

Whitehall Junior School's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	34%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs A. Moloji
Pupil premium lead	Miss T. Costa
Governor / Trustee lead	Mrs K. Barter

Funding overview

Detail	Amount
Pupil Premium funding allocation (including Service Premium)	£172,060.00
Recovery Premium funding allocation this academic year	£17,980.00 NOTE: National Tutoring Grant = £48,013.00 (DfE to pay £28,808.00 (60%) & WJS to pay £19,205.00 (40%) out of Pupil 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	£190,040.00 (excluding the National 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	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.

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: £110,475.00

Total Expenditure: £104,825.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers for core subjects in KS2 with whole school focus on high quality feedback.	The Education Endowment Foundation (EEF) toolkit evidence: High quality feedback (+6 months) and reduced class sizes (+2 months).	1, 2, 3 and 4
Quality phonics teaching across KS2 for those pupils joining our school with English as an additional language and those who have not secured their phonics at KS1. This is achieved through the use of a trained teacher, reading champion and training for staff.	The Education Endowment Foundation (EEF) toolkit evidence: Phonics (+5 months).	1, 2, 3 and 4
Whole school CPD to further improve Quality First Teaching using National College subscription, local authority-led CPD and the work of respected educationalists, e.g. Mary Myatt.	Education Endowment Foundation (EEF) toolkit evidence to support main driver for school improvement is through quality first teaching.	1, 3 and 4
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.	1, 2, 3, 4 and 6

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: £45,000.00

Total Expenditure: £50,861.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of Reading Plus to develop pupils' reading fluency and comprehension.	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.' (+6 months).	1, 3, 4 and 5
1-to-6 school-led tuition in either reading, writing or mathematics for identified pupils. Funded through Government National Tuition Programme (Tutoring Grant (60%) and Pupil Premium funding (40%)).	The Education Endowment Foundation (EEF) toolkit evidence of impact of small group tutoring (+5 months).	1, 3, 4 and 5

Reading Champion working with targeted pupils across KS2.	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.' (+6 months).	1, 3, 4 and 5
Writing Champion working with targeted pupils across KS2.	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.' (+6 months).	1, 3, 4 and 5
Use of TTRS and Mathletics to support the curriculum, catch-up work within school, for homework and when isolating and learning remotely.	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 5
Homework club for targeted pupils to access computing room for homework on a weekly basis.	The Education Endowment Foundation (EEF) toolkit evidence: digital technology (+4 months).	1, 2 and 6
Lunchtime support groups for those who have gaps in their learning in English and mathematics (one hour every week throughout the Spring and Summer Terms).	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.'	1 and 3
Use of professional services for academic support, such as	The Education Endowment Foundation (EEF) on Targeted Academic Support	1, 3 and 4

speech and language and dyslexia.	'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.'	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000.00

Total Expenditure: £35,589.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kick London Mentoring three times a week for targeted pupils.	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.' (+4 months)	1, 2, 5 and 6
Nurture Groups with a focus pupils across the school on 'Power Thoughts' to help pupils regulate their own thoughts and emotions.	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.' Metacognition and self-regulation (+7 months).	1, 2, 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, 2, 5 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, 2, 5 and 6
Well-being team to support all aspects of pupil premium families, including attendance, parental engagement, health	The Education Endowment Foundation (EEF) toolkit	1, 2, 3, 4 and 5

and welfare and to support uptake of families for pupil premium funding.	evidence: Parental engagement (+4 months).	
Wider curriculum opportunities such as educational visits at a reduced cost, which includes residential for Year 6 Pupil Premium pupils.	Research by educationnext.org – identifies culturally enriching fieldtrips as enhancing knowledge, cultural understanding, tolerance, empathy and critical thinking.	1, 2, 5 and 6
Magazine subscriptions for targeted Pupil Premium pupils to support families and reading.	Deprivation Education England, Foundation Stage to KS4 (DfE 2009).	1, 3, 5 and 6
Extra-curricular club support for targeted Pupil Premium pupils.	Research by Sportdev.org – identifies the impact of sport on well-being.	1, 2, 5 and 6

Total budgeted cost: £190,475.00

Total budget for this academic year: £190,040.00

Total Expenditure: £191,275.20

Externally provided programmes 2022-2023

Please include the names of any non-DfE programmes that you purchased in 2022-23 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/
Mathletics	https://www.mathletics.com/uk/
Nessy	https://www.nessy.com/uk/

