



Thomas Whitehead Academy Pupil Premium strategy statement

'Let your light shine' Matthew 5:16

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

School overview

Detail	Data Year 1 (2022 - 2023)	Year 2 (2023 – 2024)	Year 3 (2024 – 2025)
School name	Thomas Whitehead Academy		
Number of pupils in school	200	188	201
Proportion (%) of pupil premium eligible pupils	29%		29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025 To be reviewed annually		
Date this statement was published	December 2022	December 2023	December 2024
Date on which it will be reviewed	Autumn Term 2023	Autumn Term 2024	Autumn Term 2025
Statement authorised by	Natasha Chiswell	Natasha Chiswell	Natasha Chiswell
Pupil premium lead	Helen Long	Helen Long	Helen Long

Governor / Trustee lead	Faye Pratley	Paul Foster	Paul Foster
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Funding overview

Detail	Amount	Amount	Amount
Pupil premium funding allocation this academic year	£66,394	£71,295	£76,590
Recovery premium funding allocation this academic year	£7,250	-	-
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£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	£73,644	£71,295	£76,590

Part A: Pupil premium strategy plan

Statement of intent

Identified barriers faced by our children who are in receipt of the PPG include less support with learning at home, poor language and communication skills and difficulties with learning. A number of these children have SEMH difficulties including lack confidence and low self-esteem. Other areas of concern are a limited access to wider opportunities and life experiences as well as a lack of aspirations. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ For all of our disadvantaged children and families to feel supported to ensure that they have positive mental health and wellbeing.
- ✓ For all of our disadvantaged children to access learning at an appropriate level and where their starting point is below ARE to make accelerated progress.
- ✓ For all disadvantaged pupils to develop aspirations and feel confident in their ability to achieve them.
- ✓ For all disadvantaged pupils to be fully prepared for the next stage in their education.

We aim to do this through:

- Ensuring all teaching is pitched according to the needs of the children, including those who require further challenge.
- Improving quality first teaching.
- Providing additional adult support – pastoral and academic.
- Providing targeted interventions.
- Tracking and supporting families with attendance.
- Working with external agencies to support individuals.
- Ensuring smooth transitions between key stages.
- Ensuring that parents have access to family support.
- Highlighting career opportunities and aspirations through the curriculum, including arranging visitors to the school and a variety of workshops.

Key Principles for our strategy

- We are committed to raising the achievement of pupils who are eligible for PPG.
- We know that great teaching and careful planning can make a difference to the outcome of our disadvantaged pupils.
- We never confuse eligible pupils with low ability and strive to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
- We create an overall package of support aimed to tackle the range of barriers at home and in school including; attendance, behaviour and other external factors.
- We take an evidence-informed approach to our Pupil Premium spending.
- We use assessment systems to track pupils and identify those who are under-achieving. This enables us to look at reasons for under-achievement and put in place measures to address them.
- We direct resources and interventions to accelerate progress of eligible pupils and where appropriate, close the attainment gap compared to their peers.

Challenges

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

Challenge number	Detail of challenge
1	Many of our pupil premium lack parental support with their learning at home
2	SEMH difficulties of children and their families.
3	A lack of varied experiences impacts on the children's starting points and aspirations.
4	Low attendance and poor punctuality.
5	Poor speech and language skills.
6	Pupils not making expected progress in core subjects

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
The children who lack support with learning at home have increased opportunities to learn.	- Some parents are better able to provide support with learning at home. - Children are accessing additional support in school. - Progress is made in relation to the provision
Improve SEMH for children and their families.	- Improved attendance for some children - Reduced support sought from school by some parents. - Reductions in negative / inappropriate interactions observed. - Improved SCDQ scores - Improved engagement with learning. - Children able to recognise which 'zone' they are in and, where appropriate, regulate their emotions. - Pupil survey shows that children feel supported and know how to access help.
Increase experiences and improve aspirations for children.	- Children access new and varied experiences. - Children have high expectations and aspirations
Improve attendance and punctuality.	- Improved attendance for targeted children.
	- Targeted children arrive at school on time.
Children develop speech and language skills in order to improve outcomes in all areas, socially, academically and emotionally.	- Children are able to effectively communicate with a range of people in a range of situations. - Children's ability to participate in discussions is noted through monitoring.

	- Children are able to manage their feeling and relationships independently.
Children are accessing reading, writing and maths at an appropriate level and where their starting point is below ARE they make accelerated progress	- Data shows that children have made expected or better progress - Intervention Records show progress - Evidence in books shows clear progress - Learning walks / lesson observations show that teaching matches need.

