

# Pupil premium strategy statement 2023/24

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 last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Whitecote Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	46.65% (R-6)
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023.
Statement authorised by	Frances Stead
Pupil premium lead	Daniel Sheffrin
Governor / Trustee lead	Suzi.Delahunty

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,440
Recovery premium funding allocation this academic year	£24,650
Service Pupil Premium	£670
Early Year Pupil Premium	£6,846
Pupil Premium Plus	£13,124
Covid Recovery	£24,650
School-led tutoring	£17,319
Backfill payment for education recovery	£7,371
<b>Total budget for this academic year</b>	<b>£314,420</b>

## 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. 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 teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## Demography and School Context

Whitecote Primary is a two-form entry community school, located in Bramley, a suburb in the west of Leeds.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong, decile 1 being the most deprived and decile 10 being the least deprived. The map shows that



although there is an area with relatively average levels of deprivation just to the south-west of the school, the immediate area in which the school is located is amongst the most deprived in the country.

- The “Lower Super Output Area” (LSOA) in which the school is located is ranked 1,588<sup>th</sup> out of 32,844 in terms of overall deprivation, meaning that only 4% of areas in England have higher deprivation.
- Most of the specific measures indicate higher than average levels of deprivation.
- The school serves a mixed community from private dwellings, owner-occupied former council houses and council housing; with the majority of pupils coming from local council housing on the estate that the school is situated in.
- There is high unemployment, crime (particularly anti-social behaviour, violence and sexual offences) and drugs are prevalent in small pockets in the local area. The area is predominantly white working class. Many parents left school early after a poor educational experience. A substantial proportion of adults give their children little encouragement in learning.
- Due to the high level of need from our vulnerable families we employ a full-time very experienced Learning Mentor/Family Support Worker, who has an in-depth knowledge of the local community, a Pupil Wellbeing Manager to work with

identified children to improve behaviour and attitudes to learning and staff who offer nurture groups and therapies.

- Pupil mobility rates are the same as national at 85.8%, with 26 children new to the school from Reception to Year 6, and 24 children leaving.
- The area around the school is characterised by a higher than average level of housing which is rented from the Council (30%). In addition, another 15% of properties are rented from private landlords.
- The social profile of the area is quite mixed, with the largest group being semi-skilled or unskilled manual workers, or those who are not in work. The education profile of the adults in the area is also quite mixed and is similar to the overall national profile.
- There are a significant minority of families that suffer from food poverty which can be attributed to various factors, one of which is financial acumen and prioritisation. As such the school's Community Group have set up a School Food Bank to support these families, as well as a clothes and toy bank.
- Over the recent years there has been a decline in pupil numbers. One factor for this is the increased amount of places in local schools due to forecasts made by Leeds City Council, however these forecasts have not proved to be accurate and there is an excess of pupil places across other schools in Whitecote's vicinity. This has negatively affected the school's budget.
- School has provided a breakfast club which was extended to start at 7:30am to meet the needs of our families. We now provide an after-school club from Reception to Year 6, this has been extended to 6pm again to support our working families.
- Whitecote Primary is an active member of the West Leeds Family of Schools and benefits from partnership working across a variety of aspects, e.g. EYFS, moderation, staff CPD etc.
- School is also part of the Bramley Cluster that provides support in many areas such as attendance, Early Help, SEMH services, counselling and therapy for pupils.

## **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

## **Achieving These Objectives**

The range of provision the Governors consider making for this group include and would not be limited to:

- 1-1 interventions based on children's individual targets. Three members of staff (four days in total) to work with identified children to support catch-up and narrow the attainment gap
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Subsidise activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Improve outdoor areas
- To allow the children to learn a musical instrument.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Part A: Pupil premium strategy plan

### Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children don't always have the vocabulary and language skills necessary to express themselves
2	Pupil Premium children have limited opportunities to access a broad experience of different activities
3	Many pupil premium children have limited emotional resilience and low self-esteem so cannot always rise to the challenge of more difficult work
4	Lockdown had a disproportionate effect on Pupil Premium children – in general, they had lower engagement with online learning and less support at home.
5	Attendance rates for pupils eligible for pupil premium are lower compared with other children. This reduces their school hours and causes them to fall behind.

