

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	400
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 J. Bull

Funding overview

Detail	Amount
Pupil Premium funding allocation (including Service Premium and PLAC)	£186,285.00
Recovery Premium funding allocation this academic year	£8,918.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£6,958.14
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	£202,161.14

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: £108,000.00

Total Expenditure: £109,063.63

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

Total Expenditure: £54,300.20

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

Total Expenditure: £ 38,864.60

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	1, 2, 5 and 6

	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 – 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: £203,000.00

Total budget for this academic year: £ 202,161.14

Total expenditure: £202,228.43

Overspend = £67.29

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 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. Below outlines the data analysis for 2024-25:

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

Progress strength	Progress Weaknesses
- PP reading progress is greater than non-PP pupils in Yrs 5 and 6 - PP SPAG progress is greater than non-PP pupils in Yrs 4 and 5 - PP writing progress is greater than non-PP pupils in Yr 3 - PP maths progress is greater than non-PP pupils in Yrs 3 and 4	- PP reading progress is significantly less than non-PP pupils in Yrs 3 and 4 - PP writing progress is significantly less than non-PP pupils in Yrs 4 and 5 - PP maths 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
- Yr 3 PP attainment for 'above' ARE in RWM combined is greater than non-PP pupils - Yr 3 PP attainment for 'at' ARE for mathematics is the same as National 2024 'at' ARE - Yr3 PP attainment for 'above' ARE for mathematics is only 1%	- Yr 3 'at' ARE in reading, SPAG, writing, mathematics and RWM combined. - Yr 3 'above' ARE in reading, writing and mathematics - Yr 4 'at' ARE in reading and RWM combined	- Yr 3 'above' ARE in SPAG - Yr 4 'at' ARE in SPAG, writing and mathematics - Yr 5 'at' ARE in all subject areas and 'above' ARE in reading, SPAG and mathematics - Yr 6 'at' ARE in all subject areas and 'above' ARE in SPAG, writing and mathematics

less than National ARE 'above' ARE - Yr3 PP attainment for 'above' ARE for RWM combined is the same as National ARE 'above' ARE - Yr 4 PP attainment for 'above' ARE in RWM combined is greater than non-PP pupils	- Yr 4 'above' ARE in reading, SPAG, writing and mathematics - Yr 5 'above' ARE in writing and RWM combined - Yr 6 'above' ARE in reading and RWM combined	
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ATTAINMENT GAINS FOR PUPIL PREMIUM PUPILS ACHIEVING 'AT' OR 'ABOVE' ARE FROM SPRING 2025 ASSESSMENTS TO SUMMER 2025 ASSESSMENTS (INTERNAL SCHOOL MEASURES)

	PIRA % difference between Spring 2025 and Summer 2025 assessments	GAPS % difference between Spring 2025 and Summer 2025 assessments	Writing % difference between Spring 2025 and Summer 2025 assessments	Maths % difference between Spring 2025 and Summer 2025 assessments
Year 3 PP pupils	-2%	+4%	-14%	+9%
Year 4 PP pupils	-2%	-2%	-17%	+2%
Year 5 PP pupils	+2%	-3%	-6%	-12%
Year 6 PP pupils	+1%	+5%	+11%	-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 mathematics.
- Yr 4 pure PP attainment is greater than their non-PP peers' attainment in all subject areas.
- Yr 5 pure PP 'at' ARE in reading is greater than their non-PP peers' attainment.
- Yr 6 pure PP 'at' ARE attainment in reading is only 1% less than the attainment of their non-PP peers. In addition to this, Yr 6 pure PP 'at' and 'above' ARE attainment in RWM combined is within 5% of the attainment achieved by their non-PP peers.

