

Whitby Heath Primary School
Pupil Premium Strategy Statement
2021/22 to 2024/25



Published December 2021
Reviewed September 2023

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Whitby Heath Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Stuart Wright, Headteacher
Pupil premium leads	Emma Williams (Deputy Headteacher)
Governor lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,195
School Led Tutoring Grant allocation this academic year	£7,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£99,115

Part A: Pupil premium strategy plan

Statement of intent

It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

Our work through the use of Pupil Premium is focused on accelerating progress, moving children to at least age related expectations. Pupil Premium resources are also used to target able children on free school meals to achieve higher levels and to target able children on FSM to achieve above the expected standard at the end of KS1 or KS2.

Pupil Premium resources will be used to ensure that all children can benefit from the wider curriculum opportunities we offer.

Principles:

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into a cohesive, structured teaching programme for learners.
- We use our data and school self-evaluation to identify the appropriate provision to be provided by the grant.
- We evaluate, monitor and track the impact of the provision funded by the grant.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In providing support we will not socially isolate pupils. Therefore, some groups receiving additional support will be a mix of FSM and non-FSM pupils.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

- We track the impact of strategies put into place through the funding to ensure maximum value allowing use to effectively monitor, evaluate and review the success of the impact of the pupil premium funding.
- Disadvantaged pupils can include reference to children in receipt of FSM, PP funding, vulnerable children, LAC, CiN, TAF, SGO, EAL and SEND children

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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.
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.
3	Internal assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
4	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
5	Pupil engagement with enrichment activities has been impacted during lockdown. This has caused limitations to interactions with each other both through in-school work and also in extra-curricular clubs and activities. This has impacted on their wellbeing too.
6	Pupil mental health and wellbeing.
7	Our attendance data from last year indicates that overall attendance for FSM pupils was 3% lower than for non-FSM pupils.

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 use of subject specific vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved use of subject specific vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book monitoring and ongoing formative assessments.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils.	KS1 and KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	KS1 and KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improve oracy skills across Early Years.	Children are assessed using WELLCOMM and interventions have been put in place to support identified gaps. Early identification has resulted in SALT referral as required.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being narrowed so absence rates for disadvantaged pupils is 95% or better. (Summer 21/22 national average for FSM for absence was 7.8% and for non-FSM 3.7%. Summer 21/22 national average for FSM for persistent absence was 18.5% and for non-FSM 5.5%). the percentage of all pupils who are persistently absent being below 8.8% (Summer 21/22 national average).

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: **£24,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff to ensure writing assessments are accurately completed.	<p>Moderation meetings and writing training for all year groups linked to writing outcomes and ARE throughout the year.</p> <p>The EEF guidance is based on effective professional development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4
Employment of additional teachers to deliver targeted support in class as well as leading specific interventions to target gaps in learning	<p>Embed the Curriculum to address gaps in learning through the use of additional teachers/TAs and class teachers to deliver interventions to groups of pupils across all year groups. Pupil progress meetings to evaluate children not on track and interventions put in place.</p> <p>The EEF guidance is based on school improvement planning: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p>	1, 2, 3, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p>	<p>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)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>EEF guidance on mastery teaching: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 3, 4

<p>Enhancement of our English teaching and learning planning in line with EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access RWInc, Literacy Company resources, Talk for Writing and CPD.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Invest in a range of CPD opportunities, including use of Schoot platform.</p>	<p>All staff to be provided with skills to respond to pupils' needs across year groups and in individual classes with a focus on metacognition and self-regulation linked to our tracking of and the teaching of positive Learning Behaviours for all children.</p> <p>EEF guidance in effective professional development:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>EEF guidance on metacognition and self-regulation:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	<p>1, 2, 3, 4, 5</p>
<p>Complete 'Thinking Classrooms – Closing the Gap' CPD training</p>	<p>Staff to be provided with training around: cognitive and meta-cognitive; speaking and listening; commitment to dialogic teaching which remedies the underlying issues that are preventing many disadvantaged children from succeeding.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF guidance on metacognition and self-regulation:</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: **£45,084**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Number Stacks intervention to provide a targeted intervention to gaps in learning for Maths.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3, 4
Targeted phonics 1:1 and small group EYFS, Key Stage 1 and 2 interventions	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF guidance on effective TAs: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	2
Beanstalk readers	<p>Beanstalk readers to support 1:1 reading for targeted children bi weekly.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4