Part B: Review of outcomes for 2022-23

Pupil premium strategy outcomes

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

Statistics

At the end of 2022-23 academic year, Whitehall Junior School had 128 pupils who were entitled to benefit from the additional funding. The breakdown for each year group is as follows:

Year 3 = 29 pupils (27 who are in receipt of Free School Meals)

Year 4 = 32 pupils (27 who are in receipt of Free School Meals)

Year 5 = 33 pupils (33 who are in receipt of Free School Meals)

Year 6 = 34 pupils (33 who are in receipt of Free School Meals)

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), 79% of PP pupils in Year 3 do so, as do 69% in Y4, 79% in Y5 and 79% in Y6. Please also note that for the pupils who are late joiners, we have identified gaps in knowledge based on previous schooling experiences.

Key areas of impact for 2022-23

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, SPAG and maths progress is greater than non-PP pupils in Yr 3- PP SPAG, writing and maths progress is greater than non-PP pupils in Yr 4- PP reading and maths progress is greater than non-PP pupils in Yr 5- PP reading progress is greater than non-PP pupils in Yr 6- There is a small difference in progress measures between PP and non-PP pupils in the following areas: Yr 3 writing, Yr5 SPAG and Yr 6 SPAG, writing and maths	<ul style="list-style-type: none">- PP reading progress is significantly less than non-PP pupils in Yr 4- PP writing progress is significantly less than non-PP pupils in Yr 5

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
<p>-Yr 3 'above' ARE attainment in RWM combined is 2% greater than non-PP pupils' attainment</p> <p>-Yr 3 'above' ARE attainment in writing is only 3% less than 2022 National figure</p> <p>-Yr 3 'above' ARE attainment in RWM combined is the same as 2022 National figure.</p> <p>-Yr 5 'at' ARE attainment in reading is 5% greater than 2022 National figure</p> <p>-Yr 5 'above' ARE attainment in reading is only 1% less than 2022 National figure</p> <p>-Yr 5 'above' ARE attainment in SPAG is only 4% less than 2022 National figure</p> <p>-Yr 5 'above' ARE attainment in maths is 3% greater than 2022 National figure</p>	<p>-Yr 3 'above' ARE in reading</p> <p>-Yr 4 'above' ARE in writing and RWM combined</p> <p>-Yr 5 'above' ARE in writing and RWM combined</p> <p>-Yr 6 'above' ARE in reading, SPAG and writing</p>	<p>- Yr 3 'at' ARE in all subject areas and 'above' ARE in SPAG, writing and maths</p> <p>- Yr 4 'at' ARE in all subject areas and 'above' ARE in reading, SPAG and maths</p> <p>- Yr 5 'at' ARE in all subject areas and 'above' ARE in reading, SPAG and maths</p> <p>- Yr6 'at' ARE in all subject areas and 'above' ARE in maths and RWM combined</p>

ATTAINMENT GAINS FOR PUPIL PREMIUM PUPILS ACHIEVING 'AT' OR 'ABOVE' ARE FROM SPRING 2023 ASSESSMENTS TO SUMMER 2023 ASSESSMENTS (INTERNAL SCHOOL MEASURES)

	PIRA % difference between Spring 2023 and Summer 2023 assessments	GAPS % difference between Spring 2023 and Summer 2023 assessments	Writing % difference between Spring 2023 and Summer 2023 assessments	Maths % difference between Spring 2023 and Summer 2023 assessments
Year 3 PP pupils	+9%	+5%	+3%	+10%
Year 4 PP pupils	-2%	-2%	-17%	+8%
Year 5 PP pupils	+24%	+14%	+9%	+3%
Year 6 PP pupils	+4%	+6%	+24%	0%

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)

