

Whitwell Primary School

Pupil Premium Strategy Statement: 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Whitwell Primary School
Number of pupils in school	270 including Nursery
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 & 2022-23
Date this statement was published	September 2021
Date on which it will be reviewed	April 2022
Statement authorised by	Mrs L Duncan
Pupil Premium Lead	Mrs S Tomlinson
Governor Lead	Mrs L Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,635
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Whitwell Primary School we believe that all children should be supported to be the BEST they can be in all areas and aspects of life both in and out of school. This is underpinned by our school motto: Believe, Endeavour, Succeed Together.

Therefore we will target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future, making good progress and achieving well.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We consider the challenges faced by vulnerable and disadvantaged pupils and organise specific measures in order to address these.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed national expectations.
- To support our children's wellbeing to enable them to lead happy and fulfilling lives.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment is not in line with national, including at Greater Depth, for PP children in Reading, Writing and Maths.
2	Reading – poor oral language skills in EYFS & KS1, insecure comprehension skills for PP children at Year 2 and above; and inferential skills for high attaining children in KS2.
3	Emotional issues, including low self-esteem, for a proportion of pupils (mostly eligible for PP) are having detrimental effects on their academic progress.
4	Attendance rates and punctuality for disadvantaged pupils.
5	Participation in wider opportunities at school as for some families there are limited opportunities outside of school due to financial constraint.

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
Raised attainment in Reading, Writing and Maths of all PP pupils.	Targeted pupils make good progress from their starting points, and so the attainment gap between PP pupils and all pupils narrows in Y1 to Y6.
Targeted support accelerates children's progress from their starting points.	Pupils eligible for PP funding make good and better progress from their starting points. Interventions and strategies are targeted effectively to meet individuals' needs and support is directed well.
Pupil premium children will come into school more readily and positively and with less anxiety. Their self-esteem will have improved.	Incidents of pupils arriving in school in an anxious state decreases. Conversations in nurture groups and other intervention groups reveal less anxiety around out of school situations.
Improved attendance rates for PP eligible pupils.	Overall attendance rate improves for PP eligible pupils closer to 96% (National Average). Reduce the number of persistent absentees attendance of below 90% - school definition) among pupils eligible for PP to 10% or below.
Self-esteem and confidence to be raised by giving children the same opportunities as non PP children.	At least the same percentage of PP children take part in activities on offer as non PP children. That cost is not a barrier to participation.

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: £ 90,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To sustain TA support in class during English, Maths, Phonics and Guided Reading to 15 hours per week per class. This enables every class to have a TA in the mornings, which means there is sufficient time to ensure quality first teaching alongside offering pastoral and learning intervention support. Children receive greater quality interaction and feedback from the adult working with particular groups.	<p>We want to offer high quality teaching and support to all children to drive up results.</p> <p>In the Sutton Trust Toolkit it shows that Feedback given by TA or Teacher can be very effective. It provides high impact for very little extra cost.</p>	1,2

Focus on hearing Pupil Premium children read to increase their comprehension and inference skills. This will be achieved through additional quality TA support. Regular reading leads to improved fluency. Those children identified with a barrier to learning that relates to a low level of support at home will be a particular focus.		
Teaching staff to be fully aware of the barriers to learning for the PP children in their classrooms. For teaching staff to be accountable for their accelerated progress through their planning and interventions and increased monitoring of vulnerable groups to identify gaps and establish what further can be done to diminish the difference. DHT to monitor and manage provision through additional Pupil Progress review meetings for PP children.	An improvement in the assessment and tracking of all pupils is in place in order to identify the gaps in learning for specific pupils at a faster pace. Further discussions between DHT and staff to establish what is being done to diminish the difference. An improvement in tracking systems was highlighted in the 2014 Ofsted report Pupil Premium Update – Analysis of Pupil Progress and states that it is even more effective when findings are shared with teachers.	1,2,3,4,5
An additional teacher to reduce class sizes in KS2 (from 30 to 24) and to avoid a mixed Key Stage split class. This will enable 6 classes at Key Stage 2 with parallel teaching to Y3/4 and Y5/6. This will ensure quality first teaching and reduce the need for a Y4/5 class.	The EEF say, “Reducing class size appears to result in around three months' additional progress for pupils, on average. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.”	1,2,3,4,5

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

Budgeted cost: £41,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention with trained TA – School-based tutoring. Additional small group intervention with highly qualified staff – NELI, Inference Intervention, Maths Intervention, Accelerated Reading, RWI, ECAT, ECAM. Use of EYFS Pupil Premium for early intervention following baseline. 'Booster' sessions with class teachers after school or TA interventions for identified disadvantaged children.	The National College for School Leadership published a report summarising good practice on closing the attainment gap under the 2014 Primary National Curriculum, it highlights the importance of outstanding practice and targeted support as key drivers for improving progress.	1, 2

<p>Forest Schools Programme and Outdoor Learning programme or Nurture Group (2 afternoons per week) focussing on behaviours for learning and social and emotional learning.</p> <p>Pastoral Manager - To lead on a range of programs to support the development of self-esteem and confidence of the young people in school.</p> <p>Improved socialisation skills which will improve rate of progress within class.</p> <p>Emotional and social development. These include nurture, Forest Schools, Drama activities and working towards the John Muir Award. Also working with individuals and supporting parents.</p>	<p>Evidence from EEF, suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effects are larger for targeted interventions matched to specific pupils with particular needs or behavioural issues, than for universal interventions or whole school strategies.</p>	<p>3,4</p>
<p>Accelerated Reader – continue the program and continue to train staff by cascading updated knowledge. Organise further training as available to further develop practise. Also to purchase additional books (from School budget) to motivate children, giving a wider range of reading genres, particularly with a non-fiction focus.</p>	<p>The National College for School Leadership (National College) have published a report summarising good practice on closing the attainment gap under the 2014 Primary National Curriculum, it highlights the importance of outstanding practice and targeted support as key drivers for improving progress.</p>	<p>1,2</p>

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

Budgeted cost: £13,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase attendance in school, particularly of the Pupil Premium Low attenders. Active protocols in place to alert non-attendance asap. Text, phone calls and follow ups to be in place. Systems to ensure children are able to overcome barriers that prevent them from attending school. Attendance meetings and letter informing parents of poor attendance. Strategies in place to deal with continual poor attendance (Outside agencies if necessary). Weekly class attendance to be announced in assembly and published in newsletter.</p> <p>Termly certificates and stickers are awarded for improved attendance.</p>	<p>Following the review of attendance for 2020-21, it remains that although attendance for PP children has improved greatly, it still continues to be below that for other pupils. (96.04% for all pupils compared to 95.54% for PP children in 2020-21). Consistent poor attendance has a huge impact on the progress of all children. Engagement with parents is key to improving attendance as highlighted by the Sutton Trust.</p>	<p>4</p>
<p>All pupils eligible for PP funding will be part funded for trips, clubs and residential trips, ensuring these valuable enrichments activities are accessible for all our pupils.</p>	<p>Some pupils from lower income families may not have the opportunity to experience the</p>	<p>4, 5</p>

<p>All PP children will have access to subsidised Breakfast Club places and additional support while in attendance.</p>	<p>range of activities that are offered through school trips. This disadvantages them from those pupils who are able to, which can affect their confidence and enjoyment of school.</p> <p>The EEF Toolkit suggests that participation in activities such as dance, drama, music and residential visits has a moderate impact on English, Maths and Science attainment. It also states that there are benefits in areas such as spatial awareness, attitudes to learning and wellbeing.</p>	
<p>Educational Psychologist To purchase additional hours from this service as necessary to identify gaps in learning and other reasons why certain PP children don't achieve/ or to give additional support if appropriate to the most able.</p>	<p>We want to offer high quality teaching and support to all children to drive up results.</p> <p>In the Sutton Trust Toolkit it shows that Feedback given by TA or Teacher can be very effective. It provides high impact for very little extra cost.</p>	<p>1, 2, 3</p>

Total budgeted cost: £145,500

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Children were well supported in school throughout the Autumn Term 2020. All staff worked together to get children back to their prior attainment from when school was closed in the first lockdown. An additional teaching session for maths was built into each week as skills needed to be taught in order to move learning on from Feb 21.

During Lockdown 2 (Jan – March 21) WPS ran a well organised program of online learning and live lessons for children from nursery to Y6. Children who were in school or at home had the same offer of education with lessons led daily by their own class/year group teachers. These were well attended and were fully monitored by each class teacher.

From March 21 once the children returned to school, many needed additional support to re-engage into the school day and routines. More children suffered with anxiety and from separation worries. Many more were included in small group activities and needed additional pastoral support. The number of the children on the Pupil Premium Register has risen term on term from Lockdown 1 and so the strategy is revised with the best possible outcomes in mind.

Key areas of impact

- 2020 Autumn Term Y2 Phonics screening test results 89% all pupils passed and also 89% PP pupils achieved the pass mark.
- 2022 Autumn Term Y2 Phonics screening test results 92% all pupils passed and also 86% PP pupils achieved the pass mark.
- PP attendance figures for end of 2020-21: 95.54% a significant increase from 2019-20.

See evaluation of 'Catch-Up' Plan.

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
TTRockstars	Maths Circle Limited
Accelerated Reader	Renaissance Learning