Pupil premium strategy statement – Whiteheath Junior School 2024/5 to 2026/27

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the next 3 years, 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	Whiteheath Junior School
Number of pupils in school	275
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/2025 to – end of 2026/2027
Date this statement was published	September 2024
Date when it was reviewed	September 2026
Date on which it will be reviewed	Autumn Term 2027
Statement authorised by	M Kenny, Headteacher
Pupil premium lead	M Kenny, Headteacher/DSL L Ventin, DSL & Pastoral Lead
Governor lead	F&R committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,285
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,285

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. It is a vital tool for narrowing the gap for children with lower incomes and our overall aim is to remove any barriers that may prevent pupil premium children from achieving as well as all other children.

All members of staff and the governing body accept responsibility for ensuring the needs of disadvantaged pupils are fulfilled. The high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available.

Each teacher in the school is expected to have an overview of each child entitled to pupil premium and in which they quickly identify any barriers to learning, be it academic, personal or social. Then, together with pupil premium leads, a range of strategies are implemented, specific to the needs of our children and their families with the aim of having a positive impact on achievement, progress and personal and social development. This is reviewed termly.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. Our aim is to support their needs, regardless of whether they receive pupil premium or not.

Our whole school strategy is based on 3 effective key principles:

- Ensure high quality first teaching and provide targeted and whole school academic support for disadvantaged children
- Ensure high quality pastoral support is given to all of our children and their families
- Give financial support to families to ensure they have the same wealth of opportunities as the rest of the school.

<u>Targeted and whole school academic support</u>

Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. Subsequent interventions are based on underperformance and planned and monitored throughout the year.

Effective quality first teaching – all staff recognise and accept that the vast majority of pupils' progress comes out of quality first teaching and learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.

Continued professional development – we invest in the professional development, training and support for early career teachers, along with recruitment and retention. Each teacher and teaching assistant is supported to keep developing and improving their practice.

Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils and at the same time will benefit the non-disadvantaged pupils in our school.

Maths support – we set for Mathematics in Year 5 and 6 to allow more focused support to be given to children for who their may be a gap between them and their peers. For disadvantaged pupils who experience difficulties in Maths, using the funding to have smaller classes supports them to achieve the expected level before moving onto secondary school.

English support – the development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

Targeted support and resources– tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional support and resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress, an example of this is targeted phonics and reading support.

<u>Wider Strategies - high quality pastoral support is given to all of our children and their families – (well-being and pastoral)</u>
We closely monitor and put a huge emphasis, not just the academic, but on pastoral care. We aim to develop an understanding of any non-academic challenges that pupils are facing that are negatively affecting their education and impact on their readiness to learn, for example behaviour incidences, social interactions with their peers, mental health and safeguarding concerns or access to technology.

Pastoral support is extensive and includes: homework support, mental health support, group social skills, bereavement work, support for the whole family, support with anxiety and parental support.

Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

<u>Wider strategies - financial support to families to ensure they have the same wealth of opportunities as the rest of the school – (enrichment and engagement)</u>
Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events, learning to play an instrument and learning to play sports. We also support with funding in other areas of school life, when the need arises, to support with the costs of workshops and trips and the provision of school equipment/ uniform.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and progress data indicate that maths progress among disadvantaged pupils and non-disadvantaged children is below where we expect them to be in Year 3 and 4, ready for Years 5 and 6.
2	Targetted support for phonics and reading - Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This can potentially negatively impact on their attainment in reading and across all subjects. Due to Covid, gaps in phonics knowledge has widened.
3	Homework support - Our information and records shows that our disadvantaged children are not supported at home as often as our non-disadvantaged children with reading, spelling and homework tasks.
4	Pastoral care and family support - our disadvantaged children often have acute family needs that are the aim barrier to learning. In addition, the well-being of many of our disadvantaged pupils and families have been impacted by longer term effects Covid and school closures.
5	Enrichment opportunities - our school is in a socially economic advantaged area. We have an extensive extra-curricular and wider curriculum opportunities on offer to develop children's personal and social skills. We need to ensure our pupil premium children are not disadvantaged due to lack of funding so that they have the same opportunities as all other children.
6	Attendance and punctuality – in the past, the attendance of our disadvantaged pupils has been approximately 6-8% lower than for non-disadvantaged pupils, with 50% of our PA children begin disadvantaged (so 12 PA in the school and 6 of those were disadvantaged pupils). This will negatively impact of pupils' progress. The Pastoral Leader has since improved this area, hence last 22-23 figures, however a further drop in 23-24 has shown further support and monitoring is still needed to ensure levels are sustained.
7	Recovery premium funding – ensuring our disadvantaged children in Year 6, achieve the best outcomes in preparation for the next stage of education.

