

Whitehall Junior School's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 this year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitehall Junior School
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs A. Moloji
Pupil premium lead	Miss T. Costa
Governor / Trustee lead	Mrs A. Short

Funding overview

Detail	Amount
Pupil Premium funding allocation (including Service Premium)	£168,330.00
Recovery Premium funding allocation this academic year	£17,980.00 NOTE: School-Led Tutoring Grant = £25,381.33 (DfE paid £19,036.00 & WJS paid £6,345.33 out of Recovery Premium Funding)
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186,310.00 (excluding the School Led-Tutoring Grant)

Part A: Pupil premium strategy plan

Statement of Intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF and others, should then be used to support evidence-based decision-making.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

We will ensure that all staff are involved in the analysis of data and the well-being of pupils, so that they are fully aware of the strengths and weaknesses across the school and the strategies required to support disadvantaged pupils.

Our ultimate objectives are:

- To tackle the barriers to learning created by poverty, family circumstance and background.
- To narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts, both within school and nationally.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Ensure ALL pupils are able to read fluently and with good understanding, to enable them to access the breadth of the curriculum and life beyond school.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional well-being and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

We aim to achieve our objectives through:

- Providing all teachers with high quality CPD to ensure that pupils access effective Quality First Teaching.
- Provide targeted intervention and support, to quickly address identified gaps in learning, including the use of small group work and tuition.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

- Target funding to ensure that all pupils have access to trips, residential visits and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities, including sport and music.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

The key principles of our plan:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through monitoring and evaluation. Staff will identify specific interventions and support for individual pupils and this will be reviewed regularly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health.
2	Gaps in reading, writing, mathematics and phonics.
3	Speech, language and communication.
4	Attendance and punctuality.
5	Access to wider opportunities.
6	Parental engagement.
7	Late joiners to school with English as an additional language.

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
Progress in reading	Achieve national average progress scores in KS2 reading.
Progress in writing	Achieve national average progress scores in KS2 writing.

Progress in mathematics	Achieve national average progress scores in KS2 mathematics.
Attendance	Ensure attendance of disadvantaged pupils is at least 96%.

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: £145,000

Total Expenditure: £149,060.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of HLTAs to release teachers for mentoring pupils	Education Endowment Foundation (EEF), Evidence reviews: 'Feedback approaches and educational attainment in children and young people' and EEF's 'Teacher Feedback to Improve Pupil Learning'.	2, 3 and 7
National College subscription for CPD training	Education Endowment Foundation (EEF), Evidence reviews: 'Remote Professional Development', 'Characteristics of Effective Professional Development' and 'Teachers' continuing Professional Development'.	1, 2, 3 and 7
CPD training for coordinators e.g. Mary Myatt and local authority-led CPD	Education Endowment Foundation (EEF), Evidence reviews: 'Remote Professional Development', 'Characteristics of Effective Professional Development' and 'Teachers' continuing Professional Development'.	1, 2, 3 and 7
Use of part-time teaching staff to release coordinators to ensure Quality First Teaching of all subject areas across the school.	'Great teaching is the most important lever schools have to improve outcomes for their pupils' Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020.	2, 3, 4 and 5

Release for Pupil Premium Coordinator to monitor planning, teaching and assessment of Pupil Premium pupils' attainment and map and assess interventions and monitor their well-being.	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020, advises 'Targeted Academic Support: There is extensive evidence supporting the impact of high-quality one-to-one or group tuition as a Catch-Up strategy. Tuition delivered by qualified teachers is likely to have the biggest impact.'	1, 2, 3, 4, 5 and 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £37,000

