

Pupil Premium Strategy Statement 2021-24

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitefield Infant School and Nursery
Number of pupils in school	Nursery - 74 Reception - 68 Year 1- 84 Year 2 - 91 Total on Roll- 317
Proportion (%) of pupil premium eligible pupils 2023-24	40 children - 12.6% (Reception-Year 2)
Academic year/years that our current pupil premium strategy plan covers	2021-2024 (although reviewed annually)
Date this statement was published	8 th September 2021
Date on which it will be reviewed	Reviewed 7 th September 2023 (monitored termly) September 2022 (monitored termly)
Statement authorised by	Steven Wilkinson (Chair of Governors)
Pupil Premium Lead	Erica Mason
Governor / Trustee Lead	Steven Wilkinson

Funding overview 23-24

Detail	Amount
Pupil Premium funding allocation this academic year	£ 61,110
Recovery Premium funding allocation this academic year	£3,345 (based on 42 PPG Expenditure)
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total for this year	£64,455

Part A: Pupil Premium Strategy Plan - Statement of Intent

Our belief is - and research evidence shows (e.g. from The Sutton Trust, EEF, John Hattie, Ofsted, DfE Reports, Michael Barber) - that quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. 100% of children attending Whitefield Infant School come from the highest quintile of deprivation. Professional Excellence and a Personalised Curriculum are a central focus of the School Improvement Plan. They will have the biggest positive effect on our most disadvantaged pupils; ensuring the gap closes between the most disadvantaged and the most advantaged pupils in our school community. The focus on developing Professional Excellence and a Personalised Curriculum ensures all staff members are of the highest quality and are supported in developing the skillsets needed to enable our children to make rapid progress from low starting points and secure levels of high attainment, at the end of each Key Stage and across all year groups. The drive for Continuous Professional Development ensures our children access a high quality education, but that motivation is high and staff development and retention is good.

While we know that enriching classroom experiences are paramount in the Early Years, we also know that providing enhancements and enrichments to the curriculum are just as important. Experiencing the broader world is a crucial factor before joining it. In addition to these, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly

Challenges

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

Challenge Number	Detail of Challenge
1	<u>Covid:</u> - EYFS intake 2021 had a greatly reduced pre-school offer due to Covid-19, lacking in opportunities to develop the 'Prime' areas of learning and ensuring 'school readiness'. - KS1 Children experienced lockdown in both EYFS/KS1 and multiple bubble closures as a result of positive cases in school, so haven't experienced a 'normal' school year since they started. Some children have had no access to English during this time and have had limited support from parents with remote learning. - Our community was significantly hit by Covid (as was the North West as a whole, with a death rate 21% higher than the England average, employment rate 19% higher than National average - Northern health Science Alliance)
2	Many Pupil Premium children fit into vulnerable groups - SEND - ASD, SEMH, C&L
3	Parental engagement and low literacy levels of some parents impacts on pupil progress and the parent's ability to support their children at home.
4	Language and Communication - 97% EAL learners; children struggling particularly with the grammar of the English language and have limited vocabulary and comprehension, impacting on reading and writing attainment outcomes.
5	Attendance - requests for extended leave during term time to visit family abroad.
6	Many of children have a limited knowledge and understanding of the world - very limited life experiences/cultural capital

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
Improve oral language skills for all pupils across school	• S and L focus across school - daily focus in all classes. Consistent strategies used across school to develop vocabulary and language. • All staff are confident in delivering 'Talk Boost' to support communication in targeted children across all year groups • Early identification for children requiring S&L intervention. • Children have access to a rich reading spine, exposing them to quality language and vocabulary
Increase cultural capital, ensuring children experience and access a wide range of learning experiences to make learning meaningful.	• Children will have experienced a range of experiences, visits, working with creative practitioners etc., bringing learning to life. • Children have access to a range of extra-curricular provision to broaden their experiences. • School will fund visits for PP children, taking away the financial barriers for families.
Improve the outcomes for our SEND children, ensuring they make good progress from their starting points.	• Children receive daily-targeted intervention in small groups. • Children make good progress from their starting points, monitored through half termly pupil progress meetings and POP meetings. • Specialist teacher input where required to further support appropriate teaching strategies.
Ensure the best outcomes for all PP pupil through targeted support	• Daily literacy/numeracy/phonics interventions • Small group work to target individual needs across the school. • Daily reading support
Increased parental engagement with school	• Increased active parental engagement, supporting learning. • Home-school Support Officer role fully utilised • Parents and families attending our celebration events during the academic year. • PP families attending parents classes, helping to improve life chances and access to education/skills for life.