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 phonics skills among disadvantaged children	Internal assessment data and observations indicate significantly improved phonic knowledge among disadvantaged pupils.
Improved reading attainment among disadvantaged children	KS2 reading outcomes in show that there is no significant gap in attainment and progress between disadvantaged pupils and non-disadvantaged pupils.

Improved progress scores for children in mathematics at the end of Key Stage 2	KS2 maths outcomes show that there is no significant gap in attainment and progress between disadvantaged pupils and non-disadvantaged pupils.
All disadvantaged children will have access to Quality First Teaching	Targetted professional development for teachers and teaching assistants enable them to provide a range of teaching strategies to meet the needs of disadvantaged children
Sustain improved well-being for all of our pupils in the school, particularly our disadvantaged children	Sustained high levels of well-being demonstrated by: • Qualitative information form pupils and parents and teacher observations • Rare incidences of poor behaviour choices evidenced in behaviour records • Increase in participation in enrichment activities • Pupils shows high levels of satisfaction on pupil surveys
Sustain improved attendance for all pupils, particularly our disadvantaged children	Sustained high attendance demonstrated by: The overall absence rate for all pupils being no more that 5% (so 96% attendance or above for all pupils) and the attendance gap between disadvantaged pupils and non-disadvantaged pupils is less than 4% (so 92% or above).

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: £19,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards provision of extra maths teacher in Year 5 and 6, to allow for smaller grouping in Mathematics for our lower attaining children	Small group tuition enables the teaching to focus exclusively on key areas of learning. Evidence shows that small group tuition is effective and suggests that it allows greater feedback from the teacher, more sustained attention, which is closely matched to learners' needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 7
Purchase of Iris Connect as tool for quality professional development (PD) for teachers and teaching assistants	Supporting high quality teaching is pivotal in improving children's outcomes. Research suggests that high quality teaching can narrow the disadvantage gap. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2

Targeted academic support (for example, tutoring, one-to-one support, small group tuition, structured interventions)

Budgeted cost: £7,002

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster and catch up support for children in Year 6 (teachers)	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4
Cost of TA trained in Phonics International/Reading Fluency to give support to identified children across the school for 3 times a week	Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2

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

Budgeted cost: £32,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Safeguarding and Pastoral Leader for 3 days a week who will oversee pupil premium spend with Headteacher	Wider strategies relate to the most significant non-academic barriers to success in school, including behaviour, social and emotional support. While many barriers may be common between schools, it is also likely that specific features of the community each school serves will affect the spending in this category. 'The EEF guide to the Pupil Premium' https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	4
Pastoral Lead will offer a wide range of pastoral care and support for	Mental health and emotional wellbeing has never been as important as it is now. Recent studies suggest that one is six young people have a mental health problem in 2020, rising from one in nine in 2017. Children and young	

children with social and emotional needs and their families, including mentoring Pastoral lead works closely with outside agencies Pastoral lead to provide specialised support 'mental health first aid', 'seasons for growth', safeguarding and social skills support	people with mental health problems are more likely to come from disadvantaged backgrounds. 'Supporting children and young people with their mental health and emotional wellbeing' October 2021. https://www.local.gov.uk/publications/supporting-children-and-young-people-their-mental-health-and-emotional-wellbeing Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils and students, by developing approaches tailored to the particular needs of their pupils and students. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges can also help foster readiness to learn. 'Promoting children and young people's mental health and wellbeing – a whole school or college approach' HM Government September 2021 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	
Homework support for identified children given by teachers and Pastoral Leader	The average impact of homework is positive across both primary and secondary. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported, e.g. through homework clubs for pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3
Pastoral Lead monitors and supports attendance of disadvantaged pupils	The DfE published research in 2016 which found that the higher the overall absence rate in KS2, the lower the likely level of attainment at the end of KS2 'The link between absence and attainment at KS2 and KS4' March 2016 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf	6
Subsidised residential journeys	A new study undertaken by the University of Cumbria found that residential experiences had a positive impact on pupils' and that this impact is significantly great for 'vulnerable' pupils. https://insight.cumbria.ac.uk/id/eprint/5345/1/The%20impact%20of%20residential%20experiences%20submitted%20version.pdf	5

