

Pupil premium strategy statement – Whitfield St James’ CE (VC) Primary School

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 | Whitfield St James’ CE Primary School |
| Number of pupils in school | 297 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | Termly |
| Statement authorised by | Craig Woodward |
| Pupil premium lead | Leo Ford |
| Governor / Trustee lead | Simon Watts |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £115,515 |
| Recovery premium funding allocation this academic year | |
| 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 | £115,515 |

Part A: Pupil premium strategy plan

Statement of intent

Our pupils' needs drive our strategy. Equity for all pupils is at the heart of our strategy. We also understand that this strategy is a process, not an event and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

Pupils at Whitfield St James', will all make expected progress in reading, writing and maths, through quality first teaching, bespoke intervention and resourcing, increased opportunities and reinforcement of learning at home.

We aim for disadvantaged pupils to have access to a wide range of interventions in schools to meet their personalised needs which are identified through our schools, assess, plan, do and review cycle.

We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will aim for disadvantaged pupils to increase their attendance at school, therefore closing the gap between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience at Whitfield St James'.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Outcomes and progress of the pupils are significantly affected by lockdown. |
| 2 | Narrowing the attainment gap across Reading, Writing, Maths and Science |
| 3 | Limited life experiences and opportunities to join in enrichment opportunities. |
| 4 | Low attendance and poor punctuality |
| 5 | Speech and Language development |

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 |
|---|--|
| Pupils make at least expected progress in reading, writing and maths. | Gap will close/narrow in progress made between PP and non PP. Achieve national average progress scores in KS1/KS2 Reading, Writing and Maths |
| Increase overlearning and reinforcement in reading and maths at home and school. | Increase in reading ages and mental maths/fluency for PP pupils. Arithmetic scores will increase. |
| Children to achieve a greater score and understanding in Problem solving and reasoning questions | Higher scores on Paper 2 and 3 Maths. Exposure to Reasoning and Problem solving in maths lessons |
| Pupils access a wide range of interventions to meet their academic and social, emotional and mental health needs, including speech and language. | As their needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M. Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice reporting that they feel happy, safe and valued in school • teacher observations monitoring of teachers and teaching assistants support to identify impact |
| An intensive home school link service is provided by Whitfield St James' to support pupils and/or parents, identified by school as vulnerable or in need. | Parents indicate there are strong links between home and school and support is received for a wide range of needs. Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance. Behaviour incidents are reduced in school due to behaviour support in the home. |
| PP attendance increases. | Attendance of identified PP pupils increases and the gap between PP and non PP narrows. Admin staff employed to focus on attendance. |
| Pupils access a wide range of enrichment experiences both in and out of school. | Pupil surveys reflect enjoyment in school and improved attitudes to learning. |

| | |
|--|--|
| | Social skills, independence, perseverance and team work are developed. |
|--|--|

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: £ 37,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Implementation of the curriculum: ensuring a good quality of education is provided to all - including the most disadvantaged - through recruitment and retention. Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving. Culture of high expectations for all by scaffolding up - and developing metacognitive strategies. Teachers forming strong relationships with pupils and building expertise of individual pupil need. The use of live marking and feedback. | <p>The EEF Guide to the Pupil Premium - Autumn 2021 https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>“</p> <p>Feedback; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | 1,2,5 |
| Investment in professional development including training | The EEF Guide to the Pupil Premium - Autumn 2021 | 1, 2, 5 |

| | | |
|---|---|---------|
| <p>and support for ECT as well</p> <p>Maths CPD for all staff on problem solving and reasoning.</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | |
| <p>Oral language strategies including:</p> <ul style="list-style-type: none"> ● targeted reading aloud and book discussion with young children; ● explicitly extending pupils' spoken vocabulary; ● the use of structured questioning to develop reading comprehension; and <p>the use of purposeful, curriculum-focused, dialogue and interaction</p> | <p>EEF Teaching and Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | 1, 2, 5 |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. – Continue to purchase additional resources to support intervention and catch up/</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1,2,5 |

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

Budgeted cost: £ 30,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Structured interventions delivered by teaching assistants: 1:1 and small group dependent on need. Precision Teaching, NELI, Catch up phonics, bespoke intervention based on gap analysis, Lego therapy, Early Talk Boost, 1st Class at number</p> | <p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 1,2,5 |
| <p>Before and after school small group booster sessions for years 5 and 6</p> | <p>EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1,2 |

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

Budgeted cost: £ 45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase subscription to Glossopdale family Support This offer includes: direct work with children and families, home visits, signposting for support, attendance at meetings, bespoke family support on a caser by case basis.</p> | <p>Parent surveys Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker. Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they</p> | 1,3,4 |

| | | |
|--|---|---------|
| | <p>require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | |
| Employment of attendance officer. | <p>DfE's Improving School Attendance; https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Data shows pupils with highest attendance make the most progress, due to increased opportunities for overlearning and access to a personalised curriculum.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> | 1,2,3,4 |
| <p>Cultural capital experiences promoted in the curriculum. Essential experiences built into Cornerstones curriculum Reduction in cost of trips for PP</p> | <p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> | 1,2,3 |
| Rise and Shine breakfast club | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> | |

| | | |
|--|---|--|
| | EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) | |
|--|---|--|

Total budgeted cost: £ 112,500

£3015 - Contingency fund for acute issues.

