

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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

Detail	Data
School name	White Meadows Primary Academy
Number of pupils in school	547
Proportion (%) of pupil premium eligible pupils	37.3
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rebecca Misselbrook
Pupil premium lead	Rebecca Misselbrook Head of School
Governor / Trustee lead	Adrian Stewart

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,820
Recovery premium funding allocation this academic year	£24,276
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£321,026</b>

# Part A: Pupil premium strategy plan

## Statement of intent

### *Key principles and objectives*

At White Meadows Primary Academy, we ensure all pupils have equitable opportunities to achieve and make good progress regardless of their background.

The focus of our pupil premium strategy is that disadvantaged pupils:

- make good or better progress from their relative starting points
- achieve age related expectations in line with the non-disadvantaged peers.
- access the resources and interventions needed to ensure they continue to make good or better progress from EYFS to Year 6
- access opportunities and experiences to develop their social and emotional development
- are supported with their mental health and wellbeing

The key strategies to achieve this are based on nationally recognised research (EEF) or have had a significant impact in our school over several years. These are evaluated at least termly to ensure the most effective approaches are used.

Our strategy will be implemented alongside the school's wider plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Lack of self-esteem, social skills and behavioural understanding. This is particularly evident with more able disadvantaged pupils.
2	Disadvantaged pupils that could be targeted for greater depth do not achieve greater depth in Reading, Writing and Maths at the end of KS2
3	A high proportion of our disadvantaged pupils also have other needs such as SEN, EAL or are on our most vulnerable pupils list (child protection or in care) and make less progress than their peers

## 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 rates of progress for higher attaining pupils eligible for PP	Pupils eligible for PP identified as higher attaining (and the higher middle attainers) from Foundation Stage and key stage 1 make as much progress as 'other' students identified in these attainment groups. Where they are not, strategies and interventions are implemented and robustly monitored by subject leaders, SENCO and senior leaders .
Pupils have a range of strategies to deal with challenging situations, have developed positive self-esteem and understand how to make the good behavioural choices	PSHE curriculum and therapeutic interventions run by Learning Mentors will help pupils deal with emotions, develop their self-esteem (often low due to home considerations) and regulate their behaviour.
Disadvantaged pupils who are also identified SEND, EAL or are vulnerable (Child Protection) make good or better progress	SLT, SENCO and class teachers ensure high quality interventions are delivered to identified pupils and these are robustly monitored to ensure maximum impact.
Increased attendance	Overall attendance among children eligible for PP improves to be at least in line with 'other' pupils.
All students eligible for PP experience a varied and engaging wider curriculum and have the resources to access it fully	Pupils eligible for PP will experience wider life opportunities that enrich their social, emotional and personal health as well as providing them with a 'wider' knowledge and understanding that will inform their in-school learning. Furthermore, all students will have the resources available to them to access the broad and balanced curriculum.

## 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: £77,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time SENCO to provide support and CPD for teachers and TSAs</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• Children with SEND make good progress across the school</li> <li>• All children with SEND have access to appropriate and effective support/intervention</li> <li>• Children with SEND make good progress in Teaching support assistant led interventions</li> <li>• Increased successful applications for pupils requiring and EHCP</li> </ul>	<p>3</p>
<p>HLTA release for subject leaders to conduct deep dives and develop the wider curriculum 1 day per half term, per subject leader</p>	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• Pupils make good progress in all subject areas across the curriculum.</li> <li>• Subject leaders have an excellent knowledge of their subjects across school and ensure the curriculum is progressive from EYFS to Year 6 and beyond.</li> </ul>	<p>1</p>
<p>7 hours of support from West Sussex EMTAS (Ethnic Minority and Travellers Advisory Service) This includes access to the Advisory Teacher and Family Liaison Officers for initial observations, First Language Assessments, training, advice, consultations, and</p>	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• 12 pupils have been assessed by EMTAS this year and provided with detailed targets and support.</li> <li>• Pupils with EAL, who also have SEND, have been identified and made good progress.</li> </ul>	<p>3</p>

support with liaising with parents		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £155,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time speech and language specialist teaching support assistant delivery interventions in EYFS and KS1	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	3
TSA led interventions including resources such as NELI and Nessy	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year.</p>	3
Additional teachers in upper KS2 for reading, writing and maths	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p>	2

<p>EYFS interventions (AF)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</a></p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p>	<p>3</p>
<p>HLTA support in every year group</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. We follow this principles in this guidance report to effectively deploy HLTAs in every year group.</p>	<p>2</p>
<p>Action tutoring</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p>	<p>2 and 3</p>

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

Budgeted cost: £88,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Learning mentors	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>The average impact of successful Social and Emotional interventions is an additional four months' progress over the course of a year. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p>	1
Behaviour mentor	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• High level behaviour incidents de-escalated resulting in fewer SLT detentions and internal exclusions</li> <li>• Reduced rate of high level behavioural incidents and fixed term exclusions</li> </ul>	1
Play therapy	<p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• Reduced rate of high level behavioural incidents and exclusions</li> <li>• Vulnerable pupils make good progress academically and developmentally</li> </ul>	1
Attendance minibus	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</a></p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• Reduced % of persistent absenteeism</li> <li>• Vulnerable pupils associated with external agencies have improved attendance</li> </ul>	3
Subsidising of trips/experiences including residential trip, swimming	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> <li>• Pupils who would not access</li> </ul>	1

**Total budgeted cost: £316,018**



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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### **Analysis of Statutory Data 2022/23**

% gap between disadvantaged and non-disadvantaged:

Phonics

Year 1	-14%
Year 2	-2%

KS1

Reading	Writing	Maths
-32%	-37%	-22%

KS2

Reading	Writing	Maths	Combined
-3%	-22%	-5%	-25%

The gap between disadvantaged and non-disadvantaged is quite pronounced in some areas (particularly in KS1 and KS2 writing). This shows that, over time, the school is beginning to narrow the gap between disadvantaged and non-disadvantaged pupils attainment but that there is still further work required to reduce this in writing. There is also still a large gap in KS1 and therefore further intervention is required in Early Years and KS1 to reduce this.

#### **Attendance**

Attendance of pp pupils 2022/23 – 90.2%

Attendance of non-pp pupils 2022/23 – 94.1%

The gap between pupil premium and non-pupil premium is reducing but still unacceptably high. The school recognises the impact of COVID-19 on whole school attendance and continues to implement the actions in the 2022/23 strategy to ensure this reduces further.