Total Expenditure: £32,984.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLC online mathematics tuition.	The Education Endowment Foundation (EEF) evidence of impact of small group tutoring and TLC Impact Report: https://www.paperturn-view.com/uk/the-tutor-trust/impact-report-2020-final-copy?pid=MT1121871	2 and 6
School-led tutoring for English.	The Education Endowment Foundation (EEF) evidence of impact of small group tutoring.	2 and 3
Specialist phonics teacher.	'Great teaching improves pupil outcomes' The Education Endowment Foundation (EEF).	2 and 3
Reading Plus	The Education Endowment Foundation (EEF) on Targeted Academic Support 'Programmes are likely to have the greatest impact where they meet a specific need, such as: aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'	2 and 3

TTRS	The Education Endowment Foundation (EEF) on Targeted Academic Support 'Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'	2
Learning Village	The Education Endowment Foundation (EEF) on Targeted Academic Support 'Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.'	3 and 7

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

Budgeted cost: £5,000

Total Expenditure: £4,276.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kick Mentoring London	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'setting aside time to enable teachers to assess pupils' well-being and learning needs.'	1, 4 and 6
Nurture Groups	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'setting aside time to enable teachers to assess pupils' well-being and learning needs.'	1, 4 and 6
Play Therapist	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'setting aside time to enable teachers to assess pupils' well-being and learning needs.'	1, 4 and 6

Educational Psychologist	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'setting aside time to enable teachers to assess pupils' well-being and learning needs.'	1, 4 and 6
Wider curriculum opportunities	The Education Endowment Foundation (EEF) COVID-19 Support Guide for Schools, June 2020 'Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning.'	1, 4, 5 and 6

Total budgeted cost: £187,000.00

Total budget for this academic year: £186,310.00

Total expenditure: £186,321.64

Part B: Review of outcomes for 2021-22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Statistics

At the end of 2021-22 academic year, Whitehall Junior School had 133 pupils who were entitled to benefit from the additional funding. The breakdown for each year group is as follows:

Year 3 = 33 pupils (25 who are in receipt of Free School Meals)

Year 4 = 33 pupils (33 who are in receipt of Free School Meals)

Year 5 = 32 pupils (31 who are in receipt of Free School Meals)

Year 6 = 35 pupils (34 who are in receipt of Free School Meals)

Key areas of impact for 2021-22

Improving learning in the curriculum:

PROGRESS OF PUPIL PREMIUM COMPARED TO PROGRESS OF NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

Progress strength	Progress Weaknesses
<ul style="list-style-type: none">- PP reading, writing and maths progress is greater than non-PP pupils in Yr 3- PP reading and writing progress is greater than non-PP pupils in Yr 4- PP reading progress is the same as non-PP pupils in Yr 5- PP SPAG progress is greater than non-PP pupils in Yr 5- PP writing progress is the same as non-PP pupils in Yr 6- PP reading, SPAG and maths progress is greater than non-PP pupils in Yr 6	<ul style="list-style-type: none">- PP SPAG progress is significantly less than non-PP pupils in Yr 3- PP SPAG and maths progress is slightly less than non-PP pupils in Yr 4- PP writing progress is slightly less than non-PP pupils in Yr 5- PP maths progress is significantly less than non-PP pupils in Yr 5

It should be noted that in all of the year groups, there are some very complex cases within our PP group. Many pupils fall into additional groups: (e.g. SEN/EAL/late joiner), 64% of PP pupils in Year 3 do so, as do 79% in Y4, 81% in Y5 and 66% in Y6. Please also note that for the pupils who are late joiners, we have identified gaps in knowledge based on previous schooling experiences.

