

Pupil premium strategy statement 2022



This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	Whitefriars School
Number of pupils in school	1521
Proportion (%) of pupil premium eligible pupils	30.31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	9 th December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Jonathan Watson
Pupil premium lead	Jonathan Watson
Governor / Trustee lead	Lynne Malzard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£475,453
Recovery premium funding allocation this academic year	£93,601
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£569,054

Part A: Pupil premium strategy plan

Statement of intent

We have an ethos of high achievement for all pupils.

Our goal is to equip all our pupils with the knowledge, skills and character to make rapid progress, to achieve academic excellence and to lead successful lives. This is irrespective of the challenges they face. Our pupil premium strategy is designed to ensure that disadvantaged pupils achieve that goal.

We believe that anyone can learn anything and the growth mindset underpins everything we do. We do not believe that some pupils are bright and others are not. We believe in limitless capacity for everyone to achieve great things. This includes all disadvantaged pupils. We do not stereotype disadvantaged pupils as being less bright or having less potential. We also do not assume disadvantaged pupils face similar barriers.

We believe that high quality teaching is the most effective way to raise standards and that tailored support for individual learning needs is essential to their success. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the attainment of non-disadvantaged pupils in our school.

We recognise that good attendance and positive behaviour for learning forms the foundation for a successful school experience.

Our strategy is based on the EEF tiered approach to pupil premium spending and prioritises highly effective teaching, targeted academic support and wider strategies, which makes it part of our whole school ethos. We believe that what we become and what we achieve comes from great teaching, hard work and fantastic support.

Challenges

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

Challenge number	Detail of challenge
1	Children begin school with attainment below the national average
2	Gaps in learning have widened as a result of school closures
3	High levels of mobility risking that children may not achieve their potential
4	Pupils with higher starting points may not achieve their potential (not reach the higher standard at KS1/2 and grades 7-9 at GCSE)

5	Disadvantaged pupils are less likely to reach grade 4 (pass) and grade 5 standard in English
6	Disadvantaged pupils have more significant vocabulary gaps
7	Disadvantaged pupils generally have lower levels of reading comprehension and have less opportunities to read for pleasure
8	Greater difficulties with phonics than peers which negatively impacts development as readers
9	Fewer enrichment opportunities outside of school
10	Increased risk of social and emotional difficulties

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
Attainment of disadvantaged pupils to be in line with non-disadvantaged pupils	SATS and GCSE outcomes of disadvantaged pupils to be in line with non-disadvantaged pupils
% of disadvantaged pupils reaching higher standard at KS1/2 and grades 7-9 at GCSE to match non-disadvantaged pupils	SATS and GCSE outcomes of disadvantaged pupils to be in line with non-disadvantaged pupils
Close vocabulary gap between disadvantaged and non-disadvantaged pupils	Use of tier 2 and tier 3 vocabulary by disadvantaged pupils to match non-disadvantaged pupils
Reading outcomes of disadvantaged pupils to match non-disadvantaged pupils	KS1/KS2 reading outcomes and GCSE English outcomes to show disadvantaged pupils attaining in line with non-disadvantaged pupils
All pupils to pass the phonics check	All disadvantaged and non-disadvantaged pupils to pass the phonics check
Disadvantaged pupils to be fully involved in extra-curricular clubs programme	Targeted disadvantaged pupils to attend and participate in a range of clubs
Social and emotional needs to be fully met	All needs identified and provision (including Place2Be) to be appropriately matched to need. Continuous evaluation by inclusion team.

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: £124,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TLR Maths (primary section)</p> <p>Raise achievement at expected and greater depth standard</p> <p>Embedding of Maths Mastery programme</p>	<p>EEF Feedback (+6 months)</p> <p>EEF Mastery learning (+5 months)</p> <p>Sutton Trust (Effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds)</p> <p>NCTEM Teaching for Mastery (2019)</p>	1 2 3 4
<p>TLR English (primary section)</p> <p>Raise attainment and progress in reading and provision for reading for pleasure</p> <p>Focus on vocabulary gaps</p> <p>Focus on further improving teaching of phonics</p>	<p>EEF Preparing for Literacy (2021)</p> <p>EEF Improving literacy in KS1 (2020) and KS2 (2021)</p> <p>EEF Phonics (+5 months)</p> <p>EEF Reading comprehension strategies (+6 months)</p> <p>Sutton Trust</p>	1 2 3 4 6 7 8
<p>TLR Science (primary section)</p> <p>Further improve teaching of science and implementation of additional science experiences</p>	<p>Sutton Trust</p> <p>DfE Science Research Review (2021)</p>	1 2 3 4
<p>Additional TLR Maths (secondary section)</p> <p>Raise achievement at grade 4/5 standard and increase % of pupils achieving grades 7-9</p>	<p>EEF Feedback (+6 months)</p> <p>Sutton Trust</p>	1 2 3 4

Additional TLR Maths (secondary section) Ensure disadvantage pupils achieve in line with peers at GCSE level	EEF Feedback (+6 months) Sutton Trust	1 2 3 4
Additional English teacher (secondary section) Ensure pupils receive targeted support (individuals and groups) to achieve grades 4 and 5 in English	EEF Feedback (+6 months) Sutton Trust	1 2 3 4 5 6 7
Additional teacher (Year 6) Targeted support to ensure pupils reach expected standard in writing and maths	EEF Feedback (+6 months) Sutton Trust	1 2 3 5 6 7
PPA Teacher Music (primary section) Ensure all pupils experience high quality music teaching and that all have access to music enrichment	EEF Arts Participation research (+ 3 months)	9