### 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
Improve language and vocabulary development of pupil Premium children
Increased attendance rates for pupil premium children
Rapidly closing gap throughout school
Middle ability pupil premium children maintain progress throughout school
To increase the numbers of higher attaining pupil premium pupils.

## 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: £152,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Therapist (£17,600)</i> To screen all children on entry and bespoke programmes are put in place.</p> <p><i>Bramley Cluster (£33,549) – working with families</i></p>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist</p> <p>See above</p>	1,2
<p><i>Peripatetic Music Teaching (£3,433)</i></p>	<p>EEF research shows that arts participation approaches can have a positive academic outcome in other areas as well as providing enrichment opportunities for children who might not otherwise have them. Pupils from disadvantaged backgrounds are less likely to have the access to musical instruments or additional tuition to learn to play them.</p>	1,2,4
<p><i>Primary School Improvement (£2,550)</i></p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. By having work in school externally moderated, it's possible to make sure that we are on the right track as well as collect ideas for accelerating progress</p>	1,2,3,4,5

<p><i>Funding for trips (£37,000)</i></p>	<p>Limited experiences can limit children’s communication skills because they have less to talk about. The educational visits offer at Whitecote creates immersive experiences in which children develop their knowledge and understanding across the curriculum, and they are able to translate this into their work in class. They also develop their confidence and social skills in a variety of residential trips.</p> <p>Learning Away conducted a six year study into the effects of educational visits. They found it created an improvement in students’ engagement with learning, an improvement in knowledge, skills and understanding and formed better relationships with other pupils.</p> <p><b>What Important Organisations Say...</b></p> <p><i>‘.....learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development’. <b>Ofsted</b></i></p> <p><i>‘HSE believes strongly in the educational value of well-planned visits and is a firm supporter of outdoor education’. <b>HSE</b></i></p> <p><i>‘Learning Outside the Classroom has a vital part to play in meeting the demands of the National Curriculum, and in achieving the goal of effectively preparing young people for life beyond school. Outstanding schools have always used educational visits, residential experience and activity in the local learning area of the school and school grounds as an integral part of their whole-school approach’. <b>OEAP</b></i></p> <p><i>‘.....the differences between the groups were most marked in the test dealing with understanding and skills, where (outdoor) centre-based pupils out-performed the school-based group by a factor of four’. <b>NAFSO</b></i></p>	<p>1,2,4</p>
<p><i>Curriculum leader (£20,000)</i></p>	<p>The curriculum leader ensures quality first teaching by managing curriculum development as well as its implementation and impact. He helps middle leaders develop their skills as well as leading curriculum enrichment.</p> <p>Evidence shows that Pupil Premium children will benefit most from quality teaching and learning:</p> <p>“...the core of pupil premium should be around the quality of teaching and learning in the classroom.” - James Richardson, Fischer Family Trust</p> <p>“Poor teaching has a greater impact on disadvantaged pupils than their peers. This is because disadvantaged pupils often don’t have the same levels of support to compensate for the weak teaching. Therefore, investment in quality first teaching should not be overlooked.” – Wakefield Pupil Premium self-evaluation.</p> <p>The curriculum leader ensures that recommendations from OFSTED can be implemented, that each curriculum subject has a clear sequence of learning, and that pedagogical strategies are followed.</p>	<p>1,2,4</p>