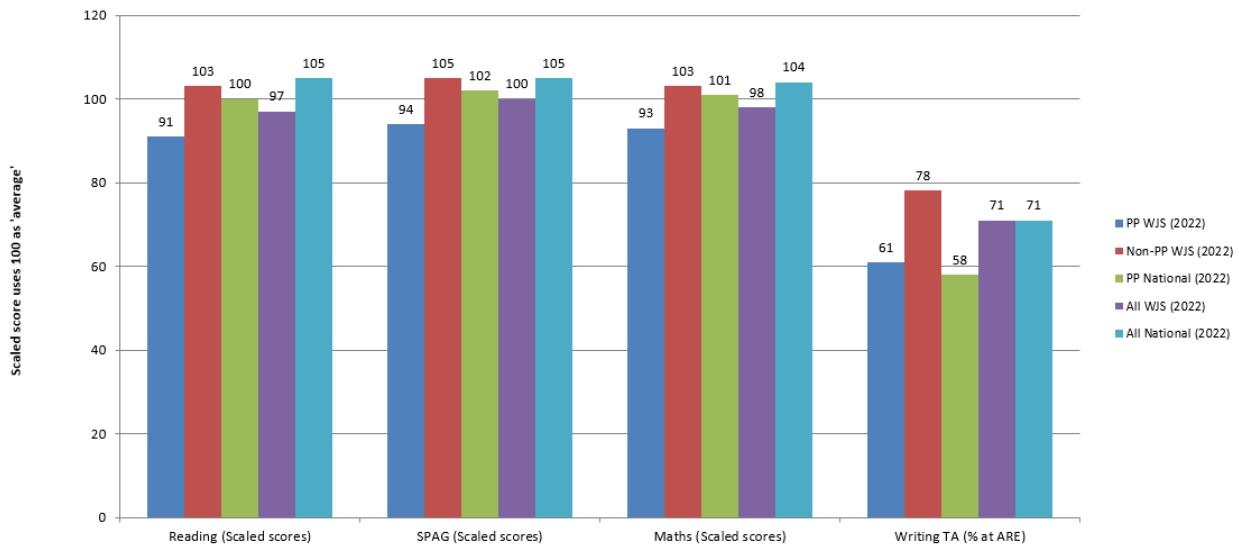
- Yr 3 pure PP 'above' ARE attainment in RWM combined is within 5% of the attainment achieved by their non-PP peers.
- Yr 4 pure PP 'above' ARE attainment in SPAG and mathematics is greater than non-PP attainment.
- Yr 5 pure PP 'at' and 'above' ARE in reading is greater than non-PP attainment.
- Yr 6 pure PP 'at' ARE attainment in reading, SPAG, writing, maths and RWM combined is greater than non-PP attainment. In addition to this, Yr 6 pure PP 'above' ARE in GAPS and writing is greater than non-PP attainment.

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

N.B. 86 pupils were on roll during SATs, 34 of these pupils were PP. Two pupils were eligible to be dis-applied from the 2023 SATs data set (1 PP & 1 non-PP) so the calculations below are based on 84 pupils (33 PP pupils). 3 PP pupil did not sit SATs, as they were not working at KS2 level, and 1 PP pupil did not sit SATs as they were absent. This data includes the data for 3 PP pupils who have significant SEN needs and the absent pupil.

1) Key Stage 2 Attainment: Average Point Score

Cohort: 84 children. 33 PP pupils



2) Key Stage 2 Attainment: Percentage achieving expected standard

Cohort: 84 children. 33 PP pupils

	Pupils eligible for PP (WJS) 2023	Pupils eligible for PP (National) 2023	'All' national average 2023
% achieving expected standard or above in reading, writing & maths	48%	44%	59%
% making expected attainment in reading	58%	60%	73%
% making expected attainment in writing (Teacher Assessment 2022)	61%	58%	71%
% making expected attainment in SPAG	61%	59%	72%
% making expected attainment in mathematics	55%	59%	73%

Please note that this cohort of pupils has had both Years 3 and 4 of their education significantly disrupted due to COVID-19. In addition to this, this data includes data of six SEN pupils, who are also PP (three of these PP pupils have significant SEN need and did not sit this year's SATs due to not working at KS2 level).

It should be noted that our pure PP pupils, 7 children, (those that are not SEND, Late joiners or EAL) achieved the following:

	<i>Pure Pupil Premium pupils (WJS) 2023</i>	<i>'All' national average 2023</i>
% achieving expected standard or above in reading, writing & maths	86%	59%
% making expected attainment in reading	86%	73%
% making expected attainment in writing (Teacher Assessment 2022)	86%	71%
% making expected attainment in SPAG	86%	72%
% making expected attainment in mathematics	86%	73%

3) Pupil Premium Pupils making expected progress

We have known KS1 data for ? of 33 PP pupils.

