

Pupil premium strategy statement – Whitchurch primary School & Nursery

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	845
Proportion (%) of pupil premium eligible pupils	12% (103 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Inniss, Headteacher
Pupil premium lead	Katerina Portou
Governor / Trustee lead	Peter Tenconi & Deepa Samani, Co-Chairs of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,510
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£3,371
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£127,881

Part A: Pupil premium strategy plan

Statement of intent

At Whitchurch, we provide a culture where staff believe that ALL children can succeed and no child is left behind academically, socially or emotionally because of disadvantage. We believe all children are '**Learners Today, Leaders Tomorrow**' and that the interests, heritage and aspirations of our children are integral to their learning and development.

In order to ensure the **Pupil Premium (PP) funding** is used effectively, Whitchurch aims to:

- **Improve day to day teaching** by developing high quality teaching, assessment and a broad and balanced curriculum;
- Analyse the needs of individual children and provide **targeted academic support**;
- Provide **wider strategies** by supporting pupils' social, emotional and behavioural needs, supporting attendance, extra-curricular activities and communicating with/supporting parents and carers.

Over the course of the next two years, our focus will be to:

- **Develop Quality First teaching** to promote the academic progress and aspiration of all our pupils regardless of background or attainment;
- Provide **outdoor learning opportunities** to motivate pupils to engage with nature;
- Provide regular **training and continued professional development (CPD)** which is research and evidence-based to ensure teachers can implement quality first teaching;
- Ensure our pastoral team and therapists are highly skilled to support our pupils' **social, emotional and mental health needs** and ensure teachers use a trauma-informed approach;
- Allocate highly skilled, diverse teachers, Assistant Head teachers and learning support assistants to work collegiately and run **interventions to break down the barriers** to accessing the full curriculum;
- Improve **punctuality and diminish persistent absenteeism** of our pupils;
- Focus on the **development of our youngest pupils** including speech, language and social, personal development;
- Use a variety of means, including: data, pupil progress meetings, provisions and pupil voice to focus on the **development of the whole child**;

Staff at Whitchurch adopt a 'solution-focused' approach to overcoming barriers and together with the support of senior and middle leaders, we aim to drive whole school improvement for our disadvantaged pupils. Our values are deeply rooted in every aspect of Whitchurch life: **respect, responsibility, resilience, honesty, generosity, aspiration.**

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gaps between disadvantaged and non-disadvantaged pupils.
2	Attendance, persistent absenteeism and punctuality.
3	Investment and professional development for all staff with a focus on ECTs to greater understand the needs of disadvantaged pupils.
4	Pupil wellbeing: through observations, working with families and pupil voice we recognise a rise in social, emotional issues and mental health needs and a rise in connection seeking .
5	Through assessments and observations: underdeveloped vocabulary and writing using ordinarily available provisions (OAPs).
6	A rise in children entering reception with underdeveloped communication, language and literacy skills.
7	Disadvantaged pupils have non-equitable and possibly limited access to broader experiences and enrichment.
8	Through pupil voice and observations, a rise in pupils seeking to and benefiting from outdoor learning opportunities.

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
1. To improve the attainment and progress of disadvantaged pupils in reading, writing and maths by the end of KS2	<ul style="list-style-type: none"> ● Raise standards at the end of KS2 by developing consistent approaches to assessment and the delivery of the curriculum
2. To improve attendance and punctuality of all disadvantaged pupils	<ul style="list-style-type: none"> ● Attendance of disadvantaged pupils to be at least 96%. Monitoring of attendance, communication with families and support will increase attendance figures and decrease the number of persistent absentees (>90%).
3. All teachers, learning support assistants (LSAs) and early career teachers (ECTs) will receive support and	<ul style="list-style-type: none"> ● Teachers will be supported throughout the year to plan and implement quality first teaching, assessments and interventions;