<i>Now&gt;press &gt;play</i> (£2,307)	<p>Alongside school trips, now&gt;press&gt;play provides pupils with immersive learning experiences that take them on a journey and allow themselves to imagine themselves in another place and/or era.</p> <p>Physically active learning means you can <b>transfer learning from short term to long term memory</b> and improves the “stickiness” of the learning. These experiences can then be used as prompts for learning. It also provides improved opportunities for learning at home where necessary.</p>	1,2,4
<i>Pixl</i> (£2,700)	<p>Use of Pixl do get resources for providing targeted interventions, whole class interventions, assessments, tracking of pupil progress, data analysis.</p> <p>Programs such as PIXL allow identification of key marginal children. Through targeted support, tracking and assessment these children are able to make accelerated progress and are more likely to achieve across all key areas.</p>	1,3,4
<i>Playground improvements</i> (£18,362)	<p>By improving the outdoor provision, we aim to improve children’s opportunities to learn through play in an engaging environment that allows them to develop physical skills, engages pupils during playtimes to avoid negative behaviours, and teaches them social skills involving co-operation and sharing.</p>	2,3
<i>Phonics reading management</i> (£15,169)	<p>Ensure the teaching of phonics in school meets the needs of our pupils. According to the EEF, phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,4
<i>TT Rockstars</i> (£157)	<p>Improving key skills are essential for ensuring academic progress and engagement. TTRockstars provides the opportunities for pupils to practice tables skills in a way that’s fun, gives feedback to teachers, is targeted to their level and can boost speeds.</p> <p>A variety of studies have shown TTRockstars improving pupils’ speed, accuracy and engagement.</p>	4

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

Budgeted cost: £30,952

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional staff for interventions</i> (£27,927)	<p>Attainment measures indicate that COVID-related disruption has had a considerable impact on outcomes and this continues to be an issue.</p> <p>Pupils have missed a lot of schooling and have both missed out on elements that would have been taught during lockdown</p>	1,4

<p><i>Leeds United Foundation - £3,025</i></p>	<p>or forgotten what they learnt last year due to missing the opportunities for review.</p> <p>With additional funding for staff we aim to ensure that children have a chance to catch up in the key skills they may have missed or forgotten and therefore better access age related content in class.</p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £130,641

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Pastoral and family support manager (£38,576)</i></p> <p><i>Pupil Wellbeing Manager (£40,795)</i></p> <p><i>Thrive (£3,450)</i></p> <p><i>Oasis (£16,320)</i></p> <p><i>Communitiy Liason officer (£15,000)</i></p>	<p>Children who are poor attenders miss out on education and this creates gaps in learning which may lead to them falling behind.</p> <p>Poor attendance means they may not be able to access support already in place for them.</p> <p>We want to give pupils the support they need to address issues surrounding behaviour, attendance and emotional wellbeing.</p> <p>The attendance team monitor attendance and punctuality alongside BCL. Staff investigate reasons for absence, exploring any underlying cause either at home or school. They liaise with staff, parents, pupils and other agencies regarding any attendance issues</p>	<p>3,4,5</p>

<i>BCL (£7,500)</i>	when required. They also liaise with BCL and make referrals as necessary.	
<i>Food bank (£1,000)</i>	Food deprivation is high at Whitecote. Research shows hungry children do not perform as well. By providing additional food to families we aim to mitigate this as well as growing our sense of community.	3,4,5
<i>Additional incidental spending (£3,000)</i>	We are putting money aside to make sure we can provide additional uniform, PE kits and anything else that will help reduce the poverty gap in school and enable Pupil Premium children to be able to participate fully in the life of the school. We want to help ensure that socio-economic background does not prevent our pupils from following the school rules and fully participating in a broad range of activities.	1,2,3,4,5
<i>Pupil Premium Champion (£5,000)</i>	<p>It's very easy for pupils to fall through the gaps if they aren't highlighted.</p> <p>Particularly vulnerable children are</p> <ul style="list-style-type: none"> <li>a) those pupils that could potentially be higher achieving pupils, but who are underperforming while still working within age-related expectations,</li> <li>b) children who performed well in the last baseline assessment but have fallen behind in subsequent years.</li> <li>c) Children who do not involve themselves in lessons, don't seek the teacher's help even when they don't understand something</li> </ul> <p>One role of the Pupil Premium champion is to raise the profile of these children, set high expectations for them, and ensure they get the focus they need.</p> <p>By having a focus group at each pupil progress meeting, it provides a benchmark by which success can be measured. Their books can be monitored, their progress watched closely, and lesson observations and learning conversations can take place where necessary.</p>	1,2,3,4,5