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

Budgeted cost: £110,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch-up teacher (primary section) Increase attainment of targeted pupils below track due to COVID school closures. Focus on pupils with higher starting points and increase % of pupils working at higher standard	EEF One to one tuition (+5 months) EEF Small group tuition (+4 months) Sutton Trust Sutton Trust Fairness First (2021)	2 4 6 7
Head of EAL (TLR EAL) Increase % of pupils on track in GCSE English – targeted support for individuals and groups	EEF One to one tuition (+5 months) EEF Small group tuition (+4 months)	2 6 7
EAL teacher (secondary section) Targeted support for pupils who are new to English, including in-year admissions. Remove barriers to learning to ensure full inclusion.	EEF One to one tuition (+5 months) EEF Small group tuition (+4 months)	2 6 8

Language Assistant (secondary section) Individual and group support with MFL speaking – targeted support to raise GCSE attainment	EEF One to one tuition (+5 months)	1 2 3 4
1:1 and group reading support (primary section) Reading support for targeted disadvantaged pupils	EEF One to one tuition (+5 months)	7 8
Pathways and careers support (secondary section) Disadvantaged pupils are targeted for appointments with careers advisors. This ensures correct higher education and employment pathways. Use of Unifrog	Sutton Trust Fairness First (2021)	9 10
Bug club (primary section) Pupils to access targeted reading books at school and home. Increased parental involvement in reading.	Sutton Trust Fairness First (2021) EEF Parental Engagement (+4 months)	7

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

Budgeted cost: £334,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT Inclusion Ensure that needs of all disadvantaged pupils are met	EEF Social and emotional learning (+4 months)	10
Art therapy Support for vulnerable identified pupils with social and emotional needs	EEF Arts participation research (+3 months)	10
Music therapy Support for vulnerable identified pupils with social and emotional needs	EEF Arts participation research (+3 months)	10
Independent Speech and Language Therapy Assess and support identified pupils	EEF Oral Language interventions (+5months)	10
Educational Psychologist Cognitive testing and diagnosis of specific learning difficulties with priorities to disadvantaged pupils	EEF Social and emotional learning (+4 months)	10

<p>Place 2 Be Support pupils with social, emotional and mental health needs. Identify and support vulnerable pupils and families. Support for disadvantaged pupils to allow for full inclusion in school.</p>	EEF Social and emotional learning (+4 months)	10
<p>Nurture groups (primary section) Group sessions for pupils to support inclusion in mainstream classroom (support learning and behavioural needs)</p>	EEF Social and emotional learning (+4 months)	10
<p>Inclusion support worker (primary and section) Support for disadvantaged pupils at risk of exclusion</p>	EEF Social and emotional learning (+4 months)	10
<p>External respite placements – Jubilee Academy (secondary section) External behaviour support to improve social skills, reduce exclusions and allow for full inclusion afterwards.</p>	EEF Behaviour interventions (+4 months)	10
<p>Educational trips and visits Disadvantaged pupils (in receipt of pupil premium) do not pay for day trips. Ensures pupils are not precluded from opportunities for financial reasons. Ensures full inclusion.</p>	Sutton Trust Life Lessons Report (2017)	9
<p>Music and instrument tuition Disadvantaged pupils (in receipt of pupil premium) receive instrument lessons free of charge. Ensures that no pupils are precluded from playing an instrument for financial reasons. Ensures full inclusion.</p>	EEF Arts participation research (+3 months) Sutton Trust Life Lessons Report (2017)	9
<p>Clubs Range of clubs are available free of charge throughout the academic year. Disadvantaged pupils are prioritised for places.</p>	Sutton Trust Life Lessons Report (2017)	9
<p>TLR Duke of Edinburgh * 2 (secondary section) Ensure that disadvantaged pupils are targeted and play a full role in school's Duke of Edinburgh scheme</p>	Sutton Trust Life Lessons Report (2017)	9
<p>Duke of Edinburgh Trips are subsidised for disadvantaged pupils to ensure full availability of opportunity and full inclusion</p>	Sutton Trust Life Lessons Report (2017)	9

Total budgeted cost: £569,462

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 1 and 2 performance data and phonics check results.

Schools are not required to publish their 2022 Key stage 2 results as DfE is not publishing the data. This is because statutory assessments returned for the first time, since 2019, without adaptations, after disruption caused by the pandemic.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, to assess how the performance of our disadvantaged pupils has changed during this period.

KS1 results in 2022 for disadvantaged and non-disadvantaged pupils for reading and maths were in line with national and regional results. KS1 results for disadvantaged pupils were above national and regional results.

Data from tests suggest the progress and attainment of the schools disadvantaged pupils in KS2 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

At KS1 the attainment gap between disadvantaged and non-disadvantaged pupils has remained broadly the same between 2022 and 2019. The attainment gap between KS2 disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

For 2022, the Progress 8 score for our disadvantaged pupils was -0.88.

For Attainment 8 it was 34.8.

DfE has strongly discouraged comparison of school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of disadvantaged pupils (although these should be treated with caution given the caveats above). The national Attainment 8 score for disadvantaged pupils was 37.5. For progress 8, the national for disadvantaged pupils was -0.55.

The progress and attainment of the school's disadvantaged pupils was below expectations. Our analysis suggests the reason for this is the impact of COVID-19 and this is reflective of the national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

EBacc entry for disadvantaged pupils was 73% which demonstrates our broad and balanced curriculum for all pupils (79% Ebacc entry for all pupils). This is similar to previous years.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

We are on course to achieve the outcomes that we set out to achieve by 2024/25. This plan has been reviewed to ensure that our activity allows our intended outcomes to be achieved.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Jigsaw PSHE	Jigsaw
Jigsaw Religious Studies	Jigsaw
Phonics Hub	Phonics Hub