

Whitehall Junior School's Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whitehall Junior School
Number of pupils in school	387
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs A. Moloï
Pupil premium lead	Miss T. Costa
Governor / Trustee lead	Ms K. Henson

Funding overview

Detail	Amount
Pupil Premium funding allocation (including Service Premium and PLAC)	£187,740.00
Recovery Premium funding allocation this academic year	£17,764.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£6,276.14
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	£211,780.14

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: £116,000.00

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: £55,000.00

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
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
Use of TTRS and Mathletics to support the curriculum, catch-	The Education Endowment Foundation (EEF) on Targeted Academic Support	3 and 5

up work within school and for homework.	'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.'	
Use of Language Link intervention for those assessed with a language barrier to their learning.	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.'	4 and 4
Support groups for those who have gaps in their learning in English and mathematics.	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 speech and language and dyslexia.	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, 3 and 4

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

Budgeted cost: £40,000.00

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,	1, 2, 5 and 6

	June 2020 'setting aside time to enable teachers to assess pupils' well-being and learning needs.' (+4 months)	
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 and welfare and to support uptake of families for pupil premium funding.	The Education Endowment Foundation (EEF) toolkit evidence: Parental engagement (+4 months).	1, 2, 3, 4 and 5
Wider curriculum opportunities such as cooking club and educational visits at a reduced cost, which includes Year 6 Whitehall Week, for Pupil Premium pupils.	Research by educationnext.org – identities 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: £211,000.00

Externally provided programmes 2024-2025

Please include the names of any non-DfE programmes that you purchased in 2023-24 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
Spelling Shed	https://www.spellingshed.com/en-gb/
Times Tables Rockstars	https://trockstars.com/
Mathletics	https://www.mathletics.com/uk/
Language Link	https://speechandlanguage.link/whole-school-approach/junior-language-link/
Nessy	https://www.nessy.com/en-gb

Part B: Review of outcomes for 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Statistics

At the end of 2023-24 academic year, Whitehall Junior School had 130 pupils who were entitled to benefit from the additional funding. The breakdown for each year group is as follows:

Year 3 = 33 pupils (29 who are in receipt of Free School Meals)

Year 4 = 34 pupils (34 who are in receipt of Free School Meals)

Year 5 = 31 pupils (27 who are in receipt of Free School Meals)

Year 6 = 32 pupils (32 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 82% in Y4, 68% in Y5 and 81% 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 2023-24

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 SPAG progress is greater than non-PP pupils in Yr 3- PP reading and maths progress is greater than non-PP pupils in Yr 4- PP SPAG 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 reading, writing and maths; Yr 4 SPAG; Yr5 reading and writing and Yr 6 SPAG and writing	<ul style="list-style-type: none">- PP writing progress is significantly less than non-PP pupils in Yr 4- PP maths progress is significantly less than non-PP pupils in Yr 6

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 reading is 2% greater than non-PP pupils' attainment - Yr 3 'above' ARE attainment in writing is only 3% less than 2023 National figure - Yr 5 'above' ARE attainment in writing is only 3% less than 2023 National figure - Yr 5 'above' ARE attainment in maths is only 4% less than 2023 National figure - Yr 6 'above' ARE attainment in reading is only 4% less than 2023 National figure - Yr 6 'above' ARE attainment in maths is 17% greater than 2023 National figure 	<ul style="list-style-type: none"> - Yr 3 'above' ARE in SPAG, writing and RWM combined - Yr 4 'above' ARE in reading, SPAG, writing and RWM combined - Yr 5 'above' ARE in writing and RWM combined - Yr 6 'above' ARE in reading 	<ul style="list-style-type: none"> - Yr 3 'at' ARE in all subject areas and 'above' ARE in maths - Yr 4 'at' ARE in all subject areas and 'above' ARE in maths - Yr 5 'at' ARE in all subject areas and 'above' ARE in reading, SPAG and maths - Yr6 'at' ARE in all subject areas and 'above' ARE in SPAG, writing, maths and RWM combined