IDL Literacy	<p>For low attaining children in Key Stage 2. Supporting progression and confidence of basic Literacy skills through interactive activities based on their assessed level of need. Focus on spelling and reading. Access built into daily Target Time.</p> <p>EEF guidance on KS2 literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 </p>	1, 2, 4
Pathways to Progress	<p>Attainment gaps narrowed in key skills in writing for targeted children across all year groups.</p> <p>EEF guidance on mastery teaching and learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning </p>	1, 4
Lexia and Lexonic (Leap and Advance)	<p>Attainment gaps narrowed in key skills in reading for targeted children across Years 1-6.</p> <p>EEF guidance on KS1 Literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 </p> <p>EEF guidance on KS2 literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 </p> <p>EEF guidance on mastery teaching and learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning </p>	1, 2, 3, 4
Closing the gap programme (Thinking Classrooms)	<p>To develop oracy through an emphasis on cognitive and metacognitive skills, and speaking and listening skills.</p> <p>EEF guidance on teacher feedback to improve learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback </p>	

	EEF guidance on metacognition and self-regulated learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£28,511**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors to support children and families.	<p>Provide support and guidance to children who are experiencing difficulties in learning due to social, emotional or behavioural problems or other issues. Learning mentors help pupils overcome behavioural, social or emotional problems that are affecting their learning.</p> <p>They also work closely with parents/carers to support family groups.</p> <p>EEF guidance on improving social and emotional learning in primary schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5, 6
ELSA trained staff	<p>ELSA staff work on developing children's self-esteem and creating positive interactions with other people. Being emotionally literate helps children to focus better on their learning and has a positive impact on their general happiness and wellbeing.</p> <p>EEF guidance on improving social and emotional learning in primary schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	6
Timetabled quality wellbeing initiatives across school through	Teaching the science and embedding habits around mental wellbeing in a fun and positive way. Giving children the understanding and tools to cope when times get hard.	6

the use of My Happy Mind	EEF guidance on improving social and emotional learning in primary schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Contributions towards residential visits.	Contributing towards residentials and visits for children so all children can experience enrichment to their curriculum. EEF guidance on outdoor adventure learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5, 6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Mental Health Lead training and support from the Mental Health Support Team	Develop and implement a whole school approach to mental health and wellbeing. Taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning https://www.gov.uk/guidance/senior-mental-health-lead-training	6, 7

Total budgeted cost: £91,195

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.

Intervention

The work of our Learning Mentors and trained ELSAs, is part funded through the grant. Through these roles, support for our more vulnerable children is given and has proved to have a significant impact in helping children to improve self-esteem and confidence and become positive learners.

As a school we have identified groups of children, which include those in receipt of pupil premium, who benefit from targeted additional academic support specifically in reading, writing and maths. These include children who benefit from additional opportunities be stretched further in their learning. These groups are identified through pupil progress and health check meetings each half term and appropriate programmes/support is identified and reviewed at these meetings.

Support may be through quality first teaching intervention with Teachers or Teaching Assistants who have been trained for the specific interventions led. These may include ELSA, Pathways to Progress, Step Up Maths, Third Space, IDL, 1:1 tuition in Phonics, as well as bespoke programmes of work.

Additional Opportunities

In addition, we believe that the children also gain from a wide range of opportunities that prepare and inspire the children to be learners as well as take responsibility for their own wellbeing. As such a range of programmes have are supported through this grant including an annual programme of a range of Health and Well Being workshops, musical instrument tuition, as well as residential events and a variety of educational visits throughout the year.

Externally provided programmes

Programme	Provider
Beanstalk – reading intervention	Beanstalk
Third Space – Maths intervention	Third Space Learning

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising.
- Raising aspirations project which will support children in looking to the future and understanding what opportunities they have available to them.
- Children will have access to high quality outdoor learning which will be engaging and offer the opportunity to apply skills across the curriculum. This includes providing a programme of targeted outdoor learning opportunities which are based on the Forest School principles. This supports children across school to enhance the children's curriculum experience and explore their surroundings whilst building upon team building and resilience.

Disadvantaged pupils will be encouraged and supported to participate in all elements stated above.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated previous years' plans. Attainment and progress of the children has been identified as an area of improvement.

When analysed by individual year groups, it is clear that in some year groups the attainment gap between PP and non-PP children is larger (PP children not making as much progress as non-PP) whilst in other year groups, the gap has narrowed.

PP progress and attainment will, therefore be a key target group for next year as the progress and attainment levels between PP and non-PP children is not consistent across all year groups. Those children who made slower progress last year, have been targeted children in Autumn term 2023.

We will continue to prioritise our focus on bespoke interventions and support for all our children including our disadvantaged pupils in 2023/24.

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.