

Pupil premium strategy statement

Whitehall Nursery and Infant School

School overview

Metric	Data
School name	Whitehall Nursery And Infant
Pupils in school	307 from nursery to year 2
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£131,265
Academic year or years covered by statement	December 2021- December 2024
Publish date	31 st December 2021
Review date	Last reviewed December 2023
Statement authorised by	SLT and Governing Body
Pupil premium lead	Lee Kilkenny
Governor lead	Wendy Middleton

Disadvantaged pupil progress scores for last academic year 2022-23

Measure	Score
Reading	In reading 70% of disadvantaged pupils were EXS+, against national of 54% The gap between disadvantaged and non-disadvantaged pupils against the national closed from -16% in 2022 to -3% in 2023.
Writing	In writing 63% of our disadvantaged pupils were EXS+, against national of 44%. The gap between disadvantaged and non-disadvantaged against the national closed from -19% in 2022 to -2% in 2023
Maths	In maths 77% of our disadvantaged pupils were EXS+, against the national of 56% The gap between disadvantaged and non-disadvantaged against the national closed from -26% to +2%

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	£131,295

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To continue to ensure that quality first teaching and high quality intervention are effective in closing the gap between disadvantaged and non-disadvantaged pupils nationally	July 2024
Progress in Writing	To continue to ensure that quality first teaching and high quality intervention are effective in closing the gap between disadvantaged and non-disadvantaged pupils nationally	July 2024
Progress in Mathematics	To continue to ensure that quality first teaching and high quality intervention are effective in closing the gap between disadvantaged and non-disadvantaged pupils nationally	July 2024
Phonics	At least 80% of the Year 1 cohort will meet the national threshold for phonics	Year 1 by June 2024
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.	On going

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 Phonics lessons remain at least good.
Barriers to learning these priorities address	Many children are not read to at home and do not have access to books outside of school.
Projected spending	As above

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 the oracy project that school have recently embarked on is having a positive contribution to oracy across the school.
Priority 3	Develop restorative practice across the school so that all staff and pupils have a better understanding of relationship strategies rather than behaviour strategies.
Barriers to learning these priorities address	As many of our children come from EAL backgrounds then the use of proper spoken English impacts on all that we do.
Projected spending	£16,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that the teaching staff have CPD that is up to date and will enable them to deliver good quality lessons to all.	Ensure that staff have access to high quality CPD such as consultant support, wider cluster support and on line resources such as National college to support their pedagogy.
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	Staff are very aware of the need for intervention and how effective it can be. We have a number of highly skilled teachers who deliver intervention very successfully
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. 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>In Reading, Writing and Maths the school significantly closed the gap between disadvantaged and non-disadvantaged children against National benchmarks.</p> <p>In reading 70% of disadvantaged pupils were EXS+, against national of 54%</p> <p>The gap between disadvantaged and non-disadvantaged pupils against the national closed from -16% in 2022 to -3% in 2023.</p> <p>In writing 63% of our disadvantaged pupils were EXS+, against national of 44%.</p> <p>The gap between disadvantaged and non-disadvantaged against the national closed from -19% in 2022 to -2% in 2023</p> <p>In maths 77% of our disadvantaged pupils were EXS+, against the national of 56%</p> <p>The gap between disadvantaged and non-disadvantaged</p>

	against the national closed from -26% to +2%
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>The leader for phonics has had a positive impact across the whole school by looking at and interrogating the data. She has been able to identify those pupils who were at risk of not keeping up with their peers. As a result Teachers and TAs have delivered consistently good quality interventions which led to positive outcomes.</p> <p>79% of Year 1 pupils met the threshold, which was in-line with National and 86% of Year 2 pupils met the resit threshold which was considerably above the National.</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.	A broad and balanced curriculum is created for all children by giving them the learning opportunities to: work with an Artis specialist developing language acquisition through dance and drama, which also supports their levels of confidence and achievement; celebration workshops around festivals – which allow children the opportunity to learn through movement and expression as well as oral; trained PE coaches to develop physical and wellbeing whilst supporting child in resilience and ambition; musical exploration sessions delivered by trained musicians who have a wide range of instruments; weekly PHSE lessons and My Happy Minds' happiness heroes to support children in reflecting and talking about feelings, emotions and their general wellbeing.