ATTAINMENT GAINS FOR PUPIL PREMIUM PUPILS ACHIEVING 'AT' OR 'ABOVE' ARE FROM SPRING 2024 ASSESSMENTS TO SUMMER 2024 ASSESSMENTS (INTERNAL SCHOOL MEASURES)

	PIRA % difference between Spring 2024 and Summer 2024 assessments	GAPS % difference between Spring 2024 and Summer 2024 assessments	Writing % difference between Spring 2024 and Summer 2024 assessments	Maths % difference between Spring 2024 and Summer 2024 assessments
Year 3 PP pupils	+4%	-6%	-2%	-11%
Year 4 PP pupils	+8%	-19%	-8%	+9%
Year 5 PP pupils	+8%	0%	+13%	-5%
Year 6 PP pupils	+15%	+9%	+10%	+2%

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)

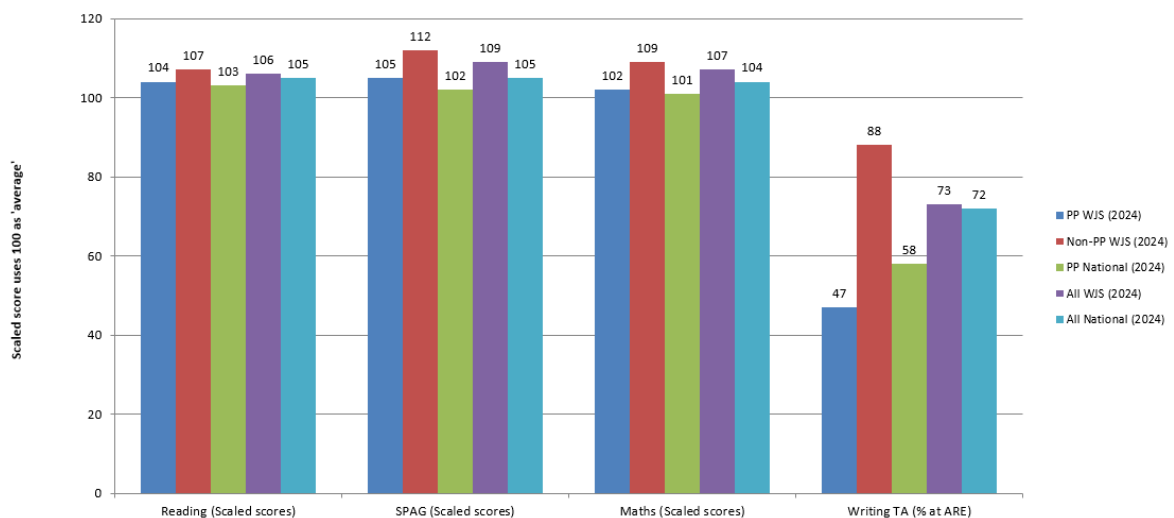
- Yr 3 pure PP attainment is greater than their non-PP peers' attainment in all subject areas except 'above' ARE in SPAG.
- Yr 4 pure PP 'above' ARE attainment in RWM combined is within 5% of the attainment achieved by their non-PP peers.
- Yr 5 pure PP 'at' ARE in reading, writing, mathematics and RWM combined is within the range of 10% of the attainment achieved by their non-PP peers. Also, Yr 5 pure PP 'above' ARE in writing and RWM combined is in the range of 5% of the attainment achieved by their non-PP peers.
- Yr 6 pure PP 'above' ARE attainment in reading is greater than non-PP attainment and Yr 6 pure PP pupils are attaining the same as non-PP attainment in GAPS 'at' ARE. In addition to this, Yr 6 pure PP 'at' ARE in reading and 'above' ARE in mathematics is within 8% of the attainment achieved by their non-PP peers.

