

Pupil premium strategy statement

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	Whittlefield Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Debbie Boughen
Pupil premium lead	Natalie Sumner
Governor / Trustee lead	Jo McCue

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,255.00
Recovery premium funding allocation this academic year	£11,600
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	£117,855.00

Part A: Pupil premium strategy plan

Statement of intent

As a fully inclusive school, we are committed to supporting all our pupils to 'dream, believe and achieve'. 39% of our pupils have been identified as disadvantaged. This informs our approach to pupil premium spending in that we prioritise strategies that impact on the majority of our children, however we specifically consider those pupils who are deemed to be at a disadvantage educationally.

By supporting pupils who need support the most, we will continue to target this funding in areas of disadvantage to ensure that all children, regardless of their background can achieve their full potential. We are continuously driving for improvement.

Quality first teaching is therefore at the core of our approach. 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 at Whittlefield (EEF research: The EEF Guide to Pupil Premium). Our approach is responsive to the common challenges we experience and individual needs. This is rooted in well-established diagnostic assessments and not assumptions about the impact of disadvantage.

Our strategy is also integral to wider school plans for education recovery including targeted intervention support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged children enter school with limited communication and language skills, resulting in a slower start to their education. Our observations and assessments that include the EYFS baseline and Wellcomm identify a low baseline in oral communication, language and literacy. Our internal data shows that this has an impact on children's reading and writing and the overall good level of development (GLD).
2	Due in part to challenging external circumstances, many PP children do not have the social and emotional resilience to allow them to focus on academic matters. We have seen a rise in pupils requiring pastoral and mental health support.
3	Pupil premium children do not generally perform as strongly in reading, writing and maths compared to National performance data. As a result of the partial school closures most of our disadvantaged pupils have significant gaps in their learning and are working below age related expectations.
4	PP children commonly come into school with fewer experiences to draw upon and relate to from their wider life experiences, limited cultural capital and low aspirations for their own future, meaning that they struggle to engage with the school curriculum on a level that is meaningful to them.

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
<p>Communication and language skills for disadvantaged children to progress rapidly, in order that they leave EYFS with the expected level of development in these areas, and progress through school with speech & language skills that allow them to fully access to the curriculum.</p>	<p>PP children make accelerated progress with their speech, language and communication needs and leave EYFS with the expected level of development.</p> <p>Assessments (Wellcomm, NELI, LLLI and SALT reports) indicate significantly improved communication and language skills.</p>
<p>To provide a network of social and emotional support for PP children, enabling them to develop increased resilience to the challenges they face.</p>	<p>PP children's social and emotional needs are addressed and children are more resilient to challenges.</p> <p>Qualitative data from pupil voice, pupil and parents questionnaires and teacher observations show children have increased resilience to the challenges they face.</p> <p>Observations of children's engagement in learning shows they have a 'can do' attitude and self-belief resulting in increased resilience.</p> <p>Boxall assessment show PP children are broadly in line with the peers.</p>
<p>Pupil premium children will become more confident and an increasing number of children working at the expected standard across school in reading, writing and maths.</p>	<p>More PP children achieve broadly in line in reading, writing and maths. In school tracking data and end of Key Stage (GLD, KS1 and KS2) assessments show an increase in the number of children working at age related expectation year on year.</p>
<p>Provide a deeply enriched curriculum to ensure that all PP children have real experiences to draw upon and apply to their learning and opportunities to raise their aspirations and awareness of wider opportunities.</p>	<p>PP children have higher aspirations and a greater awareness of wider opportunities available to them to improve opportunities for the future.</p> <p>Cultural capital experiences (visits and visitors included) are planned and embedded into our curriculum. A wide range of free (or low cost) extra-curricular activities are available to all pupils.</p>

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: £47,751.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Communication and Language</u></p> <p>Wellcomm assessment used with all EYFS pupils to identify communication / language baselines and to measure progress made</p> <p>Staff training including LLLI, NELI and WellComm</p> <p>NELI intervention implementation (targeted) and training impacting all</p> <p>Overstaffing in EYFS to increase communication modelling and dialogue in continuous provision and small group work.</p>	<p>Detailed research into appropriate assessment and intervention tools using EEF recommendations and evidence based upon previous years trials with Speech and language therapist, Wellcomm and NELI.</p> <p>Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress.</p> <p>The systemic review commissioned by the EEF 'Early Language Development' reinforces the above approaches to be in line with best practice, especially in terms of adult interactions – hence the need for additional staff to model this.</p> <p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months)</p> <p>NELI has been robustly analysed and evaluated and has shown that children</p>	<p>1 & 3</p>