ATTAINMENT OF PUPIL PREMIUM COMPARED TO ATTAINMENT OF NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

PP Attainment Strengths	PP and non-PP Attainment Small Differences	PP Attainment Weaknesses
<ul style="list-style-type: none"> - Yr 3 'above' ARE attainment in writing is 3% greater than non-PP pupils' attainment - Yr 4 PP 'above' ARE in maths is 3% above 2019 National figure - Yr 5 PP 'at' ARE in reading is only 4% less than 2019 National figure - Yr 5 PP 'above' ARE in reading is 6% above 2019 National figure - Yr6 PP 'at' ARE in reading is only 5% less than 2019 National figure 	<ul style="list-style-type: none"> - Yr 3 'above' ARE in reading, SPAG and RWM combined - Yr 4 'at' ARE in writing - Yr 4 'above' ARE in reading, SPAG, writing and RWM combined - Yr 5 'at' ARE in maths - Yr 5 'above' ARE in reading - Yr 6 'above' ARE in SPAG, writing and RWM combined 	<ul style="list-style-type: none"> - Yr 3 'at' ARE in all subject areas and 'above' ARE in maths - Yr 4 'at' ARE all subject areas, excluding writing, and 'above' ARE in maths - Yr 5 'at' ARE in all subject areas, excluding maths, and 'above' ARE in all subject areas, excluding reading - Yr6 'at' ARE in all subject areas and 'above' ARE in reading and maths

ATTAINMENT GAINS FOR PUPIL PREMIUM PUPILS ACHIEVING 'AT' OR 'ABOVE' ARE FROM SPRING 2022 ASSESSMENTS TO SUMMER 2022 ASSESSMENTS (INTERNAL SCHOOL MEASURES)

	PIRA % difference between spring 2022 and summer 2022 assessments	GAPS % difference between spring 2022 and summer 2022 assessments	Writing % difference between spring 2022 and summer 2022 assessments	Maths % difference between spring 2022 and summer 2022 assessments
Year 3 PP pupils	+11%	+11%	-14%	+7%
Year 4 PP pupils	+10%	+10%	+1%	+7%
Year 5 PP pupils	-3%	+3%	+6%	+19%
Year 6 PP pupils	-1%	-1%	+22%	+6%

STRENGTHS OF 'PURE' PUPIL PREMIUM ONLY (not including those also classified as SEN, EAL or late joiners) COMPARED WITH NON-PUPIL PREMIUM (INTERNAL SCHOOL MEASURES)

- Yr 3 pure PP 'above' ARE in writing is greater than non-PP attainment and pure PP pupils are attaining the same as non-PP pupils in and RWM combined.

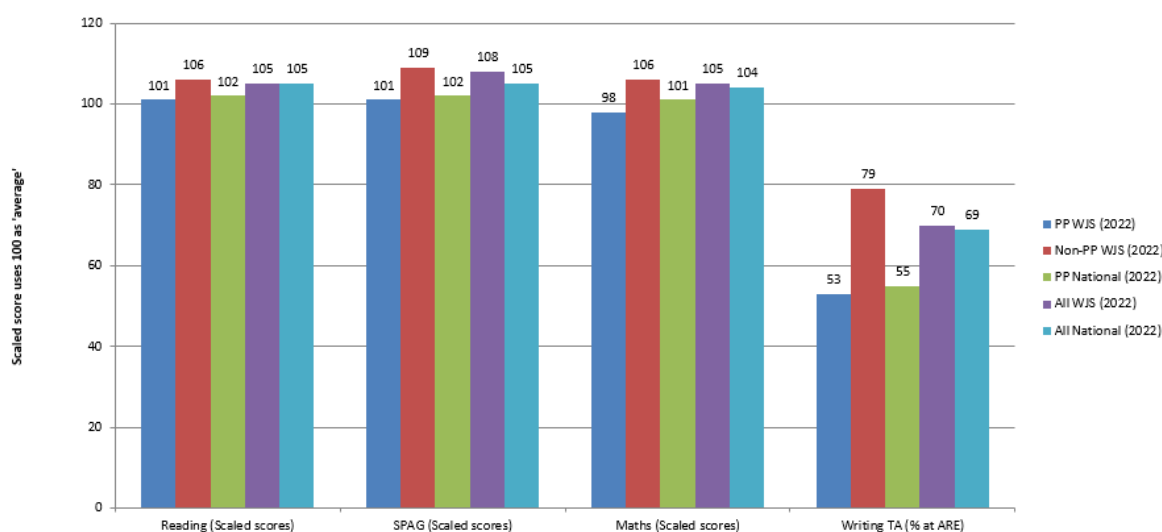
- Yr 4 pure PP 'at' and 'above' ARE in reading and SPAG is greater than non-PP attainment.
- Yr 5 pure PP 'at' and 'above' ARE in reading and maths is greater than non-PP attainment and pure PP 'above' ARE in reading is greater than non-PP attainment.
- Yr 6 pure PP 'above' ARE in reading and GAPS is greater than non-PP attainment.

