

Pupil premium strategy statement

Whitehall Nursery and Infant School

School overview

Metric	Data
School name	Whitehall Nursery And Infant
Pupils in school	302
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£100,875 + £10,875 recovery premium Total spend £111,750
Academic year or years covered by statement	2021-2022
Publish date	31 st December 2021
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	NA due to Covid19
Writing	NA due to Covid 19
Maths	NA due to Covid19

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS1	NA due to Covid19
Achieving high standard at KS1	NA due to Covid19
Measure	Activity
Priority 1: Targeted Academic Support	<ul style="list-style-type: none">• 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 quality first teaching intervention, teaching at the point of need in order for pupils to keep up or catch up. Delivered through small group work at different times of the day by dedicated intervention teacher 5 days a week.• The use of additional small group directed

	<p>interventions by teachers and TAs both within school time and after school. To further supplement the range of intervention on offer to our pupils.</p> <p><u>Education Endowment Foundation 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> <p><u>School based rationale</u></p> <p><i>Our pupils have suffered massively due to the Covid19 pandemic. Many start from a low base with English as an additional language and this will not have been helped with local and national lockdowns to contend with. We know many of our pupils are well behind their chronological age and will need intervention well-tailored to their needs in order to close the gap sufficiently.</i></p>
<p>Priority 2: High quality teaching</p>	<ul style="list-style-type: none"> • 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. • To ensure that teachers are up skilled in the delivery of our chosen phonics scheme, in order to have the most up to date training to rapidly move children through the phonics phases <p><u>Education Endowment Foundation research suggests:</u></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. A growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</i></p> <p><u>School based rationale</u></p> <p><i>We have begun our own in-house CPD programme on improving teaching and learning and have already noticed a positive impact. Covid19 has had a negative effect on teacher skills and pedagogy and this gives them the support they need to re-establish their skills in a wide range of subjects.</i></p>
<p>Priority 3: Wider Strategies</p>	<ul style="list-style-type: none"> • 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 • That support is in place to help our most vulnerable families and that external factors such as poor attendance are tackled in a timely way through high quality external support, so that pupils attend school • Our Inclusion team are at the very forefront of helping our community to recover from the last 18 months and that they can access or sign post families to much

	<p>needed help.</p> <ul style="list-style-type: none"> • Our PSA is visible and available every day to all families and daily contact allows her to support the most vulnerable in in partnership with our SENDco. <p><u>Education Endowment Foundation research suggests:</u></p> <p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> <p><u>School based rationale</u></p> <p><i>We understand that a difficult family life can impact on pupil's readiness to learn, in addition serving a community of high deprivation adds extra burden upon our community. By putting in the right help at the right time we want our pupils and families to feel valued and to want them to be part of the Whitehall family, knowing that support will be there when necessary.</i></p>
Barriers to learning these priorities address	<p>Our pupils have suffered massively due to the Covid19 pandemic. Many start from a low base with English as an additional language and this will not have been helped with local and national lockdowns to contend with.</p> <p>We know many of our pupils are well behind their chronological age and will need intervention well-tailored to their needs in order to close the gap sufficiently.</p>
Projected spending	£119, 478

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Meet the National standard pre pandemic	July 2022.
Progress in Writing	Meet the National standard pre pandemic	July 2022
Progress in Mathematics	Meet the National standard pre pandemic	July 2022
Phonics	<p>Year 2 cohort for Autumn phonics at least matches or betters 80%, last year's figure.</p> <p>Year 1 cohort to match the National average pre Covid19 pandemic</p>	<p>Year 2 by end of Autumn 2021</p> <p>Year 1 by June 2022</p>
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	That a range of interventions are in place to support pupils in reading, writing and maths
Priority 2	That phonics teaching is high quality in order to help pupils decode particularly the lowest 20%
Barriers to learning these priorities address	It is vitally important that after the last 18 months every pupil is supported to try and close the gaps in their learning. In our school we particularly need to focus on the core elements of reading, writing and arithmetic
Projected spending	See 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	Develop Makaton training to all members of staff to help support communication of need and understanding of instructions. Ensure that Emotional Literacy Support Assistants(ELSA) program is up and running over the academic year
Priority 3	Ensure that all agencies are on hand to support pupils and their families.
Barriers to learning these priorities address	The first two will help to overcome communication and language barriers. The third priority is to support emotional well-being so that pupils are in a good place to learn and feel well supported when they are feeling pressured.
Projected spending	£13, 435