**Total budgeted cost: £314,420**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Outcomes

<b>Outcomes</b>	<b>School - all children</b>	<b>School – PP children</b>	<b>School gap</b>	<b>Gap to national PP</b>	<b>GAP to national not PP</b>
<b>EYFS 2023 results</b>					
GLD	71%	100%	42%	-48.4%	-33%
ATPS	30	27.7	3.9		
<b>KS1 2023 results</b>					
Reading	62.1%	45.8%	27.7%	8%	22%
Writing	55.2%	41.7%	23%	2%	18%
Maths	72.4%	54.2%	31%	2%	16%
RWM	55.2%	41.7%	23%		
<b>KS2 2023 results</b>					
Reading	58%	52%	11.8%	8%	21%
Writing	63%	48%	27.6%	10%	23%
Maths	60%	41%	35%	18%	32%
RWM	43%	30%	22%	14%	30%

## Attendance data

Year	Non-PP Attendance	Non-PP Absences	PP Attendance	PP Absences	PP Attendance Gap	Non-PP Persistent Absence Count	Non-PP Persistent Absence %	PP Persistent Absence Count	PP Persistent Absence %
0	93.5	6.5	90.75	9.25	2.75	2	25	3	42.86
1	95.69	4.31	85.35	14.65	10.34	3	8.33	14	51.85
2	95.13	4.87	93.74	6.26	1.39	6	16.67	5	20.83
3	95.18	4.82	87.34	12.66	7.84	4	13.79	17	53.13
4	94.97	5.03	91.77	8.23	3.2	5	20	8	25.81
5	95.33	4.67	93.41	6.59	1.92	2	9.52	10	24.39
6	95.05	4.95	91.31	8.69	3.74	4	12.12	10	35.71
Total	95.18	4.82	90.59	9.41	4.59	26	13.83	67	35.26

Thrive and family support has helped families, enabling children to have safer and more secure domestic lives, this has enabled them to have more successful days in school improving attendance and behaviour. The Pupil Wellbeing Manager has then followed up on this work with regular meetings, improving children's thrive scores and enabling them to have more successful days in school. There has also been support for those families through Bramley Cluster e.g. SEMH.

Children have responded positively to their educational visits. Those who were reluctant to go on residential have reported how happy they are that they went and how much their confidence has grown as a result. The learning they've done on these visits have been followed up on in class in order to fully activate their learning. Year 4 went on a residential to Hadrian's Wall, where they learned about the history of the wall and the Roman Empire. Year 6 went on a residential to Lineham Farm, where they took part in lots of outdoor activities. Year 5 visited Whitby, where they explored the town and learned about its history. Year 2 visited Leeds Art Museum where they were given opportunities to practice their art skills, and Year 3 visited Bagshaw Museum and Yorkshire Sculpture Park, seeing some amazing art. Year 1 enjoyed a day at the seaside and Manchester airport, where they saw planes taking off and landing.

Children who have had catch up work have made accelerated progress and many who were far behind age related expectations at the start managed to meet age related expectations by the end.

The school's curriculum has been redesigned based around clear sequences of learning and the use of pedagogical strategies. Enrichment weeks and days have engaged pupils and allowed them to develop their skills across the curriculum. We have had a Best of British week, a Bramley and Us week, a Climate Change Week, English National Opera Day, Enterprise Week, Takeover Day, History Week, Remembrance Week, Spanish Week and Science Week.