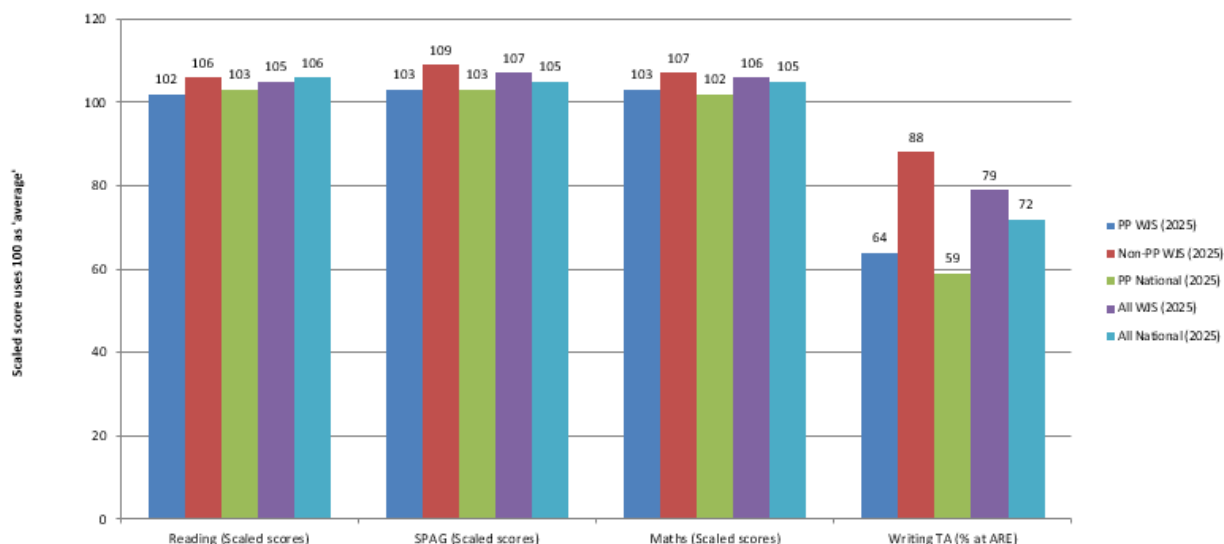
ATTAINMENT OF YEAR 6 PUPIL PREMIUM COMPARED WITH NON-PUPIL PREMIUM (UNVALIDATED DATA)

N.B. 86 pupils were on roll during SATs, 28 of these pupils were PP. Three pupils were eligible to be disapplied from the 2025 SATs data set (2 PP pupils and 1 non-PP pupil) so the calculations below are

based on 83 pupils (26 of whom are PP pupils). 2 PP pupils did not sit SATs as they were not working at KS2 level: this data includes the data for the 2 PP pupils who have significant SEN needs. Please note that the writing TAs are for 82 pupils due to a late joiner (non-PP) sitting SATs but they were not with us long enough to accurately assess their writing ability.

1) Key Stage 2 Attainment: Average Point Score

Cohort: 83 children (82 children for writing). 26 PP pupils



2) Key Stage 2 Attainment: Percentage achieving expected standard

Cohort: 83 children. 26 PP pupils

	<i>Pupils eligible for PP (WJS) 2025</i>	<i>Pupils eligible for PP (National) 2025</i>	<i>'All' national average 2025</i>
% achieving expected standard or above in reading, writing & maths	54% (0% GDS)	47%	62% (8% GDS)
% making expected attainment in reading	64% (23% GDS)	63%	75% (33% GDS)
% making expected attainment in writing (Teacher Assessment 2025)	64% (0% GDS)	59%	72% (13% GDS)
% making expected attainment in SPAG	68% (12% GDS)	60%	73% (30% GDS)
% making expected attainment in mathematics	61% (15% GDS)	61%	74% (24% GDS)

Please note that this cohort of pupils has had both Years 1 and 2 of their education significantly disrupted due to COVID-19. In addition to this, this data includes data of 3 SEN pupils, who are also PP (2 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 purely PP pupils, 8 children, (those that are not SEN, Late joiners or EAL) achieved the following:

	<i>Pure Pupil Premium pupils (WJS) 2025</i>	<i>'All' national average 2025</i>
% achieving expected standard or above in reading, writing & maths	63% (0% GDS)	62% (8% GDS)
% making expected attainment in reading	75% (38% GDS)	75% (33% GDS)
% making expected attainment in writing (Teacher Assessment 2025)	75% (0% GDS)	72% (13% GDS)
% making expected attainment in SPAG	75% (13% GDS)	73% (30% GDS)
% making expected attainment in mathematics	75% (13% GDS)	74% (26% GDS)