ATTAINMENT AND PROGRESS OF YEAR 6 PUPIL PREMIUM COMPARED WITH NON-PUPIL PREMIUM (UNVALIDATED DATA)

N.B. 105 pupils were on roll during SATs, 34 of these pupils were PP. 1 PP pupil did not sit SATs as they were not working at KS2 level. This data includes data for 5 PP pupils who have significant SEN needs.

1) Key Stage 2 Attainment: Average Point Score

Cohort: 105 children. 34 PP pupils



2) Key Stage 2 Attainment: Percentage achieving expected standard

Cohort: 105 children. 34 PP pupils

	Pupils eligible for PP (WJS) 2022	Pupils eligible for PP (National) 2022	'All' national average 2022
% achieving expected standard or above in reading, writing & maths	38%	43%	59%
% making expected attainment in reading	68%	62%	74%
% making expected attainment in writing (Teacher Assessment 2022)	53%	55%	69%
% making expected attainment in SPAG	68%	59%	72%
% making expected attainment in mathematics	62%	56%	71%

Please note that this cohort of pupils has had both Years 4 and 5 of their education significantly disrupted due to COVID-19. In addition to this, this data includes data of five SEND pupils who are also PP.

It should be noted that our pure PP pupils, 17 children, (those that are not SEND, Late joiners or EAL) achieved the following:

	<i>Pure Pupil Premium pupils (WJS) 2022</i>	<i>'All' national average 2022</i>
% achieving expected standard or above in reading, writing & maths	50%	59%
% making expected attainment in reading	76%	74%
% making expected attainment in writing (Teacher Assessment 2022)	59%	69%
% making expected attainment in SPAG	82%	72%
% making expected attainment in mathematics	76%	71%

3) Pupil Premium Pupils making expected progress

We have known KS1 data for 32 of 34 PP pupils.

TBC December 2022

What progress measures mean

'Most schools will have progress scores between -5 and +5. If a school has a progress score of 0, this means that on average their pupils achieved similar results at the end of KS2 to pupils in other schools with similar results at the end of KS1. If a school has a positive progress score, this means that on average their pupils made more progress than pupils in other schools with similar results at the end of KS1. For example: a score of +3 in reading would mean that on average pupils at the school got 3 scaled score points more in the KS2 English reading test, compared to other pupils nationally with similar results at the end of KS1. A negative score does not mean that a school has failed or pupils have made no progress. It just means that on average their pupils have made less progress than pupils in other schools with similar results at the end of KS1. For example: a score of -4 in maths would mean that on average pupils at the school got 4 scaled score points fewer in the KS2 maths.'

Source: Information for parents: primary school progress measures Electronic version product code: STA/17/7916/e ISBN: 978-1-78644-388-5

Summary

- PP scaled score attainment in reading is 2 points less than what was achieved in 2019. PP pupils have a scaled score which is 5 points behind non-PP pupils (an increase in gap by 3 points compared to 2019 results). WJS PP pupils have a scaled score 1 less than 'PP national' and they are 4 points behind 'all national' scaled score for reading.
- PP scaled score attainment in SPAG is 6 points less than what was achieved in 2019. PP pupils have a scaled score which is 8 points behind non-PP pupils (an increase in gap by 5 points compared to 2019 results). WJS PP pupils have a scaled score 1 less than 'PP national' and they are 4 points behind 'all national' scaled score for SPAG.