TBC December 2023

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 10 points less than what was achieved in 2022. PP pupils have a scaled score that is 12 points behind non-PP pupils (an increase in gap by 7 points compared to 2022 results). WJS PP pupils have a scaled score 9 points less than 'PP national' and they are 14 points behind 'all national' scaled score for reading.
- PP scaled score attainment in SPAG is 7 points less than what was achieved in 2022. PP pupils have a scaled score that is 11 points behind non-PP pupils (an increase in gap

by 3 points compared to 2022 results). WJS PP pupils have a scaled score 8 points less than 'PP national' and they are 11 points behind 'all national' scaled score for SPAG.

- PP scaled score attainment in maths is 5 points less than what was achieved in 2022. PP pupils have a scaled score, which is 10 points behind non-PP pupils (an increase in gap by 2 points compared to 2022 results). WJS PP pupils have a scaled score 8 points less than 'PP national' and they are 11 points behind 'all national' scaled score for maths.

- PP percentage attainment in writing has increased by 8% compared to PP writing attainment in 2022. The gap between the percentage of PP pupils attaining at expectation in writing compared to non-PP pupils is 17%, an improvement of 9% in the difference between PP and non-PP pupils' attainment in writing compared to last year. The percentage of PP writing attainment is 3% greater than 'PP national' but 10% less than 'all national'. However, our pure PP pupils achieving at expectation in writing is 15% greater than 'all national'.

- PP percentage attainment in reading, writing and maths combined has increased by 10% compared to PP attainment in reading, writing and maths combined in 2022. The gap between the percentage of PP pupils attaining at expectation in reading, writing and maths combined compared to non-PP pupils is 15%, an improvement of 16% in the difference between PP and non-PP pupils' attainment in reading, writing and maths combined compared to last year. The percentage of PP reading, writing and maths combined is 4% greater than 'PP national' but 11% less than 'all national'. However, our pure PP pupils achieving at expectation in reading, writing and maths combined is 27% greater than 'all national'.

- PP percentage attainment in reading has decreased by 10% compared to PP reading attainment in 2022. The gap between the percentage of PP pupils attaining at expectation in reading compared to non-PP pupils is 15%, an improvement of 4% in the difference between PP and non-PP pupils' attainment in reading compared to last year. The Percentage of WJS PP pupils achieving at expectation in reading is 2% less than 'PP national' and 17% less than 'all national'. However, our pure PP pupils achieving at expectation in reading is 13% greater than 'all national'.

- PP percentage attainment in SPAG has decreased by 7% compared to PP SPAG attainment in 2022. The gap between the percentage of PP pupils attaining at expectation in SPAG compared to non-PP pupils is 14%, an improvement of 10% in the difference between PP and non-PP pupils' attainment in SPAG compared to last year. The percentage of WJS PP pupils achieving at expectation in SPAG is 2% greater than 'PP national' but 11% less than 'all national'. However, our pure PP pupils achieving at expectation in SPAG is 14% greater than 'all national'.

- PP percentage attainment in maths has decreased by 7% compared to PP maths attainment in 2022. The gap between the percentage of PP pupils attaining at expectation in maths compared to non-PP pupils is 18%, an improvement of 6% in the difference between PP and non-PP pupils' attainment in maths compared to last year. The percentage of WJS PP pupils achieving at expectation in maths is 4% less than 'PP national' and 18% less than 'all national'. However, our pure PP pupils achieving at expectation in maths is 13% greater than 'all national'.

- The rate of progress is yet unknown and this data is due to be released in December 2023.

We conclude that those pupil premium pupils who have additional barriers to their learning for example, SEN, 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 have also been significantly impacted by the pandemic as they lost out on learning during Years 3 and 4 due to school closures.

Whitehall 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 National Tutoring Grant.

