Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Whiteheath Infant and Nursery School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	10.84%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	31st Dec 2024
Date on which it will be reviewed	2nd December 2024
Statement authorised by	FGB
Pupil premium lead	Jo Hunt
Governor / Trustee lead	Shabbir Zavery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,985
Recovery premium funding allocation this academic year	£1,088
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,480
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	£49,553

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils tend to perform below their non-disadvantaged peers.
2	Fewer disadvantaged pupils reach "Greater Depth" by the end of Year 2.
3	Limited access to extra-curricular activities impacts personal development and cultural capital.
4	Lack of social skills, particularly in Early Years.
5	Increased incidents of dysregulated behaviour among pupils.
6	Higher absence and persistent absence rates among disadvantaged pupils.

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
Support children in managing their emotions, behaviour, and relationships through the Zones of Regulation framework.	Play therapist employed; Zones of Regulation tools integrated in the classroom; children develop individual toolkits to self-regulate; parent workshop offered to increase family support for emotional regulation.
Reduce teacher workload by streamlining administrative tasks, enabling teachers to dedicate more time to building relationships with pupils and providing proactive support. This approach will allow teachers to focus on ensuring that all children stay on track with their learning, minimizing the need for future catch-up interventions.	Teachers report a reduced workload and increased time for student-focused activities, as evidenced by staff feedback and workload surveys. Teachers spend more time on formative assessment and in-the-moment support, leading to early identification and support for pupils at risk of falling behind. A decrease in the need for catch-up interventions, as seen in a higher percentage of pupils consistently meeting age-related expectations across terms.

	Teachers and pupils build stronger relationships, fostering a supportive learning environment where children feel confident, engaged, and able to keep up with the curriculum.
Develop and implement robust assessment for learning practices in foundation subjects, including PE, to accurately track the attainment of disadvantaged pupils. By embedding continuous and formative assessment, we aim to identify learning gaps early and provide targeted support, ensuring that disadvantaged pupils are fully engaged and progress at similar rates to their peers.	A consistent assessment system is in place across foundation subjects, including PE, allowing for accurate tracking of disadvantaged pupils' progress. Data from assessments is used to implement targeted interventions that specifically address learning gaps for disadvantaged pupils. The attainment gap between disadvantaged and non-disadvantaged pupils in foundation subjects and PE shows a measurable reduction. Disadvantaged pupils demonstrate greater engagement and confidence in foundation subjects and PE, reflecting improved understanding and skills.
Provide same-day 1:1 "keep up" interventions and pre-teaching support for disadvantaged pupils to ensure they can access and engage fully with the curriculum. This approach aims to help pupils stay on track with their learning, reducing the attainment gap between disadvantaged and non-dis advantaged peers.	Disadvantaged pupils demonstrate improved understanding of lesson content following same-day interventions, reflected in daily work and participation. Pre-teaching sessions increase pupils' confidence, enabling them to actively engage in class discussions and activities alongside their peers. Assessment data shows a narrowing of the attainment gap, with a greater proportion of disadvantaged pupils meeting or exceeding age-related expectations. Teachers report a decrease in the need for extended catch-up interventions due to the effectiveness of timely same-day support.
Increased attendance and punctuality for disadvantaged pupils.	Attendance for disadvantaged pupils consistently meets or exceeds 95%; rates of Persistent Absences align proportionately across pupil demographics.
All pupils, including those disadvantaged, participate in extra-curricular activities.	Enhanced engagement in enrichment activities that promote skill-building and enjoyment; funded access to extracurricular clubs for eligible families.

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: £3,020.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Online training programme to cover safeguarding etc. £611.40	EEF High quality training leading to QFT, Tracking tool to be used to ensure coverage of training for adults across the school. Cost effective way of training the adults and ensuring they have the knowledge and skills they need.	50 staff members
Curriculum Dimension training £909.25 total INSET training days for TA+ Teachers £1,500 approx.	EEF High Quality training leading to QFT. Dimensions training for all teachers Safeguarding, Whiteheath Way, Zones of regulation, Set up Provision	10 teachers + 2 HLTA + 3 SLT members. All staff

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

Budgeted cost: £37,004.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One tutoring keep up interventions daily by 2 TA'S and HLTAs. HLTA Breakfast club 3 days for 40 mins. £1,965.34 2 TA's 15 hours a week each. £24,904.19	The **Education Endowment Foundation (EEF)** highlights the positive impact of 1:1 interventions on pupil progress, particularly for disadvantaged pupils. According to the EEF's research, targeted, high-quality 1:1 interventions can accelerate learning by an average of **+5 months**, making them a highly effective strategy for addressing attainment gaps.	40
Play therapy 5 sessions a week for 38 weeks= £6,300	BAPT- The outcomes of Play Therapy may be general e.g. a reduction in anxiety and raised self-esteem, or more specific such as a	5 children

	change in behaviour and improved relations with family and friends.	
1:1 Catch up for PSC 1 HLTA FOR 0.5 DAYS a week £3,834.96	High-Level Teaching Assistants (HLTAs) delivering Phonics catch-up interventions provide focused, high-quality support that is essential for pupils who may be struggling to meet age-related expectations in reading. Their role is pivotal in helping children close gaps in their phonics knowledge and build confidence in early literacy skills	Y1/Y2- 25 children