<p>training (CPD) to provide quality first teaching and pastoral support.</p>	<ul style="list-style-type: none"> ● LSAs will receive regular training to support pupils; ● Middle and Senior Leaders will receive coaching to support their role in supporting others. ● All staff receive training on using the trauma-informed approach.
<p>4. Pupil wellbeing: provide trauma-informed approach.</p>	<ul style="list-style-type: none"> ● All disadvantaged pupils have access to pastoral support and receive a trauma-informed approach to behaviour and relationships.
<p>5. A consistent and whole-school approach to writing with a greater emphasis on embedding vocabulary</p>	<ul style="list-style-type: none"> ● All pupils will have access to ordinarily available provisions (OAPs) with a whole-school approach to using these to improve outcomes, especially for writing and improving vocabulary.
<p>6. A robust plan of action with clear steps to success for our pupils in Early Years to ensure progress in all seven areas of development.</p>	<ul style="list-style-type: none"> ● The curriculum is ambitious for all (needs of most vulnerable to higher achievers) ● Develop all staff as facilitators of learning through high quality interactions. ● Observations and data will provide evidence.
<p>7. Gaps and underperformance are identified and targeted interventions are planned and implemented for disadvantaged pupils</p>	<ul style="list-style-type: none"> ● Progress and provision meetings will be held at least termly so that every disadvantaged pupil is tracked and impact / next steps are identified. ● Targeted interventions run by Assistant Head teachers, LSAs, HTLAs and EYPs.
<p>8. Opportunities to participate in a variety of clubs, trips, enrichment and sporting events to broaden their experiences. Provide opportunities for Forest School outdoor learning off site and the implementation of a Whitchurch Forest School.</p>	<ul style="list-style-type: none"> ● Staff will ensure inclusive enrichment complements, broadens and supports the learning in the classroom; ● Family support so the children can attend all that is offered including financial assistance with trips and residentials for disadvantaged pupils; ● Financial assistance with music lessons for disadvantaged pupils. ● All PP pupils from Years 1-6 will have visited the off-site Forest School and be able to connect learning with nature ● All pupils at Whitchurch will have opportunities to use the Whitchurch Woodland Forest School.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Quality First Teaching in the classroom with a focus on bridging the gap between disadvantaged and non-disadvantaged pupils.	EEF Great Teaching Toolkit Evidence Review (2020): Four priorities for teachers: 1. understand the content they are teaching and how it is learnt 2. create a supportive environment for learning 3. manage the classroom to maximise the opportunity to learn 4. present content, activities and interactions that activate their students' thinking Supporting the Attainment of Disadvantaged Pupils (DfE 2015) NCTEM: Teaching for Mastery (2019) Harrow SEND AP Strategy 2024-29 The Sutton trust - Closing the Attainment Gap	1, 2, 3, 4, 5, 6, 7, 8
Robust EYFS action plan and ambitious curriculum for all (needs of most vulnerable to higher achievers)	Save the Children Early Year's Toolkit (2019) Birth to 5 Matters: Personal, Social and Emotional Development. (2021) EEF Podcast (episode 19) Personal, Social, Emotional Development (PSED) in the Early Years (2021) Best start in life: a research review for early years - A three-part subject-based curriculum research review focused on early years education. The Sutton Trust: Inequality in Early Years Education 2024	1, 2, 3, 4, 5, 6, 7, 8
Using ordinarily available provisions (OAPs) to support the use of ambitious vocabulary in writing	EYSEND National Seminar - Ordinarily Available Provision in the Early Years Harrow Council: Guidance for the Co-ordinated Assessment of Children and Young People with Educational, Health and Care Needs	1, 3, 5
Offering research-based CPD opportunities to all staff	EEF – Effective Professional Development (2021) Early Careers Framework - Gov.UK	1, 2, 3, 4, 5, 6, 7, 8