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, a fourth class teacher has been used daily for English and mathematics lessons within Years 4, 5 and 6 (enabling smaller classes within these year groups for core lesson teaching).
- Throughout the academic year, a trained teacher has led quality phonics teaching across KS2 daily for those pupils joining our school with English as an additional language and those who have not secured their phonics at KS1 (approximately 40 pupils).
- Teachers have completed the following CPD training so far this academic year: SEN training with Lou Huse; Computing new scheme of work training with Pippa Hyland; Grammar training with Jo Norman; four local authority led 'inspection training' virtual sessions; writing moderation with Quest Schools; Martin Burford training on reading (the national picture and disadvantaged gap and reading fluency, automaticity & prosody); Jennifer Killick training on the importance of storytelling and the storyteller's voice and collaborative work with the infants school with coordinators learning the teaching and learning strategies used in their subject area at KS1. In addition, all staff have received regular weekly emails from the National College advertising different webinars that are available to them.
- Throughout the academic year, HLTAs has followed a weekly timetable, which includes time where they release the class teacher to complete mentoring of pupils (see cover timetables for evidence).
- 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: monitored planning across the school for their subject (to see if the plans reflect the 'Our Approaches to Teaching X' guidance that coordinators wrote at the end of last academic year), monitored books and conducting pupil voice for evidence of each subject areas' priority targets and evidence to support 'Our Approaches to Teaching X' and observing lessons to ensure that priority targets and 'Our Approaches to Teaching X' is reflected in practice in the classroom. In

addition to this, each subject coordinator had a day out of class during the Spring Term to address key action points for their subject area.

- Weekly, throughout the academic year, the Pupil Premium coordinator had release to interview late joiner pupil premium pupils and monitor planning, teaching and assessment of Pupil Premium pupils' progress and attainment. As well as this, the coordinator mapped and assessed interventions and monitored pupils' well-being.

Actions under 'Targeted academic support' section:

- Throughout the academic year, pupils accessed 30 minutes of Reading Plus daily on a biweekly basis. In addition to this, the children could access their Reading Plus account at home. This is showing to be having a positive impact on PP pupils' reading progress and attainment.

- Since the start of the Autumn Term 2022, the following numbers of pupils have received additional tuition (as in, an extra 15 (or 12), hours beyond the normal school day, in groups of six pupils):

	School-Led Tuition Grant (our teachers tutoring) – Aut/Spr (15 hours)	School-Led Tuition Grant (our teachers tutoring) – Sum (12 hours)
Year 3	30 (8 PP, 1 of whom also SEND, and 1 SEND)	9 (7 PP, 4 of whom also SEND, and 1 SEND)
Year 4	30 (18 PP, 1 of whom are also SEND)	9 (1 PP and 1 SEND)
Year 5	30 (14 PP, 3 of whom are also SEND, and 1 SEND)	6 (1 PP)
Year 6	48 (20 PP, 2 of whom are also SEND, and 6 SEND)	-
Totals	138 (60 PP, 15 SEND) pupils	24 (9 PP, 6 SEND) pupils
Pupil Totals	162 pupils (68 PP, 21 SEND pupils)	
Total Hours	(15 hours x 6 pupils x 23 groups) + (12 hours x 6 pupils x 4 groups) = 2,358 additional hours' of learning in full	

- Throughout the academic year, the Reading Champion has been working with targeted KS2 pupils on their reading skills for approximately eight hours a week (see Reading Champion's evidence of work).

- Throughout the Autumn and Spring Terms, the Writing Champion has been working with targeted KS2 pupils on their writing skills for approximately nine hours a week (see Writing Champion's evidence of work).
- Throughout the academic year, pupils have had access to TTRS and Mathletics accounts for weekly homework tasks and to access as they please. In addition to this, we held regular competitions using the TTRS platform and the children completed timed TTRS tasks three times a week. These accounts have also been used for catch-up work within school, and for any form of home learning e.g. strike days, illness etc.
- The following homework clubs ran from January 2023 on a weekly basis for targeted pupils:

Monday, 12.15-12.45 = Year 5 homework club, Mathletics and TTRS	15 (13 PP, 3 of whom are also SEND)
Tuesday, 12.15-12.45 = Year 5 homework club, Reading Plus	15 (7 PP, 1 of whom is also SEND)
Wednesday, 12.15-12.45 = Year 6 homework club, Mathletics and TTRS	15 (10 PP, 2 of whom are also SEND)
Thursday, 12.15-12.45 = Year 6 homework club, Reading Plus	15 (8 PP, 3 of whom are also SEND)

- The following lunchtime support groups ran from January 2023 for targeted Year 6 pupils:

Monday and Wednesday, 12.15-12.45 = Vocabulary, work class and sentence structure group	6 (3 PP, 2 of whom are also SEND, and 1 SEND)
Monday and Wednesday, 12.15-12.45 = Mental Mathematics strategies group	6 (2 PP and 2 SEND)

- We have drawn upon the professional services of play therapy, speech and language and dyslexia specialists for certain pupils this academic year.