Summary

- PP scaled score attainment in reading is 2 points less than what was achieved in 2024. PP pupils have a scaled score that is 4 points behind non-PP pupils (an increase in gap by 1 point compared to 2024 results). WJS PP pupils have a scaled score 1 point less than 'PP national' and they are 4 points behind 'all national' scaled score for reading.
- PP scaled score attainment in SPAG is 2 points less than what was achieved in 2024. PP pupils have a scaled score that is 6 points behind non-PP pupils (a closing in the gap by 1 point compared to 2024 results). WJS PP pupils have a scaled score that is the same as 'PP national' but they are 2 points behind 'all national' scaled score for SPAG.
- PP scaled score attainment in maths is 1 point greater than what was achieved in 2024. PP pupils have a scaled score which is 4 points behind non-PP pupils (a closing in the gap by 3 points compared to 2024 results). WJS PP pupils have a scaled score that is 1 point more than 'PP national' but they are 2 points behind 'all national' scaled score for maths.
- PP percentage attainment in writing has increased by 17% compared to PP writing attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in writing compared to non-PP pupils is 24%, a closing in gap of 18% in the difference between PP and non-PP pupils' attainment in writing compared to last year. The percentage of PP writing attainment is 5% more than 'PP national' but 8% less than 'all national'. However, our pure PP pupils achieving at expectation in writing is 3% greater than 'all national'.
- PP percentage attainment in reading, writing and maths combined has increased by 16% compared to PP attainment in reading, writing and maths combined in 2024. The gap between the percentage of PP pupils attaining at expectation in reading, writing and maths combined compared to non-PP pupils is 19%, a closing in gap of 25% 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% more than 'PP national' but 8% less than 'all national'. However, our pure PP pupils achieving at expectation in reading, writing and maths combined is 1% greater than 'all national'.

- PP percentage attainment in reading has increased by 1% compared to PP reading attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in reading compared to non-PP pupils is 20% a closing in gap of 3% 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' but 11% less than 'all national'. However, our pure PP pupils achieving at expectation in reading is the same as 'all national' and 5% greater than all national for GDS.
- PP percentage attainment in SPAG has increased by 9% compared to PP SPAG attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in SPAG compared to non-PP pupils is 28%, a closing in gap of 6% 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 8% more than 'PP national' but 5% less than 'all national'. However, our pure PP pupils achieving at expectation in SPAG is 2% greater than 'all national'.
- PP percentage attainment in maths has increased by 8% compared to PP maths attainment in 2024. The gap between the percentage of PP pupils attaining at expectation in maths compared to non-PP pupils is 23%, a closing in gap of 15% 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 the same percentage as 'PP national' and 13% less than 'all national'. However, our pure PP pupils achieving at expectation in maths is 1% greater than 'all national'.
- The rate of progress for this cohort will not be available to analyse due to COVID-19.

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 1 and 2 due to school closures.

Overall Outcomes

☐

Good progress

☒

Average progress

☐

Minimal progress

Whilst it is important to be tentative when making direct comparisons with data from previous years, the end of KS2 attainment percentage for our disadvantaged pupils in writing, SPAG, mathematics and reading writing and mathematics combined for end of KS2 2025 SATs has improved compared to 2024 results. As well as this, our pure-PP pupils (those without additional barriers to their learning) have achieved either the same as, or greater than, all national results at the end of KS2. However, there is still a gap between our disadvantaged and non-disadvantaged pupils in attainment, but the progress of our disadvantaged pupils relative to the progress of disadvantaged pupils nationally show that we are attaining better than national disadvantaged pupils in writing, SPAG and reading, writing and mathematics combined.

Teaching

☐

Good progress

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Average progress

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Minimal progress

Internal and external evidence indicates that the focus on the support given to vulnerable pupils is making a difference to pupil learning, such as through systematic checks for understanding, targeted scaffolding and support and opportunities to extend understanding. Pupils read regularly across the curriculum with teachers supporting comprehension with vocabulary teaching and scaffolded questions. Pupils also use partner talk to share and refine their ideas. However, there has not been enough focus on ensuring *all* staff have ownership and knowledge and understanding of the school's strategy plan as this has been predominantly led by SLT: a change that is being addressed for the new strategy plan.

Targeted Academic Support

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Good progress

☒

Average progress

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Minimal progress

There was extensive targeted academic support in place for 2024-25 to ensure pupils who were struggling in the core curriculum subject areas received the appropriate levels of support to make good progress. There is evidence that pupils in both the mathematics and English intervention groups made good progress on their targeted areas for development in reading, writing and mathematics, which was closely tracked and reviewed using Provision Map. Some pupils, whose progress was more stubborn, had more severe and intractable learning and cognition needs.

Wider Strategies

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Good progress

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Average progress

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Minimal progress

The school's approach to pastoral care is making a difference to behaviour and social, emotional and mental health issues, particularly for our most vulnerable pupils. This provision has ensured that some of our most vulnerable disadvantaged pupils received at age related expectation end of KS2 results. As well as this, many of our most vulnerable pupils have regular access to extra-curricular activities. However, further work needs to be done on raising attendance, which is a big focus in the next strategy plan.