

# Pupil premium strategy statement – Whittlefield Primary school

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	219
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023- 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Jane Thistlethwaite
Pupil premium lead	Natalie Sumner
Governor / Trustee lead	Jo McCue

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,220 EYPP 706 £122,926
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,875
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£133,095 £133,801

## Part A: Pupil premium strategy plan

### Statement of intent

As a fully inclusive school, we are committed to supporting all of our pupils to 'dream, believe and achieve'. 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.

We focus on ensuring these pupils are correctly identified, prioritised and supported which will recognise our vision for them that 'the sky is the limit'.

We accept that not one size fits all and we tailor our approaches and interventions to meet the needs of individuals and their barriers which will enable them to flourish.

Quality first teaching is 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' attainment which will be sustained and improved alongside progress for their disadvantaged peers. Our approach is responsive to the common challenges we experience and individual needs

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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
- ensure disadvantaged pupils are challenged in the work that they're set

Data will be used to carefully track the impact of targeted spending and attainment.

#### *Our aims are*

To deliver high quality first teaching following high quality CPD for teachers.

- To improve language and communication skills
- To raise attainment in Reading, further developing every child's love for reading
- To raise attainment in Writing
- To raise attainment in Mathematics
- To continue to improve the wider opportunities available for all pupils
  - Delivering a wide range of after school activities to pupils to broaden experiences and provide enrichment to pupils.
  - Enhancing the curriculum through visits and visitors and providing children with experiences and enrichment to develop cultural capital
  - Provide children with aspirations beyond primary school.
- Providing effective resources ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.
- Providing support for emotional instability through the family support worker.
  - To improve confidence, independence and self esteem
  - To improve attendance and punctuality

- To improve positive parental engagement, support and partnership work to further reduce barriers to learning
- For ALL pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor speech and language skills</b> are evident in EYFS and KS1. This impacts greatly on future learning especially in reading and writing. 40% N Identified 23% R 17%Y1 20% Y2
2	<b>Adverse Childhood experiences</b> – Observations and our experiences with our pupils and families indicate that many of our children are living in households where adults have poor mental health, children are exposed to crime and unemployment. There are also instances of domestic abuse. This means that our children need more support to be able to learn.
3	<b>Attendance and punctuality</b> rates for some Pupil Premium pupils - Data shows % PP children's attendance is lower than non-PP. <b>91.2%</b>
4	<b>Cultural capital</b> - Discussions with our pupils has revealed a lack of enrichment opportunities for the children. This lack of wider experiences due to deprivation in the local area is a particular challenge to our disadvantaged children which impacts on their engagement with the curriculum.
5	<b>Mental Health</b> Issues with positive mental wellbeing have been identified for some of our Pupil Premium children. This can have a negative effect on attendance, behaviour for learning, social skills and participation in lessons which impacts on levels of attainment.

## 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
Improved attainment for all pupils	GLD, Phonics score and end of KS2 SATS are more in line with national data. Gap between PP and non-PP children narrows.

Children have increased opportunities to engage in enrichment opportunities linked with their learning	<p>Opportunities to bring the curriculum to life for our pupils is planned on the curriculum long term plan. Children speak positively about visits and visitors which have enhanced their learning. This is evidenced through Subject Leader pupil voice activities.</p> <p>Engagement with other learning providers and partners is increased to support enrichment activities outside of school times</p>
Raised aspirations for pupils	<p>Children are exposed to different career options through themed week and specific programmes of work designed to explore the world of work. Pupils are able to talk about their career options and able to identify a path they may wish to pursue.</p> <p>Children are aware of education paths beyond primary school.</p>
Resources (including staff) are used effectively	<p>Teaching programmes are suitable for our pupils and taught effectively</p> <p>Support staff deliver interventions which are timely and impact positively on pupils' attainment.</p>
<p>Family support worker to</p> <ul style="list-style-type: none"> <li>○ support the school community to achieve and sustain improved attendance for all children.</li> <li>○ achieve and sustain improved personal, social and emotional wellbeing</li> <li>○ increase engagement with parents and increase school events and training opportunities</li> <li>○ support parents developing their skills and confidence to support children at home</li> </ul>	<p>Attendance is in line with national</p> <p>Pastoral support in place for most vulnerable children</p> <p>Parents support school events</p> <p>Family support worker identifies and supports families to engage them learning process. Support provided to negate the effects of child poverty and maximise chances of families reaching their full potential.</p> <p>Parents attend workshops, parents' evening, curriculum evening, assemblies and engage with school in a positive way.</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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils achieved through targeted CPD	EEF Teaching and learning toolkit Effective teaching has the most impact on improving pupil attainment.	1,2,4
Experienced TAS to deliver high quality interventions	Research shows that teaching assistant targeted interventions which focus on small groups show a stronger positive benefit.	1,2,5
Pupil Premium observation and monitoring	Headteacher and Deputy Headteacher, AHT learning walks and lesson observations pupil progress with PP children the focus	2,4, 1
Continued employment of FSW	There is extensive evidence linking early social and emotional skills with improved outcomes at school.	2, 3,4
Phonics teaching audited and reviewed	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1,2
Events in school to raise career awareness	Raising aspirations incentivises improved attainment.	2,3,4,5,
CPD for staff regarding PP strategy and its impact	Shared vision of pupil premium impact and awareness of strategy for all enhances school culture and knowledge of what we are working towards as a team.	

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

Budgeted cost: £ 34, 502

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tutoring –</i> £31,782	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic	2,4

	support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	
Purchase of online learning platforms to support parental engagement and promote access to learning at home.	Evidence shows that parental engagement with home learning has a positive impact on average of 4 months additional progress.	1,2
Improve quality of 1-1 reading across school	Training for all TAs and volunteers focussing on the best ways to support 1-1 reading using phonics, decoding, segmenting, retrieval comprehension and fluency	1,2,5
Phonics intervention	Research shows that teaching assistant targeted interventions which focus on small groups show a stronger positive benefit.	1,2

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

Budgeted cost: £ 31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Family support worker employed</i>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parents' aspirations are important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p>	2,3,4,5

	Interventions are most effective when wider barriers to learning have been removed	
<i>Attendance</i>	Interventions are most effective when wider barriers to learning have been removed	2,3,4,5,
<i>Pastoral support by DSLs targeting behaviour and CP issues</i>	Interventions are most effective when wider barriers to learning have been removed	2,3,4,5,
<i>Pupil premium children have an enriched curriculum and opportunity to experience events , places and people they might not otherwise have access to.</i>	We have identified a need to help support enrichment opportunities for children to help widen their experiences by subsidising visits and visitors.	1,2,3,4,5

**Total budgeted cost: £135,502**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*  
GLD – PP 1/8 and Non PP 15/22  
Phonics Y1 – PP 1/9 and Non PP 14/20  
KS1 – Reading – 5/13 and Non PP 9/17, Writing - 5/13 and Non PP 8/17, Maths – 5/13 and Non PP 10/17, Combined – 4/13 and Non PP 8/17  
KS2 – Reading – 2/13 and Non PP 10/16, Writing – 3/13 and Non PP 8/16, Maths – 3/13 and Non PP 11/16, Combined – 1/13 and Non PP 9/16

*The positive impact of a family support worker has been felt by the absence of a person in this role from September 2023.*

*Due to staffing instability and a lack of consistency in spring and summer the previous strategy targets were unmet.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*