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching CPD	<ul style="list-style-type: none"> • Make sure that CPD has best impact • Time implications for change of practice and coaching to monitor and evaluate • Ensure that the CPD is followed up and embedded for maximum impact 	<ul style="list-style-type: none"> • A look at all CDP being linked to research based models • SLT and leaders must create the time for teachers to • Purposeful monitoring and evaluation will be in place to look at impact.
Targeted support	<ul style="list-style-type: none"> • Ensuring that we get the right high quality support in to ensure our pupils make progress. • Timing of groups we deliver internally so teachers aren't burnt out • Develop an effective timetable to support those pupils who are most at risk on falling behind. We need to ensure they aren't missing out other key skills 	<ul style="list-style-type: none"> • Look at Supply we have used before to approach about intervention role • Speak to Year group leads about the best time for small intervention and after school boosters • Groups will be quite fluid so teachers need to ensure that pupils are being targeted at different times so as not to miss other curricular activities.
Wider strategies	<ul style="list-style-type: none"> • Ensuring we can time table effectively so that all pupils are getting high quality dance and drama sessions • To make sure are families attend school and have the confidence to engage with outside agencies. 	<ul style="list-style-type: none"> • Using a high quality and known provider has proved very successful in the past. • Our PSA and attendance support are really effective at helping vulnerable families, working together to ensure best outcomes.

Review: last year's aims and outcomes

Aim	Outcome
Develop a love of reading in all pupils from an early age, which in turn will have a positive impact on standards	<p>There have been many positive improvements seen in the reading environments around school. Class reading areas are inviting spaces for pupils to read and enjoy books. The pupils talk of their enjoyment when reading in class and the range of books they can choose from.</p> <p>The school library is an excellent resource for all pupils to use and is open every lunchtime to visit, in addition to this all classes are timetabled for library times. In recent pupil voice sessions a number of children commented very highly of the library "it's a wicked space" " it looks like a</p>

	proper forest” “I like the chance to be at peace in the library”
Develop the mastery approach to maths in all year groups	Unfortunately this did not take place due to the time restriction around Covid19. However we have started the moving to mastery programme in this academic year as well as the Mastering number programme. The mastering number programme is already having a positive impact on Reception and Year 1 pupils speed in subitizing number.
To improve basic literacy, phonic and numeracy skills with groups of pupils	Unfortunately due to a number of national and local lockdowns interventions were not able to proceed as we wanted, and as a result outcomes are difficult to prove.
Improve Early Intervention strategies with hard to reach parents, and support them at home and school so this has a positive impact on outcomes	The intervention team have had some very positive outcomes with parents across the year, this was particularly evident during lockdown, where food parcels were delivered to vulnerable families, daily contact was made, doorstep visits to drop of resources and home learning packs. The right help given at the right time had a benefit for emotional and mental well-being.
That there are a range of activities to improve pupil’s broader cultural capital experiences	Unfortunately unable to go ahead due to restrictions around Covid 19 travel. We have had some external visitors such as Artis, West End in school and Rainbow music to develop art, drama and music with our pupils. As always these have proved extremely beneficial for our pupils.
Ensure that pupils have access to breakfast to help with development	All PP pupils who wanted a place at breakfast club have been given that opportunity. Even during lockdown we had socially distanced club to help support our most vulnerable families.
To improve access to pupils and staff mental health and well being	Another trained mental first aider has been put in place in school. All pupils and teachers are listened and signposted to support if required. This has been further supported with the purchase of the Myhappyminds app for school.