

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	620
Proportion (%) of pupil premium eligible pupils	31.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
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	£281,816

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.

Challenge number	Detail of challenge
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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Evidence of impact:</p> <ul style="list-style-type: none"> • Children with SEND make good progress across the school • All children with SEND have access to appropriate and effective support/intervention • Children with SEND make good progress in Teaching support assistant led interventions • Increased successful applications for pupils requiring and EHCP 	<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"> • Pupils make good progress in all subject areas across the curriculum. • Subject leaders have an excellent knowledge of their subjects across school and ensure the curriculum is progressive from EYFS to Year 6 and beyond. 	<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"> • 12 pupils have been assessed by EMTAS this year and provided with detailed targets and support. • Pupils with EAL, who also have SEND, have been identified and made good progress. 	<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: £125,326

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>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</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</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</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>

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

Budgeted cost: £79,2023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentors</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>	<p>1</p>
<p>Behaviour mentor</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Evidence of impact: <ul style="list-style-type: none"> • High level behaviour incidents de-escalated resulting in fewer SLT detentions and internal exclusions • Reduced rate of high level behavioural incidents and fixed term exclusions 	
Play therapy	Evidence of impact: <ul style="list-style-type: none"> • Reduced rate of high level behavioural incidents and exclusions • Vulnerable pupils make good progress academically and developmentally 	1
Subsidising of trips/experiences including residential trip, swimming	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Evidence of impact: <ul style="list-style-type: none"> • Pupils who would not access 	1

Total budgeted cost: £281,816

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 2023 to 2024 academic year.

Analysis of Statutory Data 2023/24

% gap between disadvantaged and non-disadvantaged:

Phonics Screening

Year 1	All pupils 72% Non PP 84% PP 58% Gap - 26%
Year 2	12 retakes All Pupils 58% Non PP 50% PP 62.5% Gap + 12.5%

There is a significant gap between those entitled to Pupil Premium and those who are not, in achieving the expected standard for phonics by the end of the school year. There are significant levels of SEND in the year group, who are also entitled to pupil premium. 7% of the cohort (5 children) have EHCPs. While these pupils did not make the expected standard, they made better than expected progress from their relative starting points. Early reading will continue to be a priority in the 2024/25 academic year, as identified in this statement and the School Development plan.

KS2 outcomes

Reading	Writing	Maths	Combined
PP - 84.5%	PP - 76.8%	PP - 87.9%	PP - 66.7%
Non PP - 73.2%	Non PP - 69.7%	Non PP - 76.8%	Non PP - 64.3%
Gap: + 11.3%	Gap: +7.1 %	Gap: + 11.1%%	Gap + 2.4%
PP Scaled score = 107.9		PP Scaled score = 105.32	
Non PP SS = 104.64		Non PP SS = 103.89	
Gap +3.34		Gap +1.43	

The above shows that pupils who are entitled to pupil premium do catch up with their non-pupil premium peers and the percentage of those achieving the expected standard is higher. This is due to the embedded pupil premium strategy which, over time, allows pupils to achieve their full potential. We ensure that barriers to learning are either removed or scaffolds/support is in place to stop these impeding pupils' academic achievement.

Attendance

Attendance of PP pupils:	2023/24	90%
Attendance of non-PP pupils:	2023/24	94%
PP Unauthorised Attendance	2023/24	3.3%
Non-PP Unauthorised Attendance	2023/24	1.8%
Lates PP (mins)	2023/24	26
Lates Non-PP (mins)	2023/24	165

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 2023/24 strategy to ensure this reduces further.