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

N.B. 89 pupils were on roll during SATs, 32 of these pupils were PP. Five pupils (3 PP and 2 non-PP) did not participate in the SATs as they are working below (one of these pupils, non-PP, will be eligible to be removed from the data set). Therefore, the calculations below are based on 88 pupils (32 PP pupils). Please note that one PP pupil did not sit the Mathematics 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: 88 children. 32 PP pupils



2) Key Stage 2 Attainment: Percentage achieving expected standard

Cohort: 88 children. 32 PP pupils

	<i>Pupils eligible for PP (WJS) 2024</i>	<i>Pupils eligible for PP (National) 2024</i>	<i>'All' national average 2024</i>
% achieving expected standard or above in reading, writing & maths	38% (0% GDS)	45% (3% GDS)	61%
% making expected attainment in reading	63% (25% GDS)	62% (18% GDS)	74%
% making expected attainment in writing (Teacher Assessment 2024)	47% (0% GDS)	58% (6% GDS)	72%
% making expected attainment in SPAG	59% (28% GDS)	59% (20% GDS)	72%
% making expected attainment in mathematics	53% (28% GDS)	59% (13% GDS)	73%

Please note that this cohort of pupils has had both Years 2 and 3 of their education significantly disrupted due to COVID-19. In addition to this, this data includes data of 11 SEN pupils, who are also PP (3 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, 6 children, (those that are not SEND, Late joiners or EAL) achieved the following:

	<i>Pure Pupil Premium pupils (WJS) 2024</i>	<i>'All' national average 2024</i>
% achieving expected standard or above in reading, writing & maths	50% (0% GDS)	61%
% making expected attainment in reading	67% (17% GDS)	74%
% making expected attainment in writing (Teacher Assessment 2024)	67% (0% GDS)	72%
% making expected attainment in SPAG	83% (50% GDS)	72%
% making expected attainment in mathematics	50% (33% GDS) Please note that one pure PP pupils did not sit this test due to absence	73%

3) Pupil Premium Pupils making expected progress

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

TBC December 2024

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 13 points greater than what was achieved in 2023. PP pupils have a scaled score that is 3 points behind non-PP pupils (a closing in the gap by 9 points compared to 2023 results). WJS PP pupils have a scaled score 1 point greater than 'PP national' and they are 1 point behind 'all national' scaled score for reading.

- PP scaled score attainment in SPAG is 11 points greater than what was achieved in 2023. PP pupils have a scaled score that is 7 points behind non-PP pupils (a closing in the gap by 4 points compared to 2023 results). WJS PP pupils have a scaled score 3 points greater than 'PP national' and they are the same as 'all national' scaled score for SPAG.

- PP scaled score attainment in maths is 9 points greater than what was achieved in 2023. PP pupils have a scaled score which is 7 points behind non-PP pupils (a closing in the gap by 3 points compared to 2023 results). WJS PP pupils have a scaled score 1 point greater than 'PP national' and they are 2 points behind 'all national' scaled score for maths.

- PP percentage attainment in writing has decreased by 14% compared to PP writing attainment in 2023. The gap between the percentage of PP pupils attaining at expectation in writing compared to non-PP pupils is 41%, an increase in gap of 24% in the difference between PP and non-PP pupils' attainment in writing compared to last year. The percentage of PP writing attainment is 11% less than 'PP national' and 25% less than 'all national'. However, our pure PP pupils achieving at expectation in writing is only 5% less than 'all national'.

- PP percentage attainment in reading, writing and maths combined has decreased by 10% compared to PP attainment in reading, writing and maths combined in 2023. The gap between the percentage of PP pupils attaining at expectation in reading, writing and

maths combined compared to non-PP pupils is 44%, an increase in gap of 29% 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 7% less than 'PP national' and 25% less than 'all national'. However, our pure PP pupils achieving at expectation in reading, writing and maths combined is only 11% less than 'all national'.

- PP percentage attainment in reading has increased by 5% compared to PP reading attainment in 2023. The gap between the percentage of PP pupils attaining at expectation in reading compared to non-PP pupils is 23%, an increase of gap of 8% 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 1% greater than 'PP national' and 11% less than 'all national'. However, our pure PP pupils achieving at expectation in reading is only 7% less than 'all national'.

- PP percentage attainment in SPAG has decreased by 2% compared to PP SPAG attainment in 2023. The gap between the percentage of PP pupils attaining at expectation in SPAG compared to non-PP pupils is 34%, an increase in gap of 20% 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 the same percentage as 'PP national' and 13% less than 'all national'. However, our pure PP pupils achieving at expectation in SPAG is 11% greater than 'all national'.