- PP scaled score attainment in maths is 7 points less than what was achieved in 2019. PP pupils have a scaled score which is 8 points behind non-PP pupils (an increase in gap by 5 points compared to 2019 results). WJS PP pupils have a scaled score 3 less than 'PP national' and they are 6 points behind 'all national' scaled score for maths.
- PP attainment in writing has decreased by 20% compared to PP writing attainment in 2019. The gap between the percentage of PP pupils attaining at expectation in writing compared to non-PP pupils has increased by 8% this year. The percentage of PP writing attainment is 2 % less than 'PP national' and 16% less than 'all national'.
- The percentage of PP pupils achieving at expectation in reading, writing and maths combined has decreased this year by 16% and the gap between PP and non-PP pupils in reading, writing and maths combined has increased by 11% compared to 2019 results.
- The percentage of WJS PP pupils achieving at expectation in reading, writing and maths combined is 5% less than 'PP national'.
- The percentage of WJS PP pupils achieving at expectation in reading is 6% greater than 'PP national' but 6% less than 'all national'. However, our pure PP pupils achieving at expectation in reading is 2% greater than 'all national'.
- The percentage of WJS PP pupils achieving at expectation in SPAG is 9% greater than 'PP national' but 4% less than 'all national'. However, our pure PP pupils achieving at expectation in SPAG is 10% greater than 'all national'.
- The percentage of WJS PP pupils achieving at expectation in maths is 6% greater than 'PP national' but 9% less than 'all national'. However, our pure PP pupils achieving at expectation in maths is 5% greater than 'all national'.
- The percentage of WJS PP pupils achieving at expectation in writing is 2 % less than 'PP national' and 16% less than 'all national'. However, the percentage difference is less so for our pure PP pupils with only 10% difference compared to 'all national'.
- The percentage of PP pupils achieving at expectation in reading, writing and maths combined is 21% less than 'all national' however, the percentage difference is less so for our pure PP pupils with only 9% difference compared to 'all national'.
- The rate of progress is yet unknown and this data is due to be released in December 2022.

We conclude that those pupil premium pupils who have additional barriers to their learning, for example, SEND, late joiners and EAL are having a significant impact on our attainment results, as can be seen from our pure pupil premium pupils' attainment outcomes. It should also be noted that this cohort has also been significantly impacted by the pandemic.

Whitehall Junior School will continue to maintain focus to close the gap between PP and non-PP pupils' progress and attainment through the use of our pupil premium funding, recovery premium funding and school-led tuition funding.

Activity in this academic year

The following details how we used our pupil premium (and recovery premium funding) this academic year to address the challenges we outlined.

Actions under 'Teaching' section:

- Throughout the academic year, HLTAs have followed a weekly Catch-Up timetable where they release the class teacher to complete mentoring of pupils (see cover timetables for evidence).
- Teachers have completed the following CPD training through our National College subscription: 'Building Positive Relationships to Manage the Behaviour of Pupils with SEND, Primary' and 'Online Safety for Teaching Staff'. Plus, all staff receive regular weekly emails from the National College advertising different webinars that are available to them.
- The following CPD training has taken place this academic year: Reading Plus training; Jean Knapp mathematics training; Liz Gray training on Ordinarily Available Provision; Amanda Snowden and Hazel Glynne training on KS2 phonics; writing moderation with Quest Schools; Dr Tina Rae well-being training; Susan Ogier art training; Jo Souter dyslexia training, plus whole school study of 'When the Adults Change Everything Changes' by Paul Dix across several PDM sessions.
- Part-time teaching staff have released coordinators throughout the academic year to ensure Quality First Teaching of all subject areas across the school. During this time, all coordinators have completed the following tasks: reading their subject guidance; curriculum thinking document and curriculum on A4; updated their policy; identified priority targets and expectations for their subject area that should be achieved by the end of KS2; monitoring planning for their subject area across the school, to ensure priority targets are being taught and learning is memorable, plus pupil voice.
- Weekly, throughout the academic year, the Pupil Premium coordinator has been released to interview late joining pupil premium pupils and has monitored planning, teaching and assessment of Pupil Premium pupils' attainment. As well as this, the coordinator mapped and assessed interventions' impact and monitored pupils' well-being.