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: Year 3 £69,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teachers will provide opportunities to develop speech and language across the curriculum. They will be aware of the specific speech and language needs of children in their class and tailor support accordingly. For example, Goldilocks words, visual cues, comments/ versus, questions, modelling including the use of sentence stems, the use of Speech and Language and communication tool kit, including top tips. Talk for writing Vocabulary focus within weekly session of Reading Practice or Guided Reading. Cost £2600 – guided reading and Little Wandle practice books. Year 2 - £0 required of Little Wandle Year 3 - £1780 Little Wandle Books	EEF Oral Language Interventions. Impact in Early Years (+7) Impact in Primary = (+ 6)	5 & 6
£5000 – Talk for Writing (over 2 years) Year 2 £2,500 Year 3 - £628 – T4W Project (4 day – 2 adults)	EEF Oral Language Interventions. Impact in Early Years (+7) Impact in Primary = (+ 6)	5 & 6

Teachers will plan and deliver tasks to children in reading, writing and maths according to their individual needs. They will utilise Accelerated Reader, Talk for Writing and the Herts Essentials Maths Programme and related CPD. Cost £6924 – Accelerated Reader (over 3 years.Paid in full in Year 2) £2500 - Herts Essentials Maths programme Paid in full in Year 1) Year 3 - Embedding systems and monitoring impact	EEF Accelerated Reader – for all pupils 3 months progress and for those in receipt of free School Meals (+5) . EEF Talk for Writing – indicated a positive impact on pupil's attitudes, progress and attainment. Talk for Writing Website – Doubles the rate of progress.	6
EYFS - Resources purchased to enhance the indoor and outdoor environment with a focus on communication & language, PSED and knowledge and understanding of the world. £2,500 Year 2 - £200 to support mark making/writing opportunities. Year 3 - Resources to support C&L PSED £400	EEF – The importance of a stimulating environment.	3, 5, & 6

Pupil progress – Supply To identify and plan for children that required further support 3 days - £600 Year 2 - completed termly (£1,800 across the year) Year 3 – £3,500		All areas.
Additional teacher support in Maths lessons Year 2 x 3 hours per week.	Additional teacher/teaching assistant.	6
(October '22 onwards) £2,936 Year 2 - Class 2 2023/24 – Two TAs now in the room Completed TAs allocated on a yearly basis due to numbers and need in each class - see below.		
Teaching Assistant Support for children in receipt of PPG Year 1 (2022 – 2023) Year 2 £5,500 (10 hrs a week) Year 3 £11,178 (3 days) Year 5 £9,091 (18 hours per week) Year 2 of Plan (2023 – 2024)	EEF - +4 Months	1,2,5 & 6

Year 2 (28 hours - £21,963) Year 3 - (14 hours - £13,981) Year 6 - (15 hours - £12,213) Year 3 of plan (2024 – 2025) Year 1 TA (Full time £23,302) Year 2 TA (18 hours = £13,869) Year 4 TA (£14,263) Communication Provision Support (£7,946)		
SENCo & PP lead £4,000		All areas.

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

Budgeted cost: Year 3 - £2,836

Activity	Evidence that supports this approach	Challenge number(s) addressed

Wellcomm assessments undertaken to identify gaps / needs. Intervention provided according to need. Cost – TA £ 232 Ongoing no money allocated – Year 3		5
Experienced TA to deliver evidence-based interventions with key children. From Years 2 – 4. Cost £6,312.8 4 TAs – daily phonics groups. Year 2 Experienced TA to deliver interventions with children across key stage 2 Cost £10,356 Year 3 Within allocated support	EEF Phonics has a positive impact overall (+5) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	5 5
Training – Two staff to be trained in Protective behaviour £490	(EEF +4) Social Emotional Learning Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The 'protective behaviours' is a research-based strategy that aims to prevent abuse and reduce violence towards children (Rose, 2004; Walsh et al., 2013)	2

