

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

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
School name	Whitfield St James’ CE Primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024 and termly
Statement authorised by	Craig Woodward
Pupil premium lead	Leo Ford
Governor lead	Simon Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,585
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	£126,585

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 (and continue to be so).
2	Narrowing the attainment gap across Reading, Writing, Maths
3	Limited life experiences and opportunities to join in enrichment opportunities.
4	Low attendance and poor punctuality.
5	Communication, 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 in line with national expectations.	<p>Gap will close/narrow in progress made between PP and non PP.</p> <p>Achieve national average progress scores in KS1/KS2 Reading, Writing and Maths</p> <p>Work and book monitoring to show that children are achieving age appropriate expectations</p>
Increase overlearning and reinforcement in reading and maths at home and school.	<p>Increase in reading ages and mental maths/fluency for PP pupils. Arithmetic scores will increase.</p> <p>Children in school accessing provision, intervention and records show differences in starting and end data.</p>
Children to achieve the expected national standard in writing (as a percentage) in every year group	<p>Children will be able to achieve the national standard, through moderation (internal and external) to ensure they achieve standards set by the government.</p> <p>Work and booking monitoring to show children building on previous learning, age appropriate learning taking place.</p>
Pupils access a wide range of interventions to meet their academic and social, emotional and mental health needs, including speech and language.	<p>As their needs are being addressed, PP pupils make expected progress or exceed their targets set in R,W,M.</p> <p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from pupil voice reporting that they feel happy, safe and valued in school ● teacher observations <p>monitoring of teachers and teaching assistants support to identify impact</p>
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.	<p>Parents indicate there are strong links between home and school and support is received for a wide range of needs.</p> <p>Children are provided with pastoral care, guidance and support to raise self-esteem and develop skills of resilience, independence and perseverance.</p>

	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: £ 45,500

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 - and developing metacognitive strategies. Teachers forming strong	<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>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

<p>relationships with pupils and building expertise of individual pupil need. The use of live marking and feedback.</p>		
<p>Investment in professional development including training and support for ECT as well</p> <p>Maths CPD for all staff on problem solving and reasoning.</p> <p>Writing CPD for all staff on the writing process and purchasing new consistent scheme for writing.</p>	<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>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: 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: Improving Mathematics in Key Stages 2 and 3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 5</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,</p>	<p>EEF Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 5</p>

dialogue and interaction		
Continue to develop staff CPD in the 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/keep up	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: Phonics Toolkit Strand Education Endowment Foundation EEF	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
Structured interventions delivered by teaching assistants: 1:1 and small group dependent on need. Precision Teaching, NELI, Catch up/Keep Up phonics, bespoke intervention based on gap analysis, Lego therapy, Early Talk Boost, 1 st Class at number	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 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)	1,2,5
Before and after school small group booster sessions for years 5 and 6	EEF Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

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

Budgeted cost: £ 49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase subscription to Glossopdale family Support</p> <p>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</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>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 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>	<p>1,3,4</p>
<p>Employment of attendance officer.</p> <p>Purchase attendance awards to motivate and enthuse learners to come to school.</p>	<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>	<p>1,2,3,4</p>
<p>Cultural capital experiences promoted in the curriculum.</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p>	<p>1,2,3</p>

<p>Essential experiences built into curriculum</p> <p>Reduction in cost of trips for