- PP percentage attainment in maths has decreased by 2% compared to PP maths attainment in 2023. The gap between the percentage of PP pupils attaining at expectation in maths compared to non-PP pupils is 38%, an increase in gap of 23% 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 6% less than 'PP national' and 20% less than 'all national'.

- The rate of progress is yet unknown and this data is due to be released in December 2024.

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 has also been significantly impacted by the pandemic as they lost out on learning during Years 2 and 3 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 and recovery premium 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, a fourth-class teacher has been used daily for English and mathematics lessons within Years 3, 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.
- Teachers have completed the following CPD training this academic year: SEN training with Lou Huse; English, mathematics and science teaching strategies and reminders PDM; two internal writing moderation sessions, led by our writing coordinator; book look across the school for selected foundation subjects to ensure breadth of coverage and progression is evident; music, art and DT teaching strategies and reminders PDM; collaborative work with Hillingdon primary and secondary schools for subject coordinators; two writing moderation courses led by local authority for a Year 6 member of staff; welcome to Year 6 virtual led by local authority for Year 6 member of staff; Koboca training for PE coordinator; Educational Visits Coordinator (EVC) training for our EVC coordinator; RE, history, and geography teaching strategies and reminders PDM; IEP and EAL target tracking PDM training; Dictation and grammar PDM; external writing moderation with our Quest schools; more challenging SEND needs training by Dr Aoife Jenkinson, Educational Psychologist; MFL, PSHE, PE and computing teaching strategies and reminders PDM; subject co-ordinators sharing good practice with our Quest schools; developing oracy PDM; National College Online Safety for Teaching Staff for Primary Schools & Academies; SEND target setting PDM and SENDCO and Assistant headteacher Provision map training. Plus, all staff have received regular weekly emails from the National College advertising different webinars that are available to them and all staff have completed Prevent training course through this platform.
- Throughout the academic year, HLTAs/part time teachers have followed a timetable that has enabled them to release the class teacher to complete Benchmarking with their pupils. Also, HLTAs have been completing weekly reading tasks with selected pupils (see HLTA timetables and provision maps 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 foundation coordinators have completed planning monitoring for their subject across the school, pupil/teacher voice (with a focus on pupils knowing their next steps) and creating unit-based quizzes for their subject areas. Core subject leaders have completed planning monitoring, pupils voice, learning walks and some team teaching.
- The Pupil Premium coordinator has been monitoring planning, teaching and assessment of Pupil Premium pupils' progress and attainment throughout the academic year. PP coordinator has also been supporting HLTAs and newer members of staff through regular meetings and team teaching to ensure quality first teaching for the lessons that they teach. As well as this, the coordinator has continued to track PP pupils' interventions, access to well-being support and access to wider-school opportunities

through using a whole-school provision map: based on the feedback received from June 2023 Ofsted inspection.

Actions under 'Targeted academic support' section:

- Throughout the academic year, pupils across the school have accessed 30 minutes of Reading Plus daily on a biweekly basis. In addition to this, the children can access their Reading Plus account at home. This is showing to be having a positive impact on PP pupils' reading progress and attainment.
- From 09/10/23, the following numbers of pupils received additional tuition (as in, an extra 15 hours beyond the normal school day, in groups of six pupils):

	School-Led Tuition Grant (our teachers tutoring) – Aut/Spr (15 hours)
Year 3	12 pupils maths (3 PP, 2 of whom also SEND, and 3 SEND) 6 pupils reading (6 PP)
Year 4	12 pupils maths (4 PP, 2 of whom also SEND) 6 pupils reading (4 PP and 1 SEND)
Year 5	6 pupils English (3 PP) 6 pupils writing (4 PP) 6 pupils maths (3 PP)
Year 6	18 pupils maths (11 PP, 4 of whom also SEND)
Pupil Totals	72 pupils (38 PP, 12 SEND pupils)
Total Hours	(15 hours x 6 pupils x 12 groups) = 1,080 additional hours of learning in full

