

Pupil premium strategy statement

Whitehall Nursery and Infant School

School overview

Metric	Data
School name	Whitehall Nursery And Infant
Pupils in school	299 from nursery to year 2
Proportion of disadvantaged pupils	21.8%
Pupil premium allocation this academic year	£123,930 £11,745 recovery premium
Academic year or years covered by statement	2021-2024
Publish date	31 st December 2022
Review date	To be reviewed at key dates over the academic year
Statement authorised by	SLT and Governing Body
Pupil premium lead	Lee Kilkenny
Governor lead	Wendy Middleton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	In reading 56% of disadvantaged pupils were EXS+, in line with the national. The gap between disadvantaged and non-disadvantaged was below the national by 16%
Writing	In writing 44% of our disadvantaged pupils were EXS+, in line with the national. The gap between disadvantaged and non-disadvantaged was below the national by 19%
Maths	In maths 47% of our disadvantaged pupils were EXS+, slightly below the national The gap between disadvantaged and non-disadvantaged was below the national by 26%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	See above
Achieving high standard at KS	See above

Measure	Activity
Priority 1	<p>Ensure high quality tuition program is in place to meet the key priorities identified to close the gap rapidly. This will be in the form of a dedicated teacher to support pupils in the core subjects, and small group work led by TAs. With particular focus on phonics, early reading and maths.</p> <p><u>Education Endowment Fund research suggests:</u></p> <p><i>There is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and the EEF's analysis suggests this is likely to be growing significantly while schools were closed to most pupils. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.</i></p>
Priority 2	<p>The teaching of phonics for all pupils is at least good and weekly tutoring of staff from reading lead is ensuring that all children are moving quickly and securely through the programme. For those pupils who are at risk of falling behind their peers there will be targeted phonics intervention</p> <p><u>Education Endowment Fund research suggests:</u></p> <p><i>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</i></p>
Priority 3	<p>Continue to develop pupils mental and emotional health and well-being by providing regular opportunities for physical and cardio exercise. In addition physical workshops that develop self-awareness and self esteem.</p> <p><u>Education Endowment Fund research suggests:</u></p> <p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</i></p>
Barriers to learning these priorities address	<p>Our pupils come from an area of high deprivation, which could be seen as barrier to education. In addition to this a great number of our parents see infant school as a child care setting and prioritize older siblings education over younger peers.</p>

Projected spending	£129, 930
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To close the gap between disadvantaged and non-disadvantaged pupils nationally to within 10%	July 2023.
Progress in Writing	To close the gap between disadvantaged and non-disadvantaged pupils nationally to within 10%	July 2023
Progress in Mathematics	To close the gap between disadvantaged and non-disadvantaged pupils nationally to within 10%	July 2023
Phonics	At least 80% of the Year 1 cohort will meet the national threshold for phonics	Year 1 by June 2023
Other	Develop pupil's language and vocabulary skills, through the use of high quality drama and music workshops led by Artis and West End in schools. This will also have a positive impact on the mental well-being of our pupils.	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Timely and purposeful intervention that targets those pupils who really need it by using AfL and other data available.
Priority 2	Continue to work with our RML consultant and reading lead to ensure that all Phocis lessons are at least good.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	Click or tap here to enter text.

Wider strategies for current academic year

Measure	Activity
Priority 1	That all children have access to high quality drama dance workshops through the use of Artis in schools and West end in schools
Priority 2	Ensure that Emotional Literacy Support Assistants(ELSA) program is up and running over the academic year

Priority 3	Develop Makaton training to all members of staff to help support communication of need and understanding of instructions.
Barriers to learning these priorities address	Click or tap here to enter text.
Projected spending	£16,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Making sure there is time to undertake maths program That staff are aware of program and its strengths	Time is given and teachers covered to make the most of training days Ensure that the program is disseminated to staff through twilight so there
Targeted support	Ensuring that we get the right support in to ensure our pupils make progress. Timing of groups we deliver internally so teachers aren't burnt out	SLT are holding a series of meetings with NTP to ensure we get the best value for money and a team that meets our needs Speak to Year group leads about the best time for small intervention and after school boosters
Wider strategies	Ensuring we can time table effectively so that all pupils are getting high quality dance and drama sessions	Using a high quality and known provider has proved very successful in the past.

Review: last year's aims and outcomes

Aim	Outcome
Ensure high quality tuition program is in place to meet the key priorities identified to close the gap rapidly.	School provided a range of intervention and catch up last year including dedicated tuition time, small group TA support and after school boosters with teaching staff. Internal data in reading writing and maths showed that a large number of those pupils made good progress from starting points. In reading and writing our deprived pupils were in line with the national at ESX+ by the end of the year. Moving forward we need to close the gap between our disadvantaged and non-disadvantaged pupils against national, particularly in maths.
Develop a high quality, well-designed, selected CPD and training programmes in place for all staff in order to have a positive impact on pupils learning	As a whole school we have continued to work with the research based model <i>Making every primary lesson count</i> by Jo Payne and Mel Scott. Lesson observations and learning walks have shown staff using many elements from this with

	<p>good success and we will continue to develop this over the academic year. Phonics training for whole staff has been extremely impactful. All lessons now follow the RML programme well and early phonics and reading in particular have really seen the benefits of this. The off the programme group has also grown in size because the new lead and the training that has been provided are ensuring pupils get through the programme much quicker than previously.</p>
<p>Provide the support and resources needed to help our pupils and their families emotional and mental well-being in light of the continuing Covid19 pandemic</p>	<p>Our PSA and SEND lead do an amazing job in ensuring that our most vulnerable families are supported through a range of external agencies when they need it. They are front facing and always on the gates morning and evening in all weathers to ensure our parents are listened to and their concerns acted upon. Where possible we try and intervene before Early help is required and the relationship between the inclusion team and parents is excellent. In the future we will be developing support for our families to help with the current economic crisis, such as food banks and uniform banks to try and offer as much help as we can.</p>