

White Hall Academy Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
White Hall Academy	
Number of pupils in school	666
Proportion (%) of pupil premium eligible pupils	50% (332)
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Gavin Bradley
Pupil premium lead	Ellie Eames
Governor / Trustee lead	Tony Davenport

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£483,360
Recovery premium funding allocation this academic year	£49,995
Pupil premium funding carried forward from previous years	£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	£533,355

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Reducing class sizes with Year 2, thus improving opportunities for effective teaching and accelerating progress (Year 1 Objective)
- To appoint a ‘Catch Up’ Reading Teacher for our Year 6 and LAC Pupils
- Additional support for pupils that belong to more than one vulnerability category.
- Ensure all teachers complete the DTP within their first two years of teaching and the OTP within the first 5 years of teaching
- Enable teachers to complete the new range of NPQs as identified.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support where gaps are significant – utilising Precision teaching.

- Support payment for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Additional capacity within the SEN & Pastoral team, a dedicated EYFS SENCO, to help identify needs earlier and provide the correct support and an additional Learning Mentor to support the emotional needs of our pupils. (Year 2 Objective – to train an ELSA for the Pastoral team and utilise across Years 4 & 5)
- Ensure all staff have CPD relevant to the Trauma Perceptive Practice rollout.
- To continue to fund 'Magic Breakfast' for all our pupils to ensure they have access to breakfast.
- Offering 181 pupils additional tutoring outside of the school day through the recovery premium.

Challenges

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

Challenge number	Detail of challenge
1	Poor parental engagement with education
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Attainment gap in children achieving greater depth particularly in writing
4	Attendance and Punctuality issues
5	Frequent behaviour difficulties within a core group of children

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in writing	Achieve national average for greater depth writing
School Attendance	Ensure attendance of disadvantaged pupils is above 96%
Improved attitudes to learning	Reduction of SLT callouts for poor behaviour incidents.

Activity in this academic year

Teaching

Budgeted cost: £319,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>UPS Teacher to support Reading Across Y6 – 3 days a week</i></p> <p>£26,211</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	2
<p><i>UPS teachers to access CPD (NPQ) on mentoring and coaching others (Supply costs of release for staff member to be confirmed)</i></p> <p>£9,500</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure.</p>	2, 3
<p>Implementing Supersonic Phonics</p> <p>Whole staff CPD - Resources - Ongoing monitoring and CPD</p> <p>£12,500</p>	<p>There is very strong evidence that a systematic synthetic phonic programme has very high impact on PP progress.</p> <p>EEF Toolkit: Phonics ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p>	2
<p>Ongoing CPD for all Teaching Assistants to improve skills and knowledge.</p> <p>Attendance on OTAP</p> <p>Maths CPD</p> <p>English CPD</p> <p>TPP approach</p> <p>£16,536</p>	<p>Ensuring TAs are highly skilled and well-trained is imperative to their effectiveness in the classroom and ensuring impact on children. TAs form part of the teaching team and offer valuable instruction and feedback. EEF Guidance Report: Making the best use of teaching assistants “Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.” EEF Toolkit: Teaching Assistant Interventions ‘Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach’</p>	2, 3, 5
<p>Targeted Reading, Writing and Communication interventions</p> <ul style="list-style-type: none"> • Supersonic keep-up/catch-up • Group Reading • 1:1 Reading • Writing group • 1:1 Language support/speech sounds 	<p>Interventions are carefully planned and targeted to meet pupils’ needs, specifically in English and Maths. Teachers and TAs plan and deliver a rigorous programme of planned interventions which are monitored termly for impact. Research shows that TAs who provide one to one or small group targeted interventions have a stronger positive benefit of between four and six additional months on average on pupil progress. The majority of effective approaches involve targeted small group or one to one interventions. EEF Toolkit: Teaching Assistant Interventions</p>	2,3

£33,464		
Ongoing CPD for Teaching Staff Focussed on Reasoning within Mathematics Maths Hub Involvement £25,600	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	2
Additional Teaching Support Capacity in classrooms to support with emotional regulation (TPP approach – ready to learn) and QFT support £195,329	Focusing on quality first teaching and subject leadership is supported by the EEF and DfE as the most important lever to improve outcomes for pupils. EEF Toolkit: Teaching Assistant Interventions Ensuring TAs are highly skilled and well-trained is imperative to their effectiveness in the classroom and ensuring impact on children. TAs form part of the teaching team and offer valuable instruction and feedback. EEF Guidance Report: Making the best use of teaching assistants “Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.” EEF Toolkit: Teaching Assistant Interventions ‘Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach’	2,3,5

Targeted academic support

Budgeted cost: £67,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring Tutoring £29,322 funding School contribution £19,548. This is for 181 pupils (60% of PP Yrs 1-6)	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher 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. Having analysed our cohorts we have identified that the Year 2 & 6 cohorts need support to address gaps in Phonics (Y2) and reading and maths (Y6).	2,3
Communicate Speech & Language Therapist To support children with a barrier to learning through their Speech & Language £18,500	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)	2

Wider strategies

Budgeted cost: £100,345

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to work with vulnerable families and improve parental engagement £23,546</p> <p>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders. Family Support worker to support families to raise attendance / punctuality. £2,750</p> <p>Attendance Support Company employed to support with Home visits and additional parent support £7,629</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. 	<p>1, 4,5</p>
<p>ELSA, Learning Mentors and Canine Therapist to work with children who are having difficulty accessing learning through behavioural issues, using the TPP approach to support their management of their own behaviour. ELSA - £23,546 (inc CPD and supervision) Learning Mentor - £21,437 Canine Therapist - £21,437</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>1,2,5</p>
<p>Supplementing educational trips, visits and clubs £16,500</p>	<p>All children should have the opportunity to develop their interests through extra-curricular clubs, school visits and residential trips. Many disadvantaged children may not have access to cultural capital or the same opportunities as non-PP pupils. It is vital that PP pupils have access to a rich variety of experiences for their holistic development and promote ambition and aspiration. EEF Toolkit: Arts participation</p>	<p>2,3,5</p>

Total budgeted cost: £ 533,355