

Pupil Premium Strategy Statement



Whitechapel Primary School

This statement details our school's use of the recovery premium funding for the 2022 to 2023 academic year 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.

School overview

Detail	Data
School name	Whitechapel Primary School
Number of pupils in school	92
Proportion (%) of pupil premium eligible pupils	3 pupils 3%
Academic year that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	8 th December 2022
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	Nicola Noblett
Pupil premium lead	Nicola Noblett
Governor / Trustee lead	Members of Standards Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 4155
Recovery premium funding allocation this academic year	£ 1500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 5655

Part A: Pupil premium strategy plan

Statement of intent

At Whitechapel Primary School, our aim is for all pupils to make good progress and achieve to the very best of their ability across all subject areas. We recognise that some of our disadvantaged pupils may have a range of barriers to their learning that may prevent them from achieving their full potential.

From 2020-2022 the school hasn't received pupil premium funding due to the lack of children eligible for the funding. However, our pupil premium strategy aims to support our current disadvantaged children to achieve the above aim. We ensure that all pupils receive high quality first teaching by a well-trained teacher alongside targeted academic support and interventions that are grounded in evidence and tailored to the individual needs of the pupils.

Our key principles of our strategy plan are:

- We have a commitment to raising the achievements for pupils who are eligible for Pupil Premium.
- We are committed to ensuring that all staff receive high quality CPD to support pupils achieve and make effective progress.
- We never confuse eligible pupils with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest outcomes.
- We create support aimed to tackle the range of barriers including; attendance, behaviour, external factors and learning needs.
- Our professional development focuses on improving outcomes for eligible pupils, improving the quality of teaching and learning, opportunities for enrichments and development of phonics, reading, writing and numeracy skills.
- We use assessment systems to track and enable thorough analysis of data (Reading, Phonics, Writing and Maths) to identify pupils who are underachieving and why.
- We direct resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
- We use data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
- The Headteacher has a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils.
- We ensure class teachers, teaching assistants and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.
- The Governing Body closely monitors the school's effectiveness in closing the gap between different groups of pupils.
- We are committed to developing the whole child with particular attention on the pupils' academia, well-being and cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged children have had limited access to extra-curricular enrichment opportunities during lockdown leading to a limitation of their cultural capital experiences.
2	Assessments (pupil wellbeing questionnaires), observations and discussions with pupils and families have identified social and emotional issues for many pupils following their return to school.
3	Attainment in Phonics, Reading and Writing is below the attainment of non-disadvantaged pupils.
4	33% of our disadvantaged pupils have SEND which presents certain barriers to learning.

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
Effective provision is in place for disadvantaged pupils with SEND to remove barriers to learning and enable them to make maximum progress.	There are high standards and fulfilment of potential for disadvantaged pupils with SEND.
Improved phonics and reading attainment among disadvantaged pupils.	Maximum progress will be made by disadvantaged pupils in reading and phonics.
Improved writing attainment among disadvantaged pupils.	Maximum progress will be made by disadvantaged pupils in writing.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from demonstrated by: • qualitative data from pupil voice, questionnaires, PSED PIVATs scores and teacher observations • participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

This details how we intend to spend our recovery premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous development of high quality SEND provision and CPD for all members of staff.	There is extensive evidence of the attainment gap between pupils with SEND and their peers. This is twice as big as the gap between pupils eligible for free school meals and their peers: SEND in Mainstream Schools - EEF	4
The development of a strong reading culture across school, developed through high quality CPD for all members of staff, in line with the DfE and EEF guidance.	The DfE guidance is based on a range of the best available evidence: The Reading Framework: teaching the foundations of Literacy	3
Whole staff training on social, emotional and mental health (SEMH) approaches with the aim of further developing our graduated response to pupil wellbeing.	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)	2

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

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan and implement targeted intervention to raise attainment in	Small group intervention – the EEF evidences that this approach has an average impact of 4 months additional progress over a year,	3 & 4

phonics, reading and writing.	depending upon how frequently the programme is implemented.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH approaches will be embedded across the PSHE curriculum and school practices. PSHE curriculum and school ethos support improving pupil well-being across school.	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)	1 & 2
All pupils have access to educational trips/residential to enrich their cultural capital.	Ofsted's guide 'The Pupil Premium' (Jan 2013) evidences the top 10 'gap busters' to improve access to a full curriculum and improve outcomes.	1

Total budgeted cost: £ 5655.00

Part B: Review of the previous academic year

There was no Pupil Premium Funding for the 2021-2022 academic year but £2000 of recovery premium funding was allocated to the school.

*Children identified as disadvantaged made **at least expected** progress from their starting points across all areas of reading, writing and maths.*

100% of the children reached age-related expectations in mathematics.

50% of the children reached age-related expectations in reading.

25% of the children received age-related expectations in writing.

*25% of the children made **accelerated** progress in mathematics.*

Many of the targets from the previous plan will be carried forward to 2022-2023 to continue to accelerate progress and raise the attainment of this group.

A more in-depth focus on the SEMH needs of the children will continue thus enabling staff to track and target the development of key life and wellbeing 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
IDL	IDL (International Dyslexia Learning) Solutions Limited
Neli	Nuffield Early Language Intervention

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activities that is not being funded by the recovery premium. That will include:

- embedding more effective practice around metacognition and self-regulation. [EEF evidence](#) demonstrates this has significant benefits for pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.