with a focus on ECT training		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions run by AHTs, CTs & LSAs including phonics groups.	EEF Teaching and Learning Toolkit Tutor - high impact EEF – Improving Literacy in KS1, KS2 Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics) EEF – Reading Comprehension Strategies (+6 months) HFL Education: Year 6 Writing at Greater Depth (2022) Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics)	1, 3, 5,
Streaming in Maths for Year 6 pupils with AHT running three group sessions a week for disadvantaged and lower attaining pupils.	EEF – Small Group Tuition (+4 months) EEF – Setting & Streaming Open University Malaysia - Benefits and Disadvantages of Streaming Practices to Accommodate Students by Ability	1, 2, 3, 4, 5, 8
Higher number of LSAs for in and out of class support of our disadvantaged pupils.	EEF – Making Best Use of Teaching Assistants (2021)	1, 3, 4, 5, 6, 7, 8
Teacher led core subject boosters for disadvantaged pupils.	EEF Teaching and Learning Toolkit EEF – Small Group Tuition (+4 months) Whitchurch data showing accelerated progress (historical)	1, 3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further support.	EEF Teaching and Learning Toolkit Tutor - high impact EEF – Improving Literacy in KS1, KS2 Impact: +5 months progress (EEF: Teaching and Learning Toolkit / Phonics)	1, 3, 5
Individualised small group tuition run by the School's EAL learning assistant for disadvantaged pupils.	EEF Blog – What do we know about the attainment of EAL pupils and what do we need to find out? EEF – Small Group Tuition (+4 months)	1, 3, 4, 5

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

Budgeted cost: £37,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support and training for staff and parents to improve disadvantaged pupils' 'behaviour for learning'.	EEF Toolkit – Parental Engagement EEF – Improving Behaviour in Schools EEF – Metacognition and Self-Regulated Learning	1, 2, 3, 4, 6, 7, 8
Financial investment in training for one staff member as a Forest School leader.	The benefits of Forest School – Plymouth Marjon University	1, 2, 4, 6, 7, 8
Financial support for a variety of enrichment, experiences, visitors and trips for disadvantaged pupils.	Sutton Trust Life Lessons report (2017) EEF Blog – Incentives and Education (+2 months) The benefits of Forest School – Plymouth Marjon University NCFE: The Valuing Enrichment Project: emerging findings and recommendations	1, 3, 4, 5, 6, 7, 8
Implementing the Whitchurch Care Cupboard to provide basic items and essentials to disadvantaged pupils	We are Teachers: starting a 'Care Closet' to Meet Students' Needs EdSurge: Students Get Food, Clothing and More from 'Care Closet' Built by Their Teacher	2, 3, 4, 7
Financial support for instrumental lessons for disadvantaged pupils.	EEF – Art Participation (+3 months progress) Bright Horizons: Children and Music: Benefits of Music in Child Development 2022	2, 4, 7
Full time Pastoral Lead, pastoral team and the use of a trauma-informed approach for dealing with behaviour and friendships. Supporting pupils and families dealing with social, emotional and mental health issues.	EEF – Social and Emotional Learning (+4 months) Mentally Healthy Schools – Anna Freud Working Definition of Trauma-Informed Practice – Gov.uk Iriss - Trauma-Informed Approached- A Critical Overview of What They Offer.	2, 3, 4, 7, 8
Raising attendance of our disadvantaged pupils and closing the gap between them and their non-disadvantaged peers	EEF - Moving forwards, making a difference A planning guide for schools 2022–23 (Wider Strategies / Attendance) EEF Podcast: Supporting School Attendance – Evidence in Action	1, 2, 3, 4, 6, 7, 8

Wraparound daily provision (priority for our disadvantaged children)	DfE: Wraparound Care: Responding to Requests (2016) EEF: Extending School Time	1, 2, 3, 4, 6, 7, 8
Clubs: a wide and varied offer of school clubs (including external & homework clubs) run before or after school (priority placement for disadvantaged children)	Sutton Trust Life Lessons report (2017) EEF: Homework (+5 months) Insights into wraparound childcare A report from Coram Family and Childcare Laura Dewar January 2024	1, 3, 4, 5, 7, 8
Dedicated 1 to 1 councillor available for pupils and families of disadvantaged pupils	EEF – Social and Emotional Learning (+4 months)	2, 4
'Motional' program (online assessment and support tool for tracking social, emotional pupil cases.)	EEF – Social and Emotional Learning (+4 months)	2, 3, 4
Dedicated Play Therapist working 1 to 1 with disadvantaged pupils.	Play Therapy – An Illustrative Case (2019) “play is the child’s natural medium of self-expression.” EEF – Social and Emotional Learning (+4 months)	2, 3, 4, 7
Contingency fund for emergency issues.	Based on past experiences and those of similar schools to ours, we recognise the need to set aside a small amount of funding to respond to issues not yet identified in a timely manner.	1, 2, 3, 4, 5, 6, 7, 8

