with spelling, the Nessy intervention has been implemented across KS2 with an average of 117 words learned per pupil over two terms. In internal NFER assessments, pupils made progress from an average standardised score of 88 in Autumn 2 to 96 in Summer 2.

Learning walks showed that handwriting teaching was more consistent across the school with expectations in line with the new EYFS expectations and it was not a barrier to pupils achieving the expected standard at KS1 and KS2.

Attendance for disadvantaged pupils is still below their peers and was impacted by Covid related absence in 2021-22. In 2022-23, attendance for pupil premium pupils rose from 90.9% to 94.2% in 2021-22. Further strategies will continue to be implemented in 2023/24.

We are on track to achieve the majority of our outcomes that we have set out to achieve by 2024/2025, as stated in the Intended Outcomes section above. We will continue to review our strategy plan and make changes to those where further strategy is needed. This will be reflected in the allocation of the budget for this academic year.

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
Curriculum Development of Oracy	Voice 21
Nessy Reading and Spelling	Nessy

Service pupil premium funding (optional)

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?	
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Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the strategies from previous year as part of our regular cycle of assess, plan, do, review.

We triangulated evidence from multiple sources of data including internal and external assessments; book looks and learning walks; conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. Individual subject leaders have reflected on their subjects using the implementation guidance and have highlighted how they will support disadvantaged pupils. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.