Actions under 'Wider Strategies':

- Eighteen PP pupils, who were identified as needing additional well-being support, attended weekly Kick London Mentoring sessions with a trained colleague supporting them in their well-being and learning needs.
- Nineteen PP pupils, who were identified as needing additional well-being support, attended weekly nurture groups with a trained member of school staff to support them in their well-being and learning needs.
- Three PP pupils, who were 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, our well-being team offered extensive support to pupil premium families, including attendance, parental engagement, health and welfare and to support uptake of families for pupil premium funding.
- A total of twenty targeted PP pupils received a monthly magazine subscriptions to support families and reading.
- We offered free school-led extra-curricular clubs throughout the academic year and these were taken advantage of by PP families. In addition to this, we paid for three PP children to attend an extra-curricular sports club that was led by our outside providers during the Spring and Summer Terms.
- Throughout the academic year, we provided the following wider curriculum opportunities:

Date	Speakers/Trips/Experiences
Friday 9 th September 2022	Year 5 dress up as an Ancient Egyptian day as well as making honey cakes linked with history learning.
Friday 23 rd September 2022	Jeans for Genes donation day for charity for whole school.
16 th , 27 th , 28 th and 30 th September 2022	Bikeability Course for 17 Year 6 pupils.
Thursday 29 th September 2022	Windsor Castle trip for all of Years 3 and 6.
Friday 30 th September 2022	Windsor Castle trip for all of Years 4 and 5.
W/B 10/10/22	Black History month specific lessons for whole school.
Monday 10 th October 2022	All year groups took part in Mental Health Day activities.
Monday 17 th October 2022	Year 4 trip to the Natural History Museum for their habitats and living things focus in science.
Thursday 20 th October 2022	Diwali - all pupils wearing own religious celebration clothes day.
W/B 31/10/23	Asia Week activities including dance and art and craft for all the whole school.
4 th , 7 th , 21 st and 25 th November 2023	Year 3 Uxbridge Town Centre trip for their local area history objectives.
Thursday 4 th November 2022	Year 5 British Museum trip for Ancient Egypt study.

W/B 07/11/22	Whole school took part in anti-bullying week activities.
Thursday 17 th November 2022	All of Year 5 watched Young Shakespeare Company Actors perform 'Macbeth'.
Friday 18 th November 2022	Wear spots donation day for Children in Need charity for whole school.
Monday 21 st November 2022	Year 3/4 movie evening (approximately 120 pupils attended)
Tuesday 22 nd November 2022	6S Bunker Trip all day.
Wednesday 23 rd November 2022	6W Bunker Trip all day.
Thursday 24 th November 2022	6D Bunker Trip all day.
Monday 28 th November 2022	Year 5/6 movie evening (approximately 120 pupils attended)
W/B 28/11/22	Enterprise Week for all pupils - create merchandise for Xmas Fair.
Monday 5 th - Tuesday 6 th December 2022	All of Year 6 were first aid trained by experienced first aid representatives from Kirk and Kirk.
Friday 2 nd December 2022	Visit to St Margaret's Church for all of Year 6 to support with RE learning.
Friday 9 th December 2022	Christmas jumper day to raise money for charity for whole school.
Thursday 15 th December 2022	All pupils in Years 3 and 6 had a movie and popcorn award for their enterprise week achievements and raising a significant amount of money at the Christmas Fair.
11 th and 12 th January 2023	Year 4 performed their production 'Frozen' to parents.
16 th , 17 th and 18 th January 2023	Year 4 Shri Sanatan Mandir temple trip for their Hindu objectives in RE.
Thursday 19 th January 2023	Year 5 trip to Northwood Synagogue as part of their RE learning.
Monday 30 th January 2023	All of Year 5 pupils took part in pedestrian training.
Wednesday 1 st February 2023	3B, 4B and 4T pupils took part in pedestrian training.
Friday 3 rd February 2023	Police Talk to all of Year 5 'Internet safety' and all of Year 6 'future life' (both included knife crime).
4 th , 7 th and 8 th February 2023	Year 3 Uxbridge Library Rock Show trip for their science rocks objectives.
W/B 06/02/23	Mental health week activities for Children's Mental Health Week (including 20-minute yoga session for all pupils).
Thursday 9 th February 2023	All of Year 6 watched Young Shakespeare Company Actors perform 'A Midsummer Night's Dream'.
Tuesday 21 st February 2023	International Mother Language Day celebrated by all pupils.
Wednesday 22 nd February 2023	Virtual meet the author, Karen Owen, as part of our World Book Day Celebrations for Years 3 and 4.
Tuesday 28 th February 2023	Year 5 experienced WonderDome space dome in school to support their science learning.
Wednesday 1 st March 2023	Police Talk to all of Year 3 about 'who are the police and all of Year 4 'personal safety'.
Friday 3 rd March 2023	World Book Day Celebrated by all pupils across the school including a reading cafe.

