

Pupil Premium Strategy Statement 2021-2022



Whitechapel Primary School

This statement details our school's use of the recovery premium funding for the 2021 to 2022 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	91
Proportion (%) of pupil premium eligible pupils	4 pupils 4%
Academic year that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	17 th December 2021
Date on which it will be reviewed	Autumn Term 2022
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	£ 0
Recovery premium funding allocation this academic year	£ 2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 2000

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 classteachers, 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	School will not receive any additional funding for the children eligible for pupil premium this academic year 2021-2022.
2	Children are new to school and the area and will take time to settle into new home, friendships and school expectations.
3	Attainment in Phonics, Reading and Writing is below the attainment of non-disadvantaged pupils.
4	25% 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.

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 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: £250

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
Delivery of a strong systematic phonics scheme of work, shared clearly with parents. 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.	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 The DfE guidance is based on a range of the best available evidence: The Reading Framework: teaching the foundations of Literacy	3
Improve the quality of pupil well-being (social, emotional and mental health - SEMH).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	2 & 4

SEMH approaches will be embedded across the PSHE curriculum and school practices.	performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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
Plan and implement targeted intervention to raise attainment in Reading, Writing and Maths	Small Group Intervention – the EEF evidences that this approach has an average impact of 4 months additional progress over a year, depending upon how frequently the programme is implemented.	2, 3

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

Budgeted cost: £250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on social, emotional and mental health (SEMH) approaches with the aim of further developing our PSHE curriculum and school ethos; improving pupil	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):	4

well-being across school.	EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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.	4

Total budgeted cost: £ 2000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

There was no Pupil Premium Funding provided for the academic year 2020-2021

Desired Outcomes	Success Criteria	Further Evaluations
N/A		

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
Bounce Back Phonics	Lancashire Literacy Consultants

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 activity 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.