- From 11/03/24, the following numbers of pupils received additional writing tuition (as in, an extra 15 hours beyond the normal school day, in groups of six pupils):

	School-Led Tuition Grant (our teacher tutoring) – Spr/Sum (15 hours)
Year 5	6 pupils writing (3 PP)
Pupil Totals	6 pupils (3 PP)
Total Hours	(15 hours x 6 pupils x 1 group) = 90 additional hours of learning in full
Pupil Total for this academic year	78 pupils (41 PP, 12 SEND pupils)
Total Hours for this academic year	(15 hours x 6 pupils x 13 groups) = 1,170 additional hours of learning in full

- Throughout the academic year, our HLTAs have been given time in their weekly timetable to work with targeted KS2 pupils on their reading skills for approximately 15 hours a week (see HLTAs weekly timetables and provision map for targeted chn).
- Throughout the academic year, pupils have had access to TTRS and Mathletics accounts to access as they please. In addition to this, we have held 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. illness.

- The following support groups have ran this academic year:

	Support groups
Year 3	<p>4 pupils accessing weekly Nessy account (2 PP, 2 of whom also SEND, and 1 SEND)</p> <p>13 pupils pre-teach English (10 PP, 10 of whom also SEND, and 3 SEND)</p> <p>15 pupils pre-teach maths (10 PP, 10 of whom also SEND, and 5 SEND)</p> <p>7 handwriting (6 PP, 4 of whom also SEND)</p> <p>2 pupils number work for maths (2 PP)</p> <p>6 pupils working memory group (5 PP, 4 of whom also SEND, and 1 SEND)</p> <p>4 pupils reading comprehension group (2 PP, 2 of whom also SEND, and 1 SEND)</p> <p>7 pupils reading prosody group (3 PP and 3 SEND)</p> <p>12 pupils book club to support reaching ARE (6 PP, 3 of whom also SEND, and 2 SEND)</p> <p>6 pupils phonics booster group (2 PP, 2 of whom also SEND)</p>
Year 4	<p>6 pupils accessing weekly Nessy account (3 PP, 2 of whom also SEND)</p> <p>4 pupils pre-teach and post-teach (2 PP, 2 of whom also SEND, and 2 SEND)</p> <p>8 pupils talk boost (4 PP, 4 of whom also SEND, and 4 SEND)</p> <p>6 handwriting (2 PP, 2 of whom also SEND, and 1 SEND)</p> <p>6 pupils number work for maths (3 PP, 1 of whom also SEND)</p> <p>7 pupils maths barrier group (1 PP)</p> <p>6 pupils short-term working memory group (1 SEN)</p> <p>12 pupils higher ability maths group (1 PP)</p> <p>3 pupils phonics booster group (2 PP)</p> <p>60 pupils Language Link Intervention (29 PP pupils, 6 of whom also SEND, and 7 SEND)</p>
Year 5	<p>8 pupils accessing weekly Nessy account (6 PP, 2 of whom also SEND, and 1 SEND)</p> <p>6 pupils pre-teach (3 PP, 1 of whom also SEND, and 1 SEND)</p> <p>3 pupils memory and language (1 PP 1 SEND)</p> <p>4 pupils number work for maths (4 PP, 1 of whom also SEND, and 2 SEND)</p> <p>6 pupils place value and number group (4 PP, 1 of whom also SEND)</p> <p>3 pupils KS1 guided reading (1 PP and 1 SEND)</p> <p>3 pupils KS1 maths (1 PP and 1 SEND)</p> <p>3 pupils KS1 English (1 PP and 1 SEND)</p> <p>2 pupils Ace dictionary work (2 PP)</p> <p>6 pupils grammar and writing group (1 PP)</p>

