

Pupil Premium Statement – White’s Wood Academy

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:	White’s Wood Academy
Number of pupils in school:	201
Proportion of pupil premium eligible pupils:	64%
Academic years covered:	2023-24 and 2024-25
Date of publication:	September 2023
Review date:	July 2024 and July 2025
Statement authorised by:	Chris Fitzpatrick and Sue Wilson
Pupil Premium Lead:	Chris Fitzpatrick
Governor / Trustee Lead:	Anita Gledhill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,060
Recovery premium funding allocation this academic year	£9,180
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£201,240

Part A: Pupil Premium Strategy Plan

Statement of intent

Given that over half of our pupils are eligible for Pupil Premium Funding, our spending must reflect a whole-school approach to ensuring all pupils achieve to their optimum level. This means that quality class teaching, targeted academic support, as well as wider strategies are geared towards enabling all pupils to succeed, regardless of background and circumstances. The first focus is ensure our pupils are in school regularly and are ready to learn emotionally. Attendance, safeguarding and family support are vital to our success, as is emotional support for both children and families. A key evidence base used is the EEF Teaching & Learning Toolkit (<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>) which provides cost/benefit analysis for various approaches.

Challenges

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

Challenge	Detail of challenge
1	Literacy & oral language skills
2	Impact of safeguarding complications, wellbeing & mental health
3	High level of persistent absenteeism
4	Historically low aspiration & ambition
5	Requirement of capacity for ELSA support

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
Improved phonics, leading to strong readers	All pupils off phonics by end of Y3
Improved attainment in reading, writing & maths	Achieve National attainment in R,W & M
Improved attendance	Attendance \geq 95%
Decrease in persistent absenteeism	PA is <19.4%
Improved Speech & language provision	All pupils have appropriate access to SALT support

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 (E.g. CPD, recruitment and retention)

Budgeted cost: £20,805

Activity	Supporting evidence	Challenges
Ensure all staff (including new staff) have received high-quality training to deliver the RWI phonics scheme effectively, leading to increased attainment for all in reading.	Oral language skills, retention & memory, reduced wider reading opportunities. High impact for very low cost based on extensive evidence (EEF)	1 & 4
Increased attainment for all disadvantaged pupils (to be at least in line with all other pupils) through development of activities to support retention & long term memory.	Oral language skills, retention & memory, wider reading opportunities. Very high impact for low cost based on extensive research (EEF)	1 & 4

Targeted academic support (E.g. tutoring, 1:1 support, interventions)

Budgeted cost: £94,124 + £23,274 = £117,398

Activity	Supporting evidence	Challenges
Target disadvantaged pupils for attendance support (piggy bank, reward scheme, FPNs as needed, parental engagement sessions, parent/child workshops, breakfast provision, uniform support etc)	Social & emotional needs as a result of external factors, health & physical well-being, aspiration in the community. Moderate impact for low cost based on extensive evidence (EEF). We also spend further on AHO salary to support parents, monitor absence & manage attendance	1, 2, 3 & 4
Meet social & emotional needs through ELSA & Pastoral support	Social & emotional needs resulting from external factors. Poor health & physical well-being. Low aspiration in the community. Moderate impact for low cost based on limited evidence (EEF)	1, 2, 3, 4 & 5
Increase rate of progress in reading & maths for disadvantaged pupils with SEND, through targeted interventions	Oral language skills, retention & memory, wider reading opportunities. Moderate impact for moderate cost based on moderate evidence (EEF).	1 & 4
Speech & Language support	Poor oral language & literacy skills. Very high impact for moderate cost (EEF)	1 & 4
One-to-one or small group tutoring	Poor oral language skills, retention & memory, reduced wider reading opportunities. High impact for moderate cost based on extensive EEF evidence.	1, 3 & 4

Wider strategies (E.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £63,037

Activity	Supporting evidence	Challenges
Personal Development plan & timetable to guarantee enrichment opportunities. (targeted after-school clubs, Bikeability, cultural events, language support,	Improving attendance and readiness to learn for the most disadvantaged pupils, low aspiration & opportunity for social mobility.	1, 2, 3 & 4

author visits, subsidised trips, adult & family sessions etc)		
Raised self-esteem & improved health (awareness of importance of diet, sleep, exercise, mental health) through PE Lead, Pupil Health Mentors & Sports coaches	Improving attendance and readiness to learn for the most disadvantaged pupils, low self-esteem, poor health (all aspects). Low impact for very low cost based on moderate (EEF) evidence. However, we have seen huge improvements in concentration.	2, 3, 4 & 5
Safe & ready to learn (SWO role)	Improving attendance and readiness to learn for the most disadvantaged pupils	2, 3 & 5

Total budgeted cost: £201,240 (£20,805 + £117,398 + £63,037)

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Aim	Outcome
Increased attainment in reading through rigorous, high-quality teaching of phonics & reading	Significant improvement in phonics & reading teaching. RWI training is a key investment again, as are bespoke pathways for each teacher & TA. This is even more important given that we now will not benefit from financial support from LEAD Teaching Hub. Phonics sessions in homogenous groups and 1-1 tutoring is crucial. Reading teaching is embedded & consistent. Further investment is need for Accelerated Reader to encourage reading at home & to increase accuracy in the level of reading books that pupils access.
Increased attainment in all subjects through strategies for improving memory & retention	Better retention throughout school. Pupil interviews in monitoring (including OFSTED, July 2022), showed that pupils are able to discuss & explain their learning of our ambitious curriculum, even when reaching further back in their memory for learning covered in previous terms.
Improve attendance	Since Covid, National attendance & PA have worsened. However, our school has bucked that trend somewhat. Although slightly lower than pre-Covid, it is now closer to National. An external Peer Review, OFSTED and a External Deep Dive through LEAD Teaching Hub, were positive about our approaches to tackling PA & low attendance. Strategies to continually improve attendance (work with Attendance Champions & Teaching Hub) more focus on highest PA pupils initially (88%-88.9%)
Improve confidence, resilience & engagement through ELSA work	ELSA work is pivotal. PSP work & BOSS intervention as needed has been very successful. SWO work is vital. CP, CIN, TAC is closely monitored alongside attendance, SEND & behaviour (BASS meetings). Parental engagement & relationships are mostly very strong.
Increase rate of progress for disadvantaged pupils with SEND, through targeted interventions	Interventions have had a positive impact. The staffing model mitigated against staff absence to ensure phonics, reading & maths tutoring buy assigning at extra staff member to lead these interventions. This also enabled regular staff training for phonics.
Speech & Language support	The level of need of SALT provision is an indicator as to the necessity of this spend. Highly successful interventions took place but were put on hold due to unforeseen staff absence. This will continue next year (staffing issue resolved).

One-to-one or small group tutoring	Catch-up Tutor has been effective with Y6 & 5 pupils. Teachers report that pace of progress has been quicker for those accessing tutor support. Continue with Y5 & Y4 next year until Easter & then Y3 from Easter 2024.
Enrichment, improved confidence & raised aspiration	These provide key life experiences for our most disadvantaged pupils And support our new school curriculum. Similarly, the range of after school clubs was broad & attended by a high percentage (70%) of pupil premium pupils.
Raise self-esteem & improved health	Successful work by Pupil Health Mentors, led by PE Lead has engaged pupils successfully in their own health & well-being.
Children feel safe & ready to learn	SWO work is vital. CP, CIN, TAC is closely monitored alongside attendance & behaviour (ABS meetings). Parental engagement has improved & relationships are very strong.