Actions under 'Targeted academic support' section:

- Autumn Term TLC Live tuition for mathematics for 33 pupils.
- Spring Term TLC Live tuition for mathematics for 18 pupils.
- Summer Term TLC Live tuition for writing/mathematics for 8 pupils (25% of cost calculated)
- Autumn/Spring Term School-Led writing tuition for 39 pupils (25% of cost calculated).
- Summer Term School-Led mathematics/reading/writing tuition for 30 pupils (25% of cost calculated).
- HLTA tutoring five Year 6 pupils in preparation for secondary school for 7 weeks (25% of cost calculated).
- Teacher tutoring Year 3 pupils for reading, maths and social skills for 22 weeks (25% of cost calculated).

- Teacher tutoring Year 4 pupils for reading and writing for 22 weeks (25% of cost calculated).
- Our specialist phonics teacher teaches phonics daily to the following number of PP pupils who have gaps in their phonic learning: five Year 3 PP pupils, four Year 4 PP pupils and five Year 5 PP pupils.
- Reading Plus is delivered for 30 minutes over five consecutive days every other week to all pupils in the school. This is also available for pupils to access daily at home too. Reading progress and attainment is seeing a positive impact with the use of Reading Plus.
- Every child in the school has a TTRS account. We hold regular competitions using this platform and pupils complete timed TTRS tasks three times a week. Mathematics progress and attainment is seeing a positive impact with the use of TTRS.
- Three PP pupils, who are also EAL and new to English, participated in regular use of the Learning Village programme which is supporting their understanding of the English language.
- Throughout the academic year, small group intervention work took place for targeted pupils after data is analysed by the PP coordinator.

Actions under 'Wider Strategies':

- Sixteen PP pupils, who were identified as needing additional well-being support, attend weekly Kick London Mentoring sessions with a trained colleague supporting them in their well-being and learning needs throughout the academic year.
- Fifteen PP pupils, who were identified as needing additional well-being support, attend weekly nurture groups with a trained member of staff to support them in their well-being and learning needs throughout the academic year.
- Three PP pupils, identified for wider support, attended regular play therapy sessions with a trained outside agency member.
- When needed, we sought the professional help of the Educational Psychologist for our pupils, including those who are PP.
- Throughout the academic year, we have provided the following wider curriculum opportunities:
 - (i) Climbing wall experience for all pupils to start off the academic year (06/09/21-08/09/21)
 - (ii) All Year 3 and 4 pupils attended Uxbridge Library and local area trip in October 2021
 - (iii) All Year 6 pupils attended Uxbridge Bunker trip in October 2021
 - (iv) All Year 5 and 6 pupils attended a virtual 'Road Safety' session in October 2021
 - (v) Fifty-two Year 6 pupils took part in a week long Bikeability course in October & November 2021
 - (vi) All Year 5 pupils watched a 'Macbeth' performance led by the Young Shakespeare Company on 04/11/21