Total budgeted cost: £127, 881

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil attainment and progress	There has been an increase in progress and comparisons between PP and non-PP across all areas of learning, significantly closing the gap for maths (children at secure: Year 1, 50% PP compared to 62% non-PP, Year 5, 77% compared to 81% non-PP) and writing (Year 2, 55% PP compared to 64% non-PP.) Areas for development remain reading for our disadvantaged pupils and writing at greater depth.
Phonics and reading	The Year 1 phonics pass rate has risen significantly from the previous year from: 78% to 97% (113/116 excluding disapplied pupils (3)) The Year 2 phonics pass rate also increased from: 81% to 87% (21/24 pupils)
Attendance and punctuality	The attendance team, working alongside staff and parents/carers, have ensured that weekly, half termly and termly monitoring of attendance and punctuality has been in place with tracking and phone calls home to support our families. The school has seen improvements across the school, notably when comparing our Pupil Premium persistent absentees (>90%) against non-PP pupils: Autumn: 2% (PP) compared to 13% (non-pupil premium) Spring: 3% (PP) compared to 18% (non-pupil premium) Summer: 4% (PP) compared to 12% (non-pupil premium)
CPD for all teachers, LSAs and ECTs	We have 25 LSAs on a rolling weekly training program which is run by our SENDCo. We have 7 ECTs (3 ECT1s and 4 ECT2s) who receive regular training, support and mentoring. All teachers, LSAs and ECTs know their pupil premium children well. The Pupil Premium lead has run two training sessions - one of which included teacher participation and collaboration on implementing the PP strategy actions.
Early years success*	Our highest achieving areas are PSE and PD. Followed by C&L and MD. Our lowest area is LD. When broken down into aspects, reading is 74% and writing is 72%. GLD has risen this year by 10%. Less boys achieve GLD than girls with a 12% difference. 70% PP chn met GLD.
Targeted interventions	In 2023-24, the school had two dedicated intervention teachers. One for core subjects run by an experienced teacher, and the other EAL interventions run by a HLTA. The Assistant Head teachers also ran interventions: in lower school, phonics sessions and assessments with support for staff to follow RWI with fidelity. This has brought about the outstanding results of 97% pass rate. In the upper school, the AHT ran weekly interventions for our PP children in Year 6 which saw the original pass rate of 33% increase to 52% for reading, 24% to 48% for writing and 33% to 48% in maths.
Enrichment	All pupils are offered inclusive trips throughout the year. Using the 50% subsidy on trips, enrichment and music lessons, there is a high intake of pupils accessing enrichment at Whitchurch. Year 5 and 6 had separate three-day residential which were highly successful and well attended by cohorts, (70% - for Yr5 and 60% for Yr6) however, PP children are still less likely to take up the places. (Yr5: 33% 4/12) (Yr6: 41% 9/22)
Effective and meaningful feedback	Since the introduction of live marking and a review of the feedback policy (2022-2023) we have implemented one complete year of the changes. Pupil voice reveals that 100% of pupils asked (out of 38 children, all PP) prefer to have conferencing and live marking.

*PSE: personal, social, emotional. PD: physical development. MD: Mathematical development. LD: Literacy development, GLD: Good level of development

Externally provided programmes

Programme	Provider
Motional	Trauma-Informed Schools U.K
White Rose Maths	White Rose Maths Foundation
RWI	Ruth Miskin Literacy
Star Assessment	Renaissance
Early Career Teacher program	Teach West London
National Profession Qulaification	Best Practice Network
School Therapeutic Lead	Harrow's School Counselling Partnership (HSCP)
Art/Play Therapist	Harrow's School Counselling Partnership (HSCP)
Peripatetic Music Lessons	Harrow Music Service
Forest school	Woodland Adventure Forest School, Harrow

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A