Team teach £450	Team Teach has strategies that move beyond behaviour management. These strategies promote team building, personal safety, communication, and verbal and non-verbal de-escalation techniques. These techniques support behaviours and reduces risk. Support children to regulate and remain in school.	
Additional Resources purchased to support children's learning/well being Year 2 To be able to provide resources in response to needs as they arise £4,000 Year 3 £700 General Resourcing £1146. Purchase of Mighty Writer.	Survey results show that Mighty Writer has significantly improved various aspects of literacy among Key Stage One children, specifically: engagement vocabulary sentence recall sentence construction and idea recall. Almost 9 out of 10 respondents (88%) reported significant, substantial or even revolutionary impact across all evaluated aspects, indicating a high level of improvement or a complete turnaround in literacy levels. Every school reported meaningful improvements in each aspect of literacy education.	5 & 6

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

Budgeted cost: Year 3 - £4,045

Activity	Evidence that supports this approach	Challenge number(s) addressed

Teachers will set homework on Sumdog enabling children to be independent and motivated to complete homework. £1,045 Year 2 – £1.045 Year 3 - £1,195	EEF Sum dog – high impact (+ 6) EEF (+4) Parental engagement has a positive impact on average of 4 months' additional progress. EEF guide to pupil premium – targeted academic support EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.	1 & 6
HLTA will deliver small group and 1:1 social and	(EEF +4) Social Emotional Learning	2
emotional support to targeted children.	additional progress in academic outcomes over the course of an academic year.	

3 hours support per week £1, 967 Year 2 - Approached changed to Teaching Assistant being trained in Drawing and talking, protective behaviours. Counted in targeted spend section. Year 3 - Leaders always available for children in place no further allocation needed	<i>'After completion of the Drawing and Talking therapy, individuals are more control their behaviour and most importantly have higher self-esteem, allo them to thrive in th world around them'</i> Drawing & Talking Website.	
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Children will be given a range of opportunities that enrich their learning experience and help to develop self-esteem and aspirations Experiences including sports events promoted across the curriculum and outside of school. Year 1 £3912 Year 2 - £2,500 Year 3 – £2,000	EEF (+1) – Physical activity has important benefits in terms of health, wellbeing and physical development. (EEF + 3) - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	1, 2, 3, 4 and 5
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To provide guidance to parents so that they feel that they can support their child's learning and wellbeing at home - Parent workshops related to curriculum on how to support at home - Staff, parent and child online safety training (£350) - Inviting parents in to see interventions so they can support at home - Liaison with external agencies - Use of Zones at home etc. Year 3 Parent and child online safety training (£350)	(EEF +4 months) Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: ● approaches and programmes which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading or homework; ● the involvement of parents in their children's learning activities; and ● more intensive programmes for families in crisis.	1,2, 3, 4 & 5
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Additional Resources purchased to support children's learning/well being Year 2 To be able to provide resources in response to needs as they arise £4,000 Year 3 £850 General		3, 5 & 6
Sensory room to be resourced to support children's well-being and regulation to enable to £500	Sensory rooms promote emotional regulation, enhance focus, and support the development of motor and social skills and encourage vocalisation. For children who may struggle in traditional settings, sensory rooms offer a safe and engaging space to thrive.	2&6

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Total budgeted cost: £76, 590

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.

Teaching		
Desired Outcome	Chosen action/approach:	Impact:
1. Teachers will provide opportunities to develop speech and language across the curriculum.	They will be aware of the specific speech and language needs of children in their class and tailor support accordingly.	Through monitoring sentences, stems are being used across the curriculum, which has resulted in children using more subject specific vocabulary. T4W is embedded with gives opportunities for talking and developing vocabulary in each English session and in evidence can be seen in writing within school. Reading practice and guided reading session have a specific vocabulary focus each week. Key Vocabulary has been added to medium term plans for foundation subjects this is differentiated to ensure that words chosen is targeted to the children's needs. EYFS - 5/11 = 45% Achieved ELG of the remaining 6 four of these children are on the SEND register. 3 children with Sp & language needs have made significant progress in their individual targets.