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: £42,000

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make at least good progress from their starting points	- All class teams aware of the PP children - Allocated class TA support, offering boosters and interventions, for all year groups, supporting quality first teaching across the curriculum.	The difference is diminishing between PP/non due to timely intervention and quality first teaching, but needs to continue. Making Best Use of Teaching Assistants Education Endowment Foundation EEF Sutton Trust - quality first teaching has direct impact on pupil outcomes Pupil Premium Guide Education Endowment Foundation EEF	Pupil Progress meetings and data collection will be used termly to record and evaluate effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms (see monitoring schedule)	1, 2, 4, 6
	Regular CPD for teaching staff to ensure 100% of teaching is deemed good/outstanding (see CPD calendar).	Highly quality CPD, to ensure skilled and confident staff will see better progress from children. Pupil Premium Guide Education Endowment Foundation EEF	Appraisal/CPD reviews will ensure any gaps in subject knowledge or confidence are addressed.	1, 2, 4

	Purchase a validated phonics scheme, with matching texts to fill in any gaps in our reading scheme, ensuring a consistent approach to the teaching of early reading and phonics, supported by a high quality reading spine.	DfE/Ofsted/EEF reports evidence the impact on the teaching of high quality phonics/reading and attainment across the curriculum Preparing for Literacy Education Endowment Foundation EEF Improving Literacy in Key Stage 1 Education Endowment Foundation EEF	Phonics/English/SLT monitoring calendars to effectively and regularly monitor reading/phonics across school.	1, 4
	Provide parents with clear and timely information on how children are progressing in relation to expected standards	EEF reports on positive impact on parental involvement on outcomes for children. Working with Parents to Support Children's Learning Education Endowment Foundation EEF	Annual calendar of parental involvement (e.g. phonics, reading, maths, ICT workshops, assemblies, Learning and reporting Meetings)	3
	Continue to run parents classes to help improve the early phonics, maths and English skills of parents to help them support their children at home.		Parent class calendar of events/classes. Links with Lancashire Adult Learning/local adult education providers	3, 6
Whole school training will ensure staff can best support attainment, development and emotional well-	Whole staff CPD focusing on mental health and wellbeing to support children's learning: attachment training, adverse childhood experiences and early	Knowledge of individual pupils needs and changing trend in the emotional and mental health of pupils Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF	CPD log General interactions with children round school CPOM's	1, 2, 4, 6

being of all Pupil Premium children	trauma, complex trauma, safeguarding			
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted Cost: £10,838

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children make at least good progress from their starting points	Regular Speech and language intervention sessions (Talk Boost/ Early Talk Boosts/ Welcom, Lego therapy) for target pupils across school, run by class TA's	Communication and Language is the highest area of need on our SEND register - research supports the effectiveness of the chosen strategies Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	Entry and exit data will be collected for pupils who are part of intervention groups and this will be used to discuss the next steps for pupils during termly Pupil Progress Meetings/ termly POP meetings with SEND Co.	1, 2, 3, 4
	- Additional phonics sessions for pupils in KS1 (Catch-up phonics) 2x phonics sessions daily in EYFS to help ensure children progress in line with National expectations		- Phonics assessments will be conducted regularly and monitored by Phonics Lead (TLR post) to ensure at least good progress - Targeted readers will be monitored by Phonics Lead - Pitch of phase/text matched monitored by Phonics Lead	1, 2, 3, 4
	Daily readers for (at least) the lowest 10% of children and those who don't get support/read at home.			1, 2, 3, 4
	Mastery maths curriculum in KS1 to accelerate the progress of ALL learners through quality	High expectations of ALL children - no ceiling/differentiation in expectations	- Maths leader monitoring calendar/SLT Monitoring calendar - Pupil Progress meetings and data collection will be used termly to record and evaluate	1,2 ,3, 4

