

Pupil premium strategy statement : Whitehall Nursery And Infant

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Reception to Year 2: 261 Nursery 52
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2025
Statement authorised by	Lee Kilkenny Headteacher
Pupil premium lead	Lee Kilkenny Headteacher
Governor / Trustee lead	Wendy Middleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,348
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£145,348

Part A: Pupil premium strategy plan

Statement of intent

We serve an area where levels of economic disadvantage and social deprivation are high. Data available from IDACI indicates that a large percentage of children (64% currently) are in the most deprived banding and in addition a further 32% are in the next banding.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We want our pupils to get off to a great start with their education and leave Year 2 as well rounded individuals, who are happy and content to tackle life in the 21st Century. We very much support all elements of their learning and wider knowledge whilst they are with us. Ensuring that by the time they leave, they ROAR loudly (Respect, wOnder, Ambition, Radiance).

Challenges

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

Challenge number	Detail of challenge
1	Internal and external data shows that many of our pupils struggle with oracy and oral language skills from Nursery upwards and this is impeding their vocabulary across all subjects.
2	Many of our disadvantaged pupils would not do as well as they have without strong interventions across the school year in order to close the gap.
3	Data shows that attendance remains problematic for all pupils, particularly those pupils who are persistently absent.
4	Many of our disadvantaged pupils and those who are non-disadvantaged need emotional support and need strategies to co-regulate their behaviours in order to learn.

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
To provide high quality Oracy teaching. In addition the school will adopt TLAC strategies to further develop language opportunities.	Pupils will have the skills to talk effectively and with confidence in a range of subjects and there will be clear evidence of oracy teaching taking place.
To raise and improve attendance across school for all pupils.	All pupils want to attend school and feel happy and safe to do so. Reduce the level of persistent absence and the number of unauthorised absences taken by families.
To use all forms of assessment to identify gaps and provide high quality interventions	So that all pupils thrive and make rapid progress from starting points.
Implement Trauma Informed practice within school to improve pupil's well-being and academic success, in addition continue to promote restorative practice in school for all.	That pupils will be able to co-regulate in a trauma informed way and the environment will support this.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5, 195

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop oracy type activities and link these to quality first teaching approaches to help develop language of all pupils.	EEF: Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support	1,3

	<p>learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	
Teachers to engage in high quality CPD throughout the year led by VAT.	<p>EEF: Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p>	1,3
EYFS leader to complete NPQML	<p>EEF: The importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p>	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £137,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure high quality tuition program is in place to meet the key priorities identified to close the gap rapidly. This will be in the form of a dedicated teacher to support pupils in the core</p>	<p>School internal data: As a school we have always had numerous and varied intervention groups taking place over an academic year, some of these are 1:1 others in smaller groups. They are tightly focused on the need of the pupil and assessment is a key part of this intervention. The groups are very fluid,</p>	3

subjects, and small group work led by TAs. With particular focus on phonics, early reading and maths.	and as the pupils close the gap others might come in and out of the intervention groups.	
Phonics interventions for those pupils who are falling behind their peers	EEF: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1,3
Purchase diagnostic assessments being used within VAT.	As we are about to join a MAT it is important that we have the same diagnostic assessment tools moving forward. It will also allow teachers to use data to close the gaps and ensure that our interventions groups are targeted well.	3

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

Budgeted cost: £50,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work closely with the LA attendance team to intervene early and identify those who persistently absent.	EEF: With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country. Improving attendance is a multifaceted mission, requiring different approaches in different contexts.	2
Parent Support advisor to continue her work to support our most vulnerable families	Internal school data shows that out PSA is a fantastic first point of contact for families. She supports with a range of vital services that our families need such as early help, food banks, working with the LA housing teams, supporting attendance and transition and much, much more. The support she offers our families is priceless.	2

<p>Use Artis to develop well-being and speech and language</p>	<p>We have for many years utilised the support of Artis, who develop early language and literacy through dance and drama. Many of our pupils benefit massively from this and they also get to engage in something that wouldn't necessarily happen in the wider community.</p>	<p>1</p>
<p>To engage in Trauma informed practice across the school to support all pupils.</p>	<p>Our school has a really important role to play in rebuilding a child or young person's trust. A consistent and nurturing day-to-day environment can be transformational and they can learn the skills needed to have healthy, dependable relationships. A trauma-informed approach is made up of three key aspects:</p> <p>Safety - Until a child feels safe, both emotionally and physically in school, they are not going to be able to learn effectively.</p> <p>Emotional literacy - "explicitly teach and guide children how to recognise and express their emotions". This will help the child to self-regulate themselves more effectively in the future. Teaching emotional literacy is often understood to be the purview of primary school only but it is important that it is considered at every stage of their time at school.</p> <p>Relationships - Developing caring and empathetic relationships with children is key. A teacher can be the trusted adult in a child's life and can help them develop skills that can in turn support better attainment and wellbeing, including helping them then develop a peer support network.</p>	<p>4</p>

Total budgeted cost: £199,441

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception: Due to high quality teaching the GLD for all pupils was 61%, which was a 3% increase on the previous year and we have also continued to close the gap between the school and national. Of the cohort that was disadvantaged 52% of them gained a GLD which is in line with national data.

Phonics Data Year 1: Once again the school was in line with the national average of 80% as a whole cohort. 74% of our disadvantaged pupils met the standard for phonics, however this was slightly lower than the national and will continue to be a focus moving forward.

KS1 end of year assessment: From the most recent end of KS1 data that was available to us.

In reading 70% of disadvantaged pupils were EXS+, against national of 54%

The gap between disadvantaged and non-disadvantaged pupils against the national closed from -16% in 2022 to -3% in 2023.

In writing 63% of our disadvantaged pupils were EXS+, against national of 44%.

The gap between disadvantaged and non-disadvantaged against the national closed from -19% in 2022 to -2% in 2023

In maths 77% of our disadvantaged pupils were EXS+, against the national of 56%

The gap between disadvantaged and non-disadvantaged against the national closed from -26% to +2%