	6 pupils greater depth writing group (1 PP) 6 pupils short-term working memory group (4 PP) 6 boys' reading prosody group (1 PP and 1 SEND) 6 girls' reading prosody group (4 PP) 6 pupils cusp writers' group (3 PP) 10 pupils higher ability maths group (4 PP and 1 SEND) 2 pupils phonics booster group (1 PP)
Year 6	6 pupils accessing weekly Nessy account (6 PP, 5 of whom also SEND, and 1 SEND) 6 pupils number work for maths (6 PP, 1 of whom also SEND, and 3 SEND) 18 pupils book club to support reaching ARE (9 PP, 2 of whom also SEND) 3 pupils early KS2 guided reading (3 PP, 3 of whom also SEND) 3 pupils early KS2 maths (3 PP, 3 of whom also SEND) 3 pupils early KS2 English (3 PP, 3 of whom also SEND) 6 pupils leading maths group for peers (3 PP, 1 of whom also SEND) 36 Booster classes (14 PP, 5 of whom also SEND, and 4 SEND)
Pupil Totals	361 pupils (199 PP, 131 SEND pupils)

- We have drawn upon the following professional services during the academic year:

	Number of pupils
Speech and Language	23 pupils (15 PP, 15 of whom also SEND, and 7 SEND)
Dyslexic assessment	5 pupils (2 PP, 1 of whom also SEND)
Visual stress assessment	1 pupil (PP and SEN)
Occupational Therapy	7 pupils (2 PP and 2 SEND)
Pupil Totals	36 pupils (20 PP, 26 SEND pupils)

Actions under 'Wider Strategies':

- Below outlines the number of pupils targeted for wider strategies to support well-being over the academic year:

	Number of pupils
Kick London Mentoring	23 pupils (13 PP, 5 of whom also SEND, and 2 SEND)
Nurture Groups	23 pupils (18 PP, 9 of whom also SEND, and 2 SEND)
Play Therapy	4 pupils (4 PP, 2 of whom also SEND)
Educational Psychologist	4 pupils (3 PP and 1 SEND)
Pupil Totals	54 pupils (38 PP, 21 SEND pupils)

- Throughout the academic year, our well-being team has offered extensive support to pupil premium families, including attendance, parental engagement, health and welfare and to support uptake of families for pupil premium funding.
- During the Autumn Term, SLT tracked persistent absence of 10 key pupils: working with them and families to improve attendance. Of these 10 children, 8 were pupil premium children.
- We are paying for three pupil premium pupils to attend breakfast club daily to improve their attendance, which is having a positive affect.
- During the Autumn Term, we paid for twenty-four pupil premium children to attend a weekly cooking club (4 sessions were completed).
- We have paid for five pupil premium pupils to attend extra-curricular sports clubs after school over the course of this academic year.
- A total of twenty targeted PP pupils are receiving a monthly magazine subscription throughout this year to support families in supporting their child's reading.
- Throughout the Spring Term, we offered six pupil premium parents additional support with our play therapist on a Wednesday afternoon where they discussed strategies to use with their children.
- Below outlines the number of pupils targeted for wider strategies to support extra-curricular opportunities, with no cost to families during the Autumn Term:

	Number of pupils
Years 5 & 6 Football Club	25 pupils (14 PP, 1 of whom also SEND, and 2 SEND)
Girls' Football Festival	8 pupils (4 PP)
Years 5 & 6 Netball Club	25 pupils (15 PP, 1 of whom also SEND, and 1 SEND)
Years 5 and 6 SHA Club	18 pupils (8 PP, 1 of whom also SEND, and 1 SEND)
Cooking Club	24 pupils (24 PP, 5 of whom also SEND)
Pupil Totals	100 pupils (65 PP, 12 SEND pupils)

- Below outlines the number of pupils targeted for wider strategies to support extra-curricular opportunities, with no cost to families during the Spring Term:

	Number of pupils
Years 5 & 6 Football Club	25 pupils (14 PP, 1 of whom also SEND, and 2 SEND)
Years 5 & 6 Netball Club	25 pupils (15 PP, 1 of whom also SEND, and 1 SEND)
Cross Country Club	20 pupils (9 PP, 1 of whom also SEND, and 1 SEND)
Pupil Totals	70 pupils (38 PP, 7 SEND pupils)

- Below outlines the number of pupils targeted for wider strategies to support extra-curricular opportunities, with no cost to families during the Summer Term:

	Number of pupils
Years 3 and 4 Athletics Club	36 pupils (21 PP, 3 of whom also SEND, and 1 SEND)
Years 5 and 6 Athletics Club	30 pupils (15 PP, 3 of whom also SEND, and 1 SEND)
Years 5 and 6 Tag Rugby Club	32 pupils (12 PP, 3 of whom SEND)
Years 5 and 6 Rounders Club	30 pupils (16 PP)
Cross Country Club	20 pupils (9 PP, 1 of whom also SEND, and 1 SEND)
Pupil Totals	148 pupils (73 PP, 13 SEND pupils)

- Throughout the academic year, we provided the following wider curriculum opportunities:

	Experience
Year 3	<ul style="list-style-type: none"> - Uxbridge library, Lidl and St Margaret's Church trip - National Gallery trip - London Aquarium trip - Christmas carols and tea party for families - Police talk - All Year 3 classes completed a class assembly for families - Uxbridge Library for a rocks workshop - Joseph Coelho virtual session - 3C trip to Winston Churchill Theatre for a live author talk - Selected pupils on trip to 'Voice in a Million' at Wembley - Trip to Heathrow Gymnastic Centre to use equipment - Pedestrian training - Ruislip Lido trip
Year 4	<ul style="list-style-type: none"> - Natural History Museum trip - Pedestrian training - Kidzania trip - Perform Christmas Production to families - Police talk - Guildhall art gallery and Roman amphitheatre - Joseph Coelho virtual session - Geobus 3D virtual workshop on volcanoes - Selected pupils on trip to 'Voice in a Million' at Wembley - Hindu Temple trip - All Year 4 classes completed a class assembly for families - Roman virtual workshop - Ruislip Lido trip
Year 5	<ul style="list-style-type: none"> - Fire safety workshops - All Year 5 classes completed a class assembly for families - British Museum trip - Perform Christmas Carols to families - Police talk - Pedestrian training - Rabbi delivered an assembly about Judaism about Synagogues - Isambard Kingdom presentation and workshop - Joseph Coelho virtual session

	<ul style="list-style-type: none"> - Wonderdome experience - Selected pupils on trip to 'Voice in a Million' at Wembley - Artist visit to school and workshop - Viking and Anglo-Saxon workshop - V&A Museum Trip
Year 6	<ul style="list-style-type: none"> - All Year 6 classes completed a class assembly for families - 'What is University?' workshop led by Brunel - Uxbridge Bunker trip - First aid training - Perform Christmas Carols to families - St Margaret's Church trip - Police talk - Brunel university trip - A Midsummer Night's Dream performance by YSC - Junior Citizenship trip - Selected pupils on trip to 'Voice in a Million' at Wembley - Transition workshops - Whitehall Week (including Longridge, Bowling, fencing, archery. Nerf Wars, cooking, Go Ape and dance teacher) - River studies fieldwork trip - End of year production for all families to watch - End of year leavers' party (including BBQ and DJ)
Whole School	<ul style="list-style-type: none"> - Half-termly headteacher 'Golden Ticket' events - Skip2bfit workshops - Jeans for Genes day – charity donations - Brunel Young Scholar's programme 'Eureka Explorers' - GOSH 5k fun run – charity donations - Black History Month - Mental Health Day - Show racism the red card – charity donations - Diwali celebrations (wear celebration clothes day) - No Pens day (support speech and language) - Christmas Fair (Enterprise work) - Christmas jumper and meal day - All about university assembly - Children's mental health day – including yoga sessions - Safer internet day - PSHE charity fundraising task - World Book Day – including reading café and book fair - Red Nose Day - World Cultural Diversity Day celebrations - Brazil Week (including Brazil dance and drumming workshops) - Health and Fitness week (including Sports Day, climbing wall, GB athlete visit and fitness workshop and A-life booking) - Parents' Exhibition evening to celebrate pupils' work - Summer fair (Enterprise work) - Sports assembly (award medals to those who represented the school)

WHAT ACTIONS FOR 2023-24 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.
- HLTAs, who had a timetable to complete reading focus work, working with assigned pupils on their reading and comprehension skills.
- 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 2024-25 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 2024