2. Teachers will plan and deliver tasks to children in reading, writing and maths according to their individual needs.	Accelerated Reader, Talk for Writing and the Herts Essentials Maths Programme and related CPD.	Accelerated reader is embedded Impact that can be seen is children's engagement, teachers are now tracking children's progress following baselines being completed. Further impact to be monitored on a termly basis beginning December 2023 English subject leader has led CPD on Five Sentence Stories to enable staff to support children to access the T4W approach within the classroom and quality first teaching. Small group of children established to deliver an adapted T4W group including use of 5 sentence stories in Year 4 due to the nature of the needs of these children. Impact – children were able to contribute to learning and were actively involved in sessions this allowed children to develop their confidence and make progress in terms of attainment (Ladders) Herts Essential maths tracking back documents used to support planning and to establish appropriate next steps. 78% of PPG children made expected or better progress in Maths and Writing and 85.5 % in Reading across the year
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3.EYFS - Stimulating the indoor and outdoor environment with a focus on communication & language, PSED and knowledge and understanding of the world.	Resources purchased	81% of the children in the PPG achieved the expected standard in PSED area of learning. 3 children that did not are on the SEND register. 64% of Children in receipt of PPG achieved the expected standard in the C&L area of learning 55% of Children in receipt of PPG achieved the expected standard in Understanding of the world area of learning.
4.Pupil progress meetings to be undertaken three times a year.	Staff released to allow a more thorough discussion about individuals and provision for the children that are disadvantaged.	Staff were taking responsibility for the progress and provision for individual children. Time allowed for professional discussions. Links made with the appraisal targets. The impact of this was also noted in a quality of education visit completed by external advisor

Teaching Assistant Support for children in receipt of PPG Year 2 Year 2 (28 hours - £21,963) Year 3 - (14 hours - £13,981) Year 6 - (15 hours - £12,213)		Progress data for the academic year			
			Reading	Writing	Maths.
		Yr 2	66%	66%	66%
		Yr 3	79%	71%	71%
		Yr 6	92%	61%	69%

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Targeted Academic Support		
Desired Outcome	Chosen action/approach:	Impact:
1.To improve speech & language	To improve speech & language	As above in Teaching section point 1.
2. Children to be able to use phonics in readiness for reading and to complete the phonics programme	Experienced TAS to deliver evidence-based phonics intervention with key children. From Years 2 – 4.	There are only a small number of children in KS2 receiving intervention. Progress has been made through the phonics phases. 2 children resat the phonics screening check. 50% achieved the expected standard, the second children improved their score from 16 – 28 across the year.

3. Training Two staff to be trained in Drawing & Talking	To support children at a school level or before they can access external agency support	Several children have undertaken the programme. The programme has supported children in their confidence, self-esteem and given them an adult to build a relationship with and 1:1 time to talk.

Wider Strategies		
Desired Outcome	Chosen action/approach:	Impact:
1.Targeted academic support, parental engagement with school	Teachers will set homework on Sumdog enabling children to be independent and motivated to complete homework.	Children have access to home learning to consolidate learning within the classroom – TTRocks and Numbots have been added to this. Allowing children's number sense to be strong. Increased number of children accessing it at home due to the number of children receiving certificates in the Friday assembly.

2.To support children with their emotional well being	Zones of Regulation to be used across the school and promoted for use at home	Parents received information at curriculum evening and via class Dojo, a page setup on the school website for parents to use. Zones are displayed and used by children in the classroom and we have seen an increase in children communicating their feeling and enabling staff to be proactive to see how a child is feeling which has prevented escalation and support children whose emotions are less outwardly visible.
3.To support children with their emotional well being		As above in targeted intervention 3
4.Children will be given a range of opportunities that enrich their learning experience and help to develop self-esteem and aspirations	Support parents in financing extra-curricular activities or events in and outside of school	Children had opportunities to experience a range of extracurricular/enrichment opportunities including residential and after school clubs. See Personal Development Curriculum. Impact – extended writing opportunities. Opportunities to perform and share their learning in class assemblies.
5.To provide guidance to parents so that they feel that they can support their child's learning and wellbeing at home		Support given through 1:1 meetings sign posts to various external agencies. On line safety session to be sought academic year 2024 – 2025. Money re allocated to sensory room
Resources purchased to Self confidence Give children Opportunities to perform which are not provided as part of the curriculum which are often in accessible outside of school due to financial constraints		Money re allocated to sensory room as there was no requests from parents for this. Children were given priority on spaces for the HAF dance club that occurred in the half terms

£500		
To develop a nurture space to support the emotional well-being of children that will support them in being ready to learn £2,000		The school also invested £3000 into creating a sensory room. 21 of the children in receipt of PPG are also on the SEND register some of these children, and others, have sensory needs and will benefit from access to the sensory room to support this. This will have a positive impact on their SEMH and to their ability to access learning within the classroom.

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

Recovery Premium.

Activity	Cost 2022 - 2023	2023 - 2024	2024 - 2025
Family worker to support parents & families with • SEMH • Signposting to agencies for support • Form filling etc	£7.250	N/A	
☐ Parenting advice, strategies & support			

Service pupil premium funding (optional) N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	