Contribution to extra-curricular sports clubs, music lessons, trips and workshops, uniform	Guaranteeing every child the opportunity to participate in certain types of physical activity could support their academic attainment and help to close the achievement gap between wealthy and less-advantaged pupils, new research indicates. University of Cambridge May 2021. https://www.cam.ac.uk/research/news/physical-activity-may-help-to-close-the-wealth-gap-in-school-attainment-by-improving-self-control A range of positive outcomes were identified from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. The value of after school clubs for disadvantaged children – Newcastle University 2017 https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf Improved outcomes have been identified in English, mathematics and science through participation in the creative arts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5

Total budgeted cost: £59,285

Part B: Review of outcomes in the previous academic year 2025/26

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

IMPACT OF ACADEMIC SUPPORT (End of KS2 SATs and internal data for years 3-5)

*Numbers of PP are low (number in brackets is the number of PP children who also have SEND). Children's progress on the whole is in line with the progress of non-disadvantaged children.

IMPACT OF ACADEMIC SUPPORT (End of year data – Sept 2026)

*Numbers of PP are low (number in brackets is the number of PP children who also have SEND)

ATTAINMENT		Number of pupils	% at expected level EOY attainment
Year 6 reading	PP	7 (5)	71% (5)
	Non PP	73	90% (66)
Year 6 writing	PP	7 (5)	71% (5)
	Non PP	73	95% (69)
Year 6 Maths	PP	7 (5)	43% (3)
	Non PP	73	93% (68)
Year 5 reading	PP	4 (3)	25% (1)
	Non PP	56	80% (45)
Year 5 writing	PP	4 (3)	25% (1)
	Non PP	56	79% (44)
Year 5 Maths	PP	4 (3)	0% (0)
	Non PP	56	82% (46)
Year 4 reading	PP	11 (5)	36% (4)
	Non PP	52	83% (43)
Year 4 writing	PP	11 (5)	45% (5)
	Non PP	52	81% (42)
Year 4 Maths	PP	11 (5)	27% (3)
	Non PP	52	77% (40)
Year 3 reading	PP	7 (4)	43% (3)
	Non PP	63	86% (54)
Year 3 writing	PP	7 (4)	43% (3)
	Non PP	63	73% (46)
Year 3 Maths	PP	7 (4)	29% (2)
	Non PP	63	79% (50)

PROGRESS		Number of pupils	% that made expected progress from KS1
Year 6 reading	PP	7 (5)	86% (6)
	Non PP	73	99% (72)
Year 6 writing	PP	7 (5)	100% (7)
	Non PP	73	99% (72)
Year 6 Maths	PP	7 (5)	100% (7)
	Non PP	73	99% (72)
Year 5 reading	PP	4 (3)	100% (4)
	Non PP	56	91% (51)
Year 5 writing	PP	4 (3)	100% (4)
	Non PP	56	91% (51)
Year 5 Maths	PP	4 (3)	75% (3)
	Non PP	56	89% (50)
Year 4 reading	PP	11 (5)	73% (8)
	Non PP	52	69% (36)
Year 4 writing	PP	11 (5)	100% (11)
	Non PP	52	88% (46)
Year 4 Maths	PP	11 (5)	73% (8)
	Non PP	52	65% (34)
Year 3 reading	PP	7 (4)	86% (6)
	Non PP	63	87% (55)
Year 3 writing	PP	7 (4)	100% (7)
	Non PP	63	95% (60)
Year 3 Maths	PP	7 (4)	86% (6)
	Non PP	63	84% (53)

IMPACT OF WELL-BEING AND PASTORAL SUPPORT (to be completed at the end of the year)

Pastoral Lead has made regular contact with parents regarding a range of topics including: attendance, punctuality, transition, barriers to learning, support with benefit claiming and mentoring of pupils, secondary school applications, housing support, bereavement support and keeps records of all work carried out with children and their families.

