# WHITEFIELD PRIMARY SCHOOL - Pupil premium strategy statement 2023/24

## 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.

## 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

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| Detail | Data |
| School name | Whitefield Primary School |
| Number of pupils in school | 386 |
| Proportion (%) of pupil premium eligible pupils | 39 |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | October 2020 |
| Date on which it will be reviewed | ~~November 2021~~  ~~March 2022~~  ~~November 2022~~  November 2023 |
| Statement authorised by | Sarah Foster - Headteacher  Susan Jackson – Chair of Governing Board |
| Pupil premium lead | Vicky King – Assessment lead |
| Governor / Trustee lead | Susan Jackson – Chair of Governing Board |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £52330 |
| Recovery premium funding allocation this academic year | £5220 |
| 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 | £57550 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * *Our disadvantaged children do not perform as well as non-disadvantaged children in some year groups* * *There is inconsistency of attainment and progress in this group across school* * *We aim to continue to target the strategies outlined below in order to ensure these children are given the support they are needed to achieve the best that they can* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Non-routine admissions form 28% of the group with all of these children now in KS2 (9/32) – mobility within the area is increasing in last three years. FS, KS1 data and pupil info can be difficult to get hold of from feeder schools in a timescale that allows us to hit the ground running. 66% of the NRA PPG group are working below age related expectations (6/9). |
| 2 | Attendance rates for children eligible for pupil premium are below 96% for 50% of the group with 12 having historically being below 96% in previous years |
| 3 | 69% of the children who access PPG funding also have welfare issues outside of school, usually within the home which impacts on their concentration and work ethic |

## 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.

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| Intended outcome | Success criteria |
| 1. Higher rates of attainment and progress for NRA PP children based on accurate early judgements – termly assessment and data analysis. Teachers/TAs assess pupils on entry as part of their induction programme in to school allowing teachers and TAs to begin working with the child at the known level of attainment as early as possible, ensuring progress is made. (See NRA procedures Nov 2020) | NRA PPG data shows increase in progress and attainment in line or better than non-PPG/NRA group |
| 1. Increased attendance rates for pupils eligible for PPG | Increased attendance = better attainment and progress |
| 1. Internal and external agency support allows children to be school ready. Children actively participate in learning. | Increase in attainment and progress for this group of children. |

## 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.

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| --- | --- | --- | --- | --- | --- |
| 1. **Planned expenditure** | | | | | |
| 1. **Academic year** | 1. **2023/24** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
|  |  |  |  |  |  |
| **Improved and accurate starting points for DAP (disadvantaged pupils) non-routine admissions** | **Identified staff member (HLTA) to assess pupils prior to admission to school.**  **Assessment fed back to Inclusion Manager and class teacher.**  **This group of children will be tracked termly and progress and attainment analysed for impact.** | **28% of the PPG group are NRAs coming in to school after Reception – all are now in KS2 and accelerated progress is a priority post lockdown.**  **School has historically had difficulties obtaining accurate assessments from the feeder school and learning time is wasted assessing the child once they have already arrived. This assessment needs to be done prior to the child starting school.** | **The NRA induction to school procedure will be updated in line with this action.**  **The identified HLTA will be released from her post in school to carry out the assessments needed. Parents will be informed they will need to allow a morning for this assessment to take place.**  **NRA and PP review reported to governing body termly.** | **Vicky King - assessment lead**  **(analysis and action planning – 2 days per term)**  **Louise Scott, HLTA (1/2 day per NRA)** | **April 2024 – two sets of data available at this point** |
| **Total budgeted cost** | | | | | **£7 800** |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **To improve the rates of attainment and progress for NRA DAP children based on accurate early judgements**  **To improve the rates of attainment and progress for all DAP children so they are in line with age related expectations** | **121 and small group provision additional to the daily maths and English lessons.**  **Catch up programme funding for small group after school tuition**  **Provided by skilled teaching assistants in consultation with class teacher and Inclusion Manager.**  **IDL**  **BRP**  **Counselling service for children who have needs that require specialist support** | **Some of the NRA DAP children need targeted interventions to bring their learning in line with age related expectations.**  **The programmes used in school are effective and have a proven track record.**  **Learning mentor support available to DAP children as a priority.**  **Access to CANW and CAMHs, school nurse available via referral process** | **Termly review of data via the governor school standards committee**  **Observations of interventions by the Inclusion Manager**  **Conferencing with the teachers and children – do they feel the additional support is working and helping?** | **Sarah Foster, Headteacher to support**  **Andy Jackson** | **July 2024** |
| **Total budgeted cost** | | | | | **£20 000** |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| **Increased attendance rates of DAP children** | **School Business Manager to work with Headteacher to monitor attendance of this group of children and act quickly when absences have been recorded.** | **Attendance rates for children eligible for pupil premium are below 96% for 50% of the group with 12 having historically being below 96% in previous years. The HT and SBM have been working to improve attendance rates across the whole of school with support from Lancashire County Council Attendance Team.** | **Working with parents to ensure the children are in school as much as possible.**  **Working alongside the school nurse for children who have medical absences relating to the same illness.**  **Reviewing attendance of this group termly.**  **Reporting information to governors termly.** | **Julie Garry, School Business Manager**  **Rebecca Caslake – learning mentor**  **Sarah Foster, Headteacher**  **Andy Jackson** | **July 2024** |
| **Total budgeted cost** | | | | | **£15 000** |

# Part B: Review of outcomes in the previous academic year

* All PPG children in the current Y6 are on track to make expected and/or better than expected progress at the end of Y6 compared to Y2.
* 50% of Y5 children who access PPG are on track.
* Attendance has improved – report to the governing board Summer 2023:

ATTENDANCE REVIEW January 2023 – 50% of PPG children are below 96%

SEPTEMBER 2022-DECEMBER 2022

* Of the 14 children we targeted in September as part of our persistent absence (PA) review, 6 of those have improved their attendance by December 2022.
* Of the 8 who did not improve their attendance,
  + Two have been referred to the PAST team (LCC attendance team)
  + One is currently accessing split educational provision through Golden Hill and is going to special school in September 2023
  + One has left school
* The remaining four continue to be on the list for support in January 2023.

JANUARY 2023-FEBRUARY 2023

* Of the 26 children being targeted for attendance support from January 2023,
  + 22 have improved attendance during the period 04/01/23 and 02/02/23.
  + 2 have stayed approximately the same (0.1 % difference or less)
  + 2 have a decrease in attendance percentage.
    - 1 child of is under a CiN (Child in Need) plan and are in regular contact with school.
    - The other child will be leaving us very shortly as they are moving house. The sibling of this child has an attendance of 96.2%.

ACTIONS TAKEN BY SCHOOL

1. December 2022 – all parents in school sent a text message regarding their child’s attendance. Messages were in four categories
   1. Those with attendance of 97% or above – well done
   2. Those with attendance between 90% and 97% - to be monitored, needs improvement
   3. Those with attendance below 90% - school will be in contact
   4. Those who were a target group in autumn term and have improved attendance
2. PA list split between Julie Garry (School Attendance Officer) and Rebecca Caslake (Family Support Worker)
3. Families contacted vis telephone for either a telephone conversation and/or a face to face meeting
4. All discussions recorded on CPOMs
5. Majority of conversations positive – we were able to gather further information about the family in some instances
6. Attendance meeting with Headteacher, attendance officer and family liaison every two weeks
7. Attendance policy updated in line with LCC