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

Budgeted cost: £9,480.13

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support worker employed to improve attendance. £6,577.13 -20% of salary	EEF wider strategies- Employment of Pastoral Support Worker/DSL to improve attendance and punctuality for disadvantaged pupils and persistent absentees and to provide advice where appropriate	5-10% of children
Pastoral Support employed to support children & staffs wellbeing. Coaching offered to staff. Sessions offered to children. (part of 50% MH salary)	NHS- This supports children being ready to learn. Staff will feel supported and listened to leading, to better mental health across the school.	12 children
Enrichment (clubs, workshops and trips) = £2,000	https://www.early-education.org.uk/ Ensure we give children the best possible start to their early education and access to the wider world.	As and when required
Harvey school dog introduced. £100 – Training & supplies	Build Children's self-esteem. Support children to learn in a new way. Encourage social skills by responding to a child's input. Help manage children's anxieties.	
Provision Map Tracking 50% of cost £603	Provision Map allows all PP interventions to be recorded in one place, providing a clear overview of the support each child is receiving.	All PP children to monitor effectiveness of support offered.

	Teachers, HLTAs, and leaders can log key details such as the type of intervention, frequency, duration, and targeted outcomes for each pupil. The platform facilitates regular tracking of progress against specific goals, ensuring that interventions are having the intended impact. With built-in reporting features, schools can analyse the effectiveness of interventions, both for individual pupils and across groups.	
Additional resources for children £150.00	i.e. Uniform Providing school uniforms and essential resources for infant school children supports equality, learning, and well-being. Uniforms help reduce visible economic differences, minimise bullying, and foster a sense of belonging, while also easing peer pressure over clothing. Access to necessary resources, such as books and stationery, ensures all pupils can fully engage with their education, improving focus and outcomes, especially for those from less advantaged backgrounds. Research shows that these measures promote inclusion, better behaviour, and a more positive school environment.	When needed.
Cool Milk £50	Milk for those over 5 years old Healthy eating campaign. Providing free milk in schools supports children's health, development, and learning by ensuring access to essential nutrients like calcium, vitamin D, and protein, which are vital for bone growth and overall health. Milk helps improve concentration, reduces fatigue, and enhances academic performance while promoting social equity by ensuring all children, regardless of income, receive equal access to nutrition.	6 children

Total budgeted cost: £49,505.27

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 2023 to 2024 academic year.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. Employing a play therapist helped children manage their emotions and behaviour, leading to stronger relationships. Teaching quality remained consistently good, with ELG results aligning with national averages and gaps between PP and non-PP pupils continuing to close. The new curriculum ensured full national curriculum coverage, with no repeated learning between year groups and no clear gaps in PP pupils' learning, as shown by gap analyses. Pre-teaching subject-specific vocabulary increased PP pupils' participation, with some achieving beyond expected age ranges, and many reaching age-related expectations or better by the end of KS1. Attendance for PP pupils improved, with consistency between terms and rates exceeding 94%, while persistent absences were proportionate. Additionally, PP funding enabled pupils to participate in extra-curricular activities, helping them develop new skills and interests beyond the curriculum.
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. This outlines the impact of our pupil premium activities during the 2023 to 2024 academic year. The proportion of pupil premium (PP) children reaching expected standards rose significantly in Year 2 from 6.7% to 31.3%, with 6% achieving greater depth. In Year 1, the percentage of children meeting expected standards increased from 20% to 57% overall. Several PP children also have SEN needs, and we have ensured they receive tailored interventions to support their specific learning and social development needs alongside pupil premium-funded activities.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle
Dimensions curriculum	Dimensions
Widgit	Widgit Software

Tes Develop	TES
Provision Map	Edukey

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Monitoring the progress of service children compared to the wider school population, ensuring they achieved their expected levels of progress. Implementing targeted intervention strategies and additional support to aid their learning. Employing a trained Pastoral Support Worker to provide emotional and practical guidance for families. Providing access to our on-site Forest School, fostering self-esteem and confidence in children through outdoor learning experiences. Establishing meaningful links with RAF Northolt to strengthen community ties and offer additional support.
What was the impact of that spending on service pupil premium eligible pupils?	The allocation had a positive impact on service pupils. They accessed an enriched curriculum, ensuring they kept pace with their peers academically. Emotional support during family separations helped children feel secure and valued, while participation in Bookmark reading sessions significantly boosted their confidence and self-esteem. The strengthened partnership with RAF Northolt has created a foundation for ongoing community collaboration to benefit service families further.