	first teaching and same day intervention. Additional booster group implemented where children are struggling to access the content) through daily TA support	Improving Mathematics in the Early Years and Key Stage 1 Education Endowment Foundation EEF	effectiveness of intervention/ analysis of quality first teaching and the impact in attainment and progress. Learning walks, outcomes and book looks will be triangulated to ensure quality first teaching in all classrooms	
	2x trained SEND Co-ordinators (One EYFS focused, one KS1) to ensure all staff are given the support to ensure SEND children have access to appropriate provisions to ensure best outcomes from starting points.	Special Educational Needs in Mainstream Schools Education Endowment Foundation EEF	- Appraisal of SEND Co's in school - POP's - Parental engagement of SEND children through termly POP meetings	2, 4
	Subscriptions to online/web based programs to support children at home (Bug Club, Purple Mash, Numbots, Espresso, Education City)	Use of digital technologies - clear evidence to support technology at home for maths, English and phonics. Using Digital Technology to Improve Learning Education Endowment Foundation EEF Pupil Premium Guide Education Endowment Foundation EEF Working with Parents to Support Children's Learning Education Endowment Foundation EEF	- LL to monitor use of chosen technologies at home. - Tasks set online to support the children's learning journey.	1, 3, 4

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

Budgeted Cost: £18,000

Approach	Activity	Evidence that supports this approach	Monitoring of actions	Challenge number (s) addressed
All Pupil Premium children have excellent attendance	Full time home-school support leader to support families with attendance, requests for extended absence and Safeguarding matters (attends TAF, CAF, CIN, CP meetings).	Parent surveys Dedicated person in role, who builds a trusted relationship with parents and provides the supported where needed, leading to better outcomes for all. Working with Parents to Support Children's Learning Education Endowment Foundation EEF	- Parent surveys - Weekly attendance figures - Termly HT report to the Governing Board	3, 4, 5
	- Each week, an attendance report will be produced, stating attendance figures, comparing the current week's figure to previous weeks/National. - The HSSL will conduct attendance meetings with parents of persistent absentees and those at risk of low attendance.	Attendance data - improving trend over 6 years (exc. Covid) Reduction in term-time absence requests over last 6 years Working with Parents to Support Children's Learning Education Endowment Foundation EEF		3, 4, 5

	HSSL will ensure the attendance policy is followed up, with daily calls home/home visits etc.			
All children have access to a quality, rich curriculum, developing cultural capital	Access to a range of extra-curricular provisions and a rich, first-hand curriculum offer to build cultural capital, language and vocabulary and life experiences - all subject leaders informed of PP children across school to offer additional extra-curricular provisions during the year (subsidised by school)	Learning is contextualised in concrete and language rich experiences. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. SHUE data EEF - sports participation increase educational engagement and attainment EEF - outdoor learning shows positive benefits on academic learning and self-confidence.	- A rich curriculum offer, with a range of opportunities for first hand learning and enriched with creative practitioners, ensuring learning is memorable and meaningful (long-term) - Weekly curriculum meeting calendar, Enrichment Overview, S of W, Extra Curricular offer	1, 2, 4, 6

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 data shows children achieving broadly in line with National figures, from very low starting points (see phonics, EYFS and Yr 2 data)
- Through monitoring, both PP lead, assessment lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2022-23 (This can be ratified via internal assessment systems/pupil progress meeting records and termly provision maps).
- PP pupils have been fully engaged in a wide range of trips and experiences to develop their Cultural Capital and bring the curriculum to life - see website, past newsletters, termly HT report to Gov's.
- PP children have been targeted for extra-curricular activities (choir, sport's club, art club etc) to widen their opportunities.
- PP have 'Early Bird's club that is funded to ensure a good start to the day
- PP children have been given the opportunity to engage in cluster work with other schools, broadening their awareness of the world around them (SWAT)
- Some families have been supported with household items and food parcels to ensure all essential home items are available.
- Reading books have been purchased and a high quality, systematic phonics scheme has been bought and implemented to ensure our children have access to high quality teaching, impacting on outcomes. All staff have been trained in the delivery accordingly.
- Musician and artist in residence and ICT Leader have provided opportunities to ensure to ensure children are well-rounded and access to a broad and balanced curriculum, preparing them for life after Whitefield.

Externally provided programmes

Programme	Provider
Red Rose Letter and Sounds	LCC
S&L interventions - Talk Boost/ Early Talk Boost/ Welcom	LCC