Tuesday 7 th March 2023	All Year 5 classes had a 30 minutes online 'Question and answer' session with scientists as part of world science week.
Wednesday 8 th March 2023	All of Year 6 on a Citizenship trip all morning at Brunel University.
Wednesday 8 th March 2023	World Maths Day celebrated by all pupils across the school (Year 6 in the afternoon).
Thursday 9 th March 2023	6D 30 minutes online 'Question and answer' session with scientists as part of world science week.
W/B 13/03/23	World Science week celebrated by all pupils with a scientist fact file competition.
Wednesday 15 th March 2023	VIAM Wembley Concert attended by some Year 5 and 6 pupils.
Thursday 16 th March 2023	6S and 6W 30 minutes online 'Question and answer' session with scientists as part of world science week.
Friday 17 th March 2023	Red Nose Day celebrated to raise money for charity.
Tuesday 21 st March 2023	30 Year 3 pupils went on a canal trip (recognition of hard work).
Wednesday 22 nd March 2023	30 Year 4 pupils went on a canal trip (recognition of hard work).
Tuesday 18 th April 2023	5P attended a trip to Wembley Stadium.
Monday 24 th April 2023	4L and 3C took part in pedestrian training.
Wednesday 26 th April 2023	3D and 3L took part in pedestrian training.
Friday 5 th May 2023	Whole school celebrated King Charles' III Coronation.
Wednesday 10 th May 2023	5E and 5S attended a trip to Wembley Stadium.
W/B 15/05/23	32 Year 6 pupils attended Cardfields residential and 54 Year 6 pupils attended the school-based Whitehall Week.
Tuesday 16 th May 2023	5S had a trip to Victory and Albert Museum.
Thursday 18 th May 2023	5P had a trip to Victory and Albert Museum.
Friday 19 th May 2023	5E had a trip to Victory and Albert Museum.
W/B 05/06/23	Whole school took part in Africa Week activities and learning (including a dance session led by an outside agency).
Wednesday 14 th June 2023	All Year 3 had a session with Dog's trust.
Thursday 15 th June 2023	All Year 4 had a session with Dog's trust.
Friday 15 th June 2023	All Year 5 had a session with Dog's trust.
Tuesday 20 th June 2023	Two year 6 classes had a fieldwork trip to Denham Country Park.
Wednesday 21 st June 2023	One Year 6 class had a fieldwork trip to Denham Country Park.
Wednesday 21 st June 2023	Four Year 6 and four Year 5 pupils took part in a Maths Challenge at Bishopshalt School.
W/B 26/06/23	Whole school took part in Health and Fitness Week, with Sports Day on 26/06/23. This week included a climbing wall, Nerf Wars and Uxbridge Cricket Club workshops among other planned activities.
Friday 30 th June 2023	Summer fair for the whole school.
Thursday 6 th July 2023	Exhibition Afternoon for families to see a selection of pupils' work from this year.

Friday 7 th July 2023	Year 6 leavers' party.
Monday 10 th July 2023	All Year 3 and 4 pupils had a trip to Beale Park.
Tuesday 11 th and Wednesday 12 th July 2023	All Year 6 pupils performed their production to the whole school and parents.
W/B 17/07/23	Achievement Ceremony and Sports Assembly for the whole school where success is celebrated.

In addition to this, all pupils across the school performed a class assembly to their peers and parents.

WHAT ACTIONS FOR 2022-23 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 liaising 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 continued use 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, Thursday and Friday 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 2023-24 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 2023