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 2021 to 2022 academic year.

| | | | | |
|------------|------------------------------|----------------------------|----------------------------|-----------------------------|
| | GLD PP % (GLD Non PP %) | | | |
| EYFS | 46% (74%) | | | |
| | Pass PP % (Pass Non PP %) | | | |
| Phonics | 66% (81%) | | | |
| Expected + | Maths PP % (Non PP %) | Writing PP % (Non PP %) | Reading PP % (Non PP %) | Combined PP % (Non PP %) |
| Y2 SATS | 45% | 36% | 54% | 36% |
| Y6 SATS | 40% (78%) | 54% (75%) | 54% (88%) | 30% (62%) |

Our curriculum is ever developing to support the needs of the children and national curriculum expectations. We invest and use the cornerstones curriculum to ensure curriculum coverage, progress of skills/disciplines and knowledge progressions. Subject leaders ensure that all children are catered for to ensure individualised progression for all.

The new SSP has allowed for a consistent approach to teaching of phonics to ensure that accelerated progress was made, using the new and structured catch up interventions using the new SSP has and meant that more children were achieving/closing the gap towards end of year expectations. Language and Communication is the area with the highest need in EYFS, this need resulted in 54% of children not achieving good level of development. To ensure we are closing the gap, we will continue to embed Little Wandle Phonics and catch up support (same day,

additional sessions) for those who are falling behind. Invest time and training for Early Talk Boost so that children are accessing this intervention sooner.

Our before school breakfast club (Rise and Shine) has provided many children across the year with breakfast, a warm and welcoming environment, ensuring that they are ready to learn and any needs are addressed before they enter school – this provision continues to provide support for children and families to ensure they are ready to learn.

We continue to be part of the Glossopdale Family Support network (Early Help offer) this has ensured that our families (a majority of families being under the disadvantaged umbrella) are accessing support they need. This support is invaluable in supporting our families and children. This last year, we have had bespoke intervention and support for families and children, group intervention for SEMH and 1:1 support for a range of children across the school ensuring that our children are supported.

Our bespoke interventions are monitored by the premium lead to ensure that progress is made. The intervention timetables are updated regularly and shared with the premium lead. This can be pre teaching, same day intervention or structured interventions supported by EEF recommendations. This has helped to address misconceptions and support closing the gaps between PP and their non-PP peers.

Our attendance officer with support from the head teacher and premium lead, have supported parents in getting children to school, supporting parents and children getting to school and has reduced the number of lates and absences to school.

PP attendance – 89% and Non-PP attendance 94%

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Covid from March 2020 – Feb 2021 led to National tests being cancelled in July 2020 – there is therefore no national data. Internal assessments show disadvantaged pupil progress in line with their non-disadvantaged peers. Although progress was in line with their peers, we found that our disadvantaged children were still behind those of non-disadvantaged peers on attainment measures.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees (writing, speech and language and reasoning skills were our most impacted areas). As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our

resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy, White Rose Hub, Cornerstones curriculum, TTRockstars plus others.

Our nurture type interventions noted significant progress in pupils' ability to initiate and return a greeting, orientate body towards, make eye contact, take turns, obey instructions and rules, initiate communication, ask for help, continue when something is difficult, engage in play and demonstrate increased learning behaviours all signifying positive progress measures.

The speech and language interventions pupils are able to access ensured that accelerated progress was made (using NELI and bespoke Letters and Sounds intervention) and meant that more children were achieving/closing the gap towards end of year expectations. As a school, we have made more referrals to speech and language across the year.

Our before school breakfast club (Rise and Shine) has provided many children across the year with breakfast, a warm and welcoming environment, ensuring that they are ready to learn and any needs are addressed before they enter school.

Joining the Glossopdale Family Support network (Early Help offer) has ensured that our families are accessing support needed, the adults and families are supported with bespoke intervention and that children are attending school and arriving ready to learn with more families accessing this support than in previous years.

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

This service pupil premium has been put towards our family support offer, children being involved in anxiety gremlins interventions, Lego therapy support and bespoke support when they need it. This could involve rise and shine breakfast club, emotional literacy, food parcels, academic support or having meet and greet. We create bespoke plans for each child.