

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	Whitemoor Academy
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	20.79%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years Dec 2021 – December 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	K Middlemore
Pupil premium lead	G Hooper
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,195
Recovery premium funding allocation this academic year	£2610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£29,805

Part A: Pupil premium strategy plan

Statement of intent

At Whitemoor Academy, our intention is that all pupils make good progress and achieve highly across all subject areas.

When children leave Whitemoor at the end of Year 6, our aim is that, irrespective of their background, they will all possess an enthusiasm for learning. They will have acquired a rich vocabulary so that they can articulate their thoughts, ideas and experiences with confidence and they will leave with fond memories of their time at our school in the knowledge that they were supported in all aspects, by all staff, from their learning to their social and emotional well-being. Above all, we aim to ensure that they have had an equal opportunity to access the activities that enrich their curriculum and give their learning real-life contexts and experiences that they will treasure.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including those pupils who are already high attainers. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker/young carers and the activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting the non-disadvantaged pupils in our school. We also aim to achieve this by further educating our staff to identify and address gaps and barriers to learning, promoting a love of learning, and supporting our disadvantaged pupils socially and emotionally through TIS support. Robust monitoring and pupil progress meetings enable us to highlight common and individual barriers to learning for our disadvantaged pupils whilst evidence from research underpins our approach.

Our strategy is integral to wider school plans for education recovery and the development of the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills and vocabulary
2	Emotional and mental wellbeing – children cannot adapt well to adversity.
3	Disengagement for learning and over reliance on adult support in lessons.
4	Lower attendance rates in PP children

5	PP children not achieving ARE in RWM by end of KS2.
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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 PP children particularly in EYFS.	<p>PP children in EYFS able to express their needs better year on year.</p> <p>Pupils in Reception and beyond to have a wider vocabulary including subject specific vocabulary.</p> <p>Pupils to make increased progress in RWM due to this improved vocabulary and understanding.</p>
Improved emotional resilience	<p>Children able to adapt better to adversity.</p> <p>Children able to manage emotions successfully in order to access learning.</p>
PP children to be engaged in learning and able to work independently	<p>A higher percentage of PP children to achieve ARE in RWM by the end of KS2, particularly in writing.</p> <p>Children to be responsible for their own learning and proactive in challenging themselves to aim high.</p> <p>Children to have the necessary tools to work independently.</p>
Increase PP attendance rate	<p>Reduce number of persistent absences with a focus on 'lates'.</p> <p>Attendance figure to be 95% or above.</p>
PP children not achieving ARE in RWM by end of KS2.	<p>Targeted support and interventions for those not achieving, or on track to achieve ARE in RW or M.</p> <p>End of KS data to be inline with NA.</p> <p>Children to make increased progress.</p> <p>A higher percentage of PP children achieve ARE by end of KS2, particularly in writing.</p>

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: £7600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of WellComm in EYFS and RWI with online subscription across EYFS/KS1 and some of KS2.</p> <p>Training for staff in the above.</p>	<p>Delayed language skills lead to under-performance later in life. WellComm assessments identify pre-school and primary school children who are experiencing barriers to speech and language development so that support can be put in place.</p> <p>Early language EEF (educationendowmentfoundation.org.uk)</p> <p>Whole school RWI training and leadership training to ensure consistency across school regarding the teaching of phonics. Children to have the ability to work more independently as they grow in confidence.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1, 3 & 5
<p>The purchase of Grammarsaurus and staff training for this.</p>	<p>Poor understanding of grammar rules throughout the school – The EEF state that an improved understanding of grammar leads to improved writing outcomes.</p> <p>Grammar for Writing EEF (educationendowmentfoundation.org.uk)</p>	1,2,3 & 5
<p>Release time for Teaching Assistants to attend regular in-house training / CPD to improve subject knowledge and confidence.</p>	<p>RWI weekly CPD sessions. Grammarsaurus training Whole school TIS training update to support with emotional wellbeing.</p>	1, 2, 5
<p>Development of whole school arts curriculum. Introducing Arts participation for all children as part of the curriculum.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum:</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF suggest a 3+ month impact.</p>	1, 2, 3 & 4
<p>Teachers encouraged to pursue career development</p>	<p>There is a correlation between high quality CPD for teachers, higher quality teaching and better outcomes for pupils:</p>	1, 2, 3 & 4

opportunities and share good practice to drive standards e.g. MA in Education, NPQH. Same for TA's e.g. HLTA courses.	The effects of high-quality professional development on teachers and students: a cost-benefit analysis (epi.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support and interventions for those not achieving, or on track to achieve ARE in RW or M.	Small group intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3 & 5
Use of Rosenshine's principles of retrieval practice and questioning to improve retention of learning. Training for all staff to support this.	Retrieval practice to be used as a strategy to rehearse already learned information by retrieving it from memory thereby supporting children to remember more. Barak Rosenshine's 'Principles of Instruction' - CIRL (etoncollege.com)	5
Pre-teaching across all year groups to be implemented.	Evidence suggests that pre-teaching can lead to increased confidence in lessons which correlates with increased engagement and participation. This leads to a deeper understanding in lessons and a wider impact into other subject areas. Supporting-children-to-actively-participate.pdf (babcockldp.co.uk)	1, 3 & 5
Use of effective feedback	Feedback policy to be reviewed in line with this evidence:	3 & 5

	Feedback EEF (educationendowmentfoundation.org.uk)	
Whole school metacognitive approach	Staff training cost to cover over time. The potential impact of metacognition and self-regulated learning is high (7+ months according to EEF research). Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	3 & 5
One to One tuition	One to one tuition EEF (educationendowmentfoundation.org.uk)	3 & 5

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

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA to work with families and pupils on increasing attendance and engagement with school life. PSA to lead parental engagement strategy.	EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Our PSA made multiple referrals to the EHH and to CAMHs during and following the pandemic. Food bank vouchers were also provided for families where needed. Parental engagement was increased through having this support in place, especially at a time where parents were physically distanced from the school. Parental engagement is still an area of focus for us. The PSA also supports with attendance issues.	4
Trauma Informed Schools (TIS) practitioners identified and trained to lead TIS as a whole-school approach including whole school mindfulness activities.	There is extensive evidence associated with improving child emotional and social skills with improved academic outcomes. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.	2

<p>TIS practitioners released daily and TIS Lead released weekly to support pupils with their social and emotional well-being.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Self-Regulation in the Early Years - Sutton Trust</p> <p>Evidence-for-Mindfulness-Impact-on-school-staff.pdf (mindfulnessinschools.org)</p>	
<p>A wide range of high-quality opportunities on offer for children. e.g. music festival, theatre visits, wellbeing club and nurture groups.</p>	<p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	<p>2 & 4</p>

Total budgeted cost: £ 24,100

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 2021 to 2022 academic year.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
<p>Improve oral language skills for all PP children particularly in EYFS.</p>	<p>Training for staff in RWI and NELI with online subscription to RWI</p> <p>Pre-teaching across all year groups to be implemented.</p> <p>Release time for Teaching Assistants to attend regular in-house training / CPD to improve subject knowledge and confidence.</p> <p>Development of whole school arts curriculum. Introducing Arts participation for all children as part of the curriculum.</p>	<p>Early identification of children in need of support in place using baseline data and RWI assessments. Increased referrals to SALT. TA SALT support in place in school. Whole school training still required in year 23-24 due to changes in staffing and gaps in KS2 knowledge – implementation of fast track/tuition. Introduction of WellComm to support assessments and Grammarsaurus in 23-24 to target specific grammar concerns.</p> <p>Parent communication and open sessions to inform parents about how we teach phonics are in place and have been well attended.</p> <p>Whole school Arts Participation approach ensures that oral language skills continue to develop beyond EYFS.</p>

		<p>TA release time is in place for RWI and is protected time. Further opportunities for release time required for new initiatives.</p>
<p>Improved emotional resilience</p>	<p>Trauma Informed Schools (TIS) practitioners identified and trained to lead TIS as a whole-school approach including whole school mindfulness activities.</p> <p>TIS practitioners released daily and TIS Lead released weekly to support pupils with their social and emotional well-being.</p> <p>Training for children to become Young Mental Health Champions and TA trained as Senior Mental Health lead.</p> <p>TA support for children with SEMH needs.</p> <p>Investment in sport to support children's resilience.</p>	<p>Whole school TIS approach embedded to support children's emotional resilience. Further training to support children's emotional regulation in KS2 planned for January 2024.</p> <p>Senior Mental Health Lead role was assigned to TA. This was challenging and therefore a second member of staff has also been trained to support with this.</p> <p>Specific Trauma Informed School sessions enabled pupils to cope with stress and adversity whilst managing their emotional reactions with an increased success. This will continue.</p> <p>Positive impact of individualised planned interventions.</p> <p>TA supported pupils with SEMH or SEND needs in order for pupils to successfully attend enrichment opportunities. Further opportunities in place in 23-24.</p> <p>Embedded PSHE curriculum offer across the</p>

		school. Further training took place and teachers are confident in delivering this part of the curriculum.
PP children to be engaged in learning and able to work independently	<p>Targeted support and interventions for those not achieving, or on track to achieve ARE in RW or M.</p> <p>Pre-teaching across all year groups to be implemented.</p> <p>Interventions in place for children identified as not on track – 1:1 tuition.</p> <p>Whole school metacognitive approach.</p>	<p>Interventions closed gaps in learning leading to children able to work more independently</p> <p>Embedded use of summative and formative assessment used to identify gaps in learning (including in foundation subjects).</p> <p>Assessments, alongside moderation used to track progress of children, with all staff being aware of data of PP children.</p> <p>Teachers create a positive and supportive environment that promotes high standards and positive relationships can help to ensure pupils can access the best possible teaching.</p> <p>Training for metacognition to be put in place in 23-24.</p>
Increase PP attendance rate and work with families to ensure strong home/school links.	<p>PSA to work with families and pupils on increasing attendance and engagement with school life. PSA to lead parental engagement strategy.</p> <p>Increase in parental communication.</p>	<p>Parents have access to practical strategies to support learning at home.</p> <p>Sustained and intensive support offered and in place where needed.</p> <p>Sustained and developed parental information</p>

		opportunities. (Parents evening etc). Personalised communication evident in places.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Trauma Informed Schools training	TIS UK
SCARF	Coram Life
Number Sense	Number Sense Maths
Wellcomm	GL Assessment
White Rose Resources	White Rose Premium
Motional	Motional
Grammarsaurus	Grammarsaurus
Read Write Inc	Ruth Miskin Literacy