- (vii) All Year 3, 4 and 5 pupils took part in pedestrian training in November 2021
- (viii) All Year 6 pupils have had three police talks: 'mobile phones' in December 2021; 'keeping safe' in January 2022 and 'online safety' in February 2022
- (ix) All year groups performed a Christmas Carol concert for their families during the week beginning 13th December 2021
- (x) All Year 5 pupils had a talk from a Rabbi on 25th January 2022
- (xi) All Year 5 pupils have had a police talk on 'online safety' on 2nd January 2022
- (xii) All pupils in the school had a yoga session as part of children's mental health week on 09/02/22
- (xiii) All Year 3 and 5 pupils had a Thames Valley Water talk on 22/02/22
- (xiv) All Year 6 pupils watched 'A Midsummer Night's Dream' show led by the Young Shakespeare Company on 24/02/22
- (xv) All Year 5 pupils experienced the Space Dome on 03/03/22
- (xvi) Organised festival and special day celebrations e.g. Diwali and World Book Day celebrations
- (xvii) All Year 6 pupils had a virtual Junior Citizenship session organised for them as the trip was cancelled due to COVID-19 in April
- (xviii) All Year 5 went on a trip to Wembley Stadium (25/06/22, 26/4/22 and 28/06/22)
- (xix) Intra-house competitions throughout the academic year, such as Health and Fitness Week, Sports Day and Year 5 led competition on 12/05/22
- (xx) 52 Year 6 pupils on a week-long residential and 56 Year 6 pupils attending school-based activities such as fencing, Go Ape, etc. (WB 16/05/22)
- (xxi) All of Year 3 and 4 pupils went on a trip to Beale Park on 08/06/22
- (xxii) All Year 3 and 4 pupils had an MFL theatre company storytelling session on 09/06/22
- (xxiii) All Year 6 pupils performed three end of year production shows for families in July
- (xxiv) All Year 5 pupils had a session with staff and students from Uxbridge High School on 14/07/22

WHAT ACTIONS FOR 2021-22 HAD MOST IMPACT:

- CPD training and release for coordinators to enable teachers to be skilled in delivering high quality, focused teaching as a priority across the school.
- Year Leaders liaised closely with PP coordinator to determine focus of intervention groups and select pupils appropriately.
- School-Led tutoring results showed good progress and attainment gains.
- Each year group was assigned a HLTA who had a timetable to release teachers to conduct mentoring with the pupils in their class on a weekly basis throughout the academic year.

- The introduction of Reading Plus has seen an improvement in reading progress and attainment across the school.
- Use of our Kick London mentor who targeted focus pupils to build their self-confidence and self-esteem (mentoring programme run weekly on a Wednesday and Thursday throughout the academic year).
- Well-being Officer and PP coordinator continued to check-in with our most vulnerable families and pupils throughout the academic year.
- Whole school use of Times Tables Rockstars to improve pupils' speed of recall for times tables across the school.
- Providing a wealth of wider strategies to have a positive impact on behaviour, well-being and attendance.

ACTIONS FOR 2022-23 BASED ON THE KEY CHALLENGES TO ACHIEVEMENT AMONG DISADVANTAGED PUPILS:

Challenge number	Detail of challenge
1	Social, emotional and mental health.
2	Attendance and punctuality.
3	Gaps in reading, writing, mathematics and phonics.
4	Late joiners to the school and an increase of pupils joining with English as an additional language.
5	Parental engagement.
6	Access to wider opportunities.

Summary

After evaluating the school's use of the Pupil Premium (and Recovery Premium) funding, the evidence gathered, through the school's self-evaluation strategy, has shown that the intervention strategies have been successful. Even though the impact is not directly linked to increased progress and achievement scores of those pupils entitled to the additional funds, we know that we are having a significant impact on the attendance, engagement and well-being of our pupils after the impact of COVID-19. We strongly believe that the gaps between PP and non-PP pupils will reduce again once this difficult period passes.

July 2022

Externally provided programmes 2021-2022

Please include the names of any non-DfE programmes that you purchased in 2021-22 academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Mathematics Premium	https://resources.whiterosemaths.com/resources/
Reading Plus	https://student.readingplus.com/seereader/api/sec/login
Times Tables Rockstars	https://trockstars.com/
Learning Village	https://www.learningvillage.net/
Mathletics	https://www.mathletics.com/uk/
Nessy	https://www.nessy.com/uk/