Case studies are written to evidence the support given to individual pupils/families on attendance.

Examples of impact include: Attendance for all children and focus on PP children – monitoring termly attendance and closing gap re: attendance – whole school gap of PP attendance and non PP is 5.05%. So the focus on the attendance of disadvantaged children still remains.

Pastoral lead worked with specific children and their families to increase their attendance. The school keeps 3 attendance case studies during the year to evidence their work on attendance. The school continues to aim for 92-93%% which would be closer to the overall national average (the national average for all children in 25/26 academic year was 94.74% and the national average for Pupil Premium.

For the full 2025/26 academic year, the national average attendance rate for Pupil Premium (Free School Meal eligible) children in state-funded primary schools was approximately 92.2%, so the national gap is smaller than the schools' gap.

Attendance	**2025-26**	**2024-25**	**2023-24**
Whole school PP	91.14%	90.88%	91%
Whole school non-PP	96.19%	96.85%	96%
Year 3 PP	92.09%	89.57%	92.23%
Year 3 non-PP	95.78%	97.79%	96.94%
Year 4 PP	91.28%	89.45%	93.35%
Year 4 non-PP	96.59%	96.49%	96.3%
Year 5 PP	83.54%	92.69%	94.69%
Year 5 non-PP	96.34%	96.70%	96.46%
Year 6 PP	95.42%	93.04%	89.22%
Year 6 non-PP	96.14%	96.59%	94.51%

One to one work has impacted on mental health of some pupils, specifically anxiety related to e.g. children who previously exhibited anxious behaviour in school now appear more confident with the knowledge they have a named person to talk and a 'tool box' of strategies.

Children have had one to one support for approx. 5/6 weeks and have benefited from being able to discuss their feelings. One to one sessions are for various reasons: social/friendship issues, low self-esteem, issues at home, bereavement etc. Feedback given to parents/carers on the support given. Close monitoring carried to out following the sessions to assess whether more sessions are needed. The impact of this work has been specifically praised by outside agency professionals at a time when waiting lists are so long for CAMHS and other support services.

Pastoral manager has also advised and supported class teachers of children affected by bereavement to enable them in their own support of the child.

Pastoral Lead has supported teachers to deliver the NSPCC Speak Out, Stay Safe' assemblies and completed surveys show children know how to keep themselves safe.

Pastoral lead has offered 1:1 sessions to address pupil attitude to self/school and small group or 1:1 sessions based on referrals by the child themselves, parents/carers or class teachers.

Pastoral Lead supports children with behaviour at lunchtimes to help them make good choices and she has an open-door policy for children to self-refer for support.

Pastoral Lead also works with children on specific pastoral/behaviour support plans to help them to be successful in school.

Relationships with parents who have been anxious or concerned about their children continue to be strong and this has led to parents being very supportive of the home school link. Parents will contact school with an issue before it escalates.

IMPACT OF ENRICHMENT AND ENGAGEMENT SUPPORT (to be completed at the end of the year)

All PP children have engaged in extra-curricular clubs following individual consultations with parents and children regarding their preferences. If this was not taken up after being offered , some workshops/trips have been subsidised.

All children are closely monitored to check that all aspects of a child's well-being targeted as needed.

Children have developed confidence within these clubs and some children have shown improved behaviour in response to being included. E.g., Some children have received group sports sessions in order that they can have some individual attention - this has led to an improvement in behaviour and self-esteem.

Disadvantaged children had same opportunities as all children - children given financial support where needed to attend celebration, themed weeks and special weeks in Year 5 and 6, ensuring that they have equal opportunities.

Disadvantaged children given support with uniform when needed to ensure all children adhere to the uniform expectations.

Children who needed it, were helped with funding to attend year 5 or 6 residential weeks, which in turn impacted on their independence, personal and social skills.

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
Phonics International	Debbie Hepplewhite
Sounds and Syllables	Jason Wade
Nessy Literacy Support for Dyslexia	Nessy Learning
Iris Connect	Iris Connect