



Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Whitestone Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	15%
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 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nicola Green, Headteacher
Pupil premium lead	Nicola Green, Headteacher
Governor lead	Simon Shaw, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61580
Recovery premium funding allocation this academic year	£6199
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£67779

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 a large proportion of children entering school in Reception have under developed

	oral language skills and vocabulary gaps (which impacts on their social and emotional skills). This is particularly more evident amongst 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. Phonics screening check data from June 2022 for Y1 shows that 64% of pupils passed the PSC, well below all pupils at 84% (14 children to be re-screened in June 2023) Whilst in Year 2 100% of disadvantaged pupils passed the PSC on re-take.
3	Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, with writing being significantly below. In July 2022 data showed that identified pupil premium children were below the 2022 national average in reading (58%, NA 67%) and below in writing (50%, NA 58%) and broadly in line in maths (67%, NA 68%).
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils continue to 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 for the 2021/22 Year 1 pupils who will be moving into Year 2.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure and heightened anxieties. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher/parent referrals for support continue to remain high post pandemic. 39 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs, with 39 (10 of whom are disadvantaged) receiving 1:1/small group interventions/nurture support.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.25% - 3.78% lower than for non-disadvantaged pupils. 3- 4% of disadvantaged pupils have been 'persistently absent' compared to 4 - 15% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting all pupils' progress and particularly disadvantaged pupils' progress.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. WELCOMM intervention data will show accelerated progress from starting points.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
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: - qualitative data from student voice, student and parent surveys, teacher observations and use of SDQs and Boxall Profile Screening - a return to pre-pandemic levels showing an 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: - the overall absence rate for all pupils being no more than 3.25%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%. - the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: **£14500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Writing subject leader to train all staff. Promotion of vocabulary in all areas of the curriculum. Planned for and well modelled use of vocabulary in all areas. Bespoke package of training from Talk for Writing consultant on infusing rich language across the curriculum. WELCOMM intervention in Reception will show accelerated progress for identified children. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Many children entering school have language skills below their chronological age both in terms of receptive language and expressive language. This impacts on learning across all subjects as well as having a negative effect on social, emotional and mental health. Some children have very limited access to books containing rich vocabulary or life experiences to draw vocabulary from other than those taught in school. 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 Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 3, 4
Continue to buy into RWI development days & resourcing DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	2, 3, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Mastery training & the new Mastering Number programme)	Mathematical skills of reasoning and problem solving are well established by the end of Y2 and school data is usually above national data for both expected and greater depth. However, children are less successful with fluency and this can sometimes hold some children back with their reasoning and problem solving. We aim to ensure children develop instant recall of a wide range of number facts during EYFS and KS1.	3, 4

Introduce and implement the Mastering Number programme across school. Purchase Rekenrek resources for whole school. Staff to receive training from NCETM trainers. Staff leading programme in each year group – Sally Obrey, Katie St. Denis & Kate Gamblin.	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)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£29000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of WELCOMM programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as 1:1 tuition with two trained TAs. Daily 'pinny' times across Reception Ongoing training for all staff led by RWI lead in the form of practise sessions & coaching. Regular monitoring of both lessons & interventions	Some children will require some pre-teaching of concepts as well as some consolidation of subjects taught. Doing this in small groups allows tight focus into individualised needs. EEF(Education Endowment Foundation) Research Small group tuition +4m Read comp+5m Phonics group +4m Oral lang interventions +5m 1:1 reading intervention +5m Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be	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) And in small groups:	2, 3, 4

disadvantaged, including those who are high attainers. Targeted intervention in phonics, reading, writing and maths for pupil premium children using a combination of teachers led and TA led tutoring.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£25700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attachment training (delivered by Sarah Kilburn - INSET day September 2021) to be embedded into everyday practise so teachers and TAs become even more confident when dealing with children who display challenging behaviours. Further training from Warwickshire Virtual School for the Designated Teacher will be disseminated to staff in the adoption of a SEL programme (Social Emotional Learning) e.g. Zones of Regulation Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Staff to receive in house coaching from SENDCo, Designated Teacher & Well-being Teaching Assistant. Involvement in the EEF Learning Behaviours Project (Nicky Green, Jane Ivers & Asha Mistry)	An increasing number of children are entering school with trauma and attachment needs which is often displayed through behaviour. This is particularly the case due to COVID-19 pandemic. Staff need to be up-skilled and equipped to deal effectively and supportively with these children while establishing and maintaining the relationships and trust. Leading to whole school consistency of approach and use of language. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5
Nurture provision in the form of our 'Owl's Nest' in use alternate weeks for different year groups. Provision for Year 1 & Year 2 nurture groups 3x per week (on rotation).	Children who are ill equipped socially and emotionally struggle to access the curriculum as well as develop relationships with others. Without having these	5

Active well-being support, including emotional coaching from Well-being TA, Cathy Mathieson. Programmes put in place on areas such as self-esteem, behaviour management and social skills. Ensuring skills from Owl's Nest being used in class.	in place as well as other learning behaviours children fail to make expected progress and quickly fall behind their peers. <i>Evidence from Teaching and Learning toolkit (EEF) (Social and emotional learning +4 and Play based learning + 5 months impact)</i>	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve regular meeting time for attendance officer, PSA & HT to monitor, develop and implement procedures to improve attendance. Daily monitoring of attendance. Half termly meetings of HT & attendance officer. Termly meetings with attendance governor. Support for vulnerable families to improve attendance from PSA.	Children with poor attendance are less likely to achieve well in the future. Poor attendance means key knowledge and skills are missed. Making and maintaining friendships is difficult. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Total budgeted cost: £69200

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.

Our external assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than pre-pandemic for reading by -9%, stayed the same in maths and rose by +6% for writing.

The overall attainment outcomes we aimed to achieve in our previous strategy by the end of 2021/22 was fully realised and we were particularly pleased with the progress in writing which has been a targeted area. We were very proud of the progress made by this cohort given all of the challenges faced during their time at Whitestone.

In 2021/22 Whitestone was hit hard with absences during the autumn and spring terms, therefore overall attendance was lower than in the preceding years at 95.95%, it was 0.75% lower than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers and persistent absence 1% lower. The attendance gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted during the pandemic and continue to be post-pandemic. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide superb wellbeing support for all pupils, and targeted interventions where required. The employment of a TA specifically to focus on well-being has been highly successful. We are continuing to build on that approach with the activities detailed in this plan.

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective. This was undertaken in March 2022.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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.