	make an additional 3 months in their language development.	
<p><u>Improving outcomes in reading, writing and maths</u></p> <p>Phonics lead in school (supported by English Hub/RWI development days) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1.</p> <p>RWI CPD for Nursery staff so Phonics begins with our youngest children.</p> <p>Reciprocal reading CPD for staff</p> <p>Talk packages and CPD for Nursery, Year 1 and Year 5</p> <p>Maths lead in school (supported by the Maths hub and NCETM) to share best practice, support staff with CPD opportunities to enable consistency in standards and monitor teaching and assessment of mastery in maths across school.</p> <p>Mastery in number CPD for EYFS & KS1 staff to secure firm foundations in the development of good number sense for all children from Reception through to Year 2.</p> <p>Half termly data monitoring and progress discussions</p>	<p>The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.</p> <p>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit.</p> <p>The Primary English and Literacy team implement the Talk Programmes. Each programme includes a deep and sustained approach to CPD for teachers. The programmes ensure children are offered the best possible teaching and learning for English, and in the current climate, will provide the essential approaches for schools to implement quality first teaching for all.</p> <p>The research indicates that the NCETM/Maths Hubs Teaching for Mastery Programme is having a significant, positive impact at a number of levels. Teachers are becoming more knowledgeable about, and skilled at, their craft; classroom practice is changing in ways designed to help pupils develop deeper understanding; and there are encouraging signs that pupils are learning maths more securely.</p>	1 & 3

<p>Academic Mentor from National Tutoring programme</p> <p>Intervention groups targeted to address gaps in learning</p> <p>Quality marking & feedback</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,481.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm intervention used to improve communication, language and vocabulary in EYFS</p> <p>Targeted group work in Nursery and Reception using Wellcomm</p> <p>NELI intervention implementation</p> <p>LLLI strategies to support language and communication in EYFS</p> <p>SALT support</p> <p>Inclusion teacher to target assessment and support for those eligible for PP who are identified as having SEND</p> <p>Intervention groups led by TA's based on same day interventions, IDL,</p>	<p>EF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF).</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost.</p> <p>NELI has been robustly analysed and evaluated and has shown that children make an additional 3 months in their language development.</p> <p>EEF toolkit: Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p>	<p>1 & 3</p>

TT Rockstar's, Phonics interventions		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,623.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School staffed with Pastoral team, DSL's and Mental Health First aiders</p> <p>Nurture sessions to support pupils emotional resilience</p> <p>Boxall profiling to provide an initial baseline, provide support and measure progress of pupils.</p> <p>Curriculum focus on in terms of growth mind set, resilience and mental health of pupils</p> <p>Opportunities for Job junction, skills builder and aspirations programme to help children to build resilience, increase confidence, develop self-belief and employability skills. Raise their aspirations and open up the world of work.</p> <p>Experiences and visitors planned for all pupils across the year</p>	<p>EEF toolkit identifies that the following all have a positive impact.</p> <p>Behaviour intervention (moderate impact +3 months)</p> <p>Social and Emotional Development (Average impact +4 months)</p> <p>Metacognition and Self regulation strategies (+ 7 months)</p> <p>Outdoor adventure learning (+4 months)</p>	<p>2 & 4</p>

Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home environment.		
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Total budgeted cost: £117,855.00

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.

- Covid 19 pandemic from March 2020 to February 2021 led to national tests being cancelled in July 2020-21 therefore there is no external performance data for the school or nationally.
- To support all pupils, including PP children, assessment focus has been on using internal data from Target Tracker for each year group, which has been monitored and moderated robustly internally and monitored through pupil progress meetings.
- Through monitoring, both PP lead and class teachers know the needs of their PP pupils and have planned accordingly throughout the academic year 2020-21. Current assessments have then been used to inform this strategy document for the academic year 2021/22 ensuring the most seamless learning possible. This can be ratified via internal assessment systems.
- 90% of pupils passed the phonics screening check for 2020-21.
8 out of our 11 pupil premium children passed the phonics screening check and of the 3 who didn't there are identified SEND needs and provision in place.
- Prior to lockdown (March 20th 2020) pupils were fully engaging in a wide range of trips and experiences which enriched the curriculum and gave them opportunities to widen their experiences and raise their aspirations.
- PP children engaged in a range of sporting activities which gave them opportunities to try new sporting activities.
- As evidenced across the country, school closures were most detrimental to disadvantaged pupils. The impact of this was mitigated by our efforts to provide a high-quality remote learning and extensive support to pupils.
- Our pastoral team, class teachers and SLT, have supported parents and carers throughout lockdown with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support. All families received weekly welfare phone calls and check-ins during lockdown. The parental feedback school received was extremely positive.
- All SEND and Pupil Premium children were offered places in school during school closures/lockdown to support children and families who were struggling at home.
- Our PP children received devices from the DfE to support them with their learning which enabled children to access remote learning.
- Our Pupil Support Manager/HT attended multi agency and safeguarding team meetings to support the child and family.

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
Wellcomm	GL assessments
Boxall Online Subscription	The Boxall Profile
Skills Builder subscription	Skills Builder Partnership
Myon and Star reading subscription	Renaissance
RWI subscription	Ruth Miskin at Read, Write Inc
IDL subscriptions for English and Maths	IDL
Lancashire planning for English units	Lancashire Primary English
White Rose subscription for Premium resources	White Rose Maths
Maths No problem textbooks	Maths No Problem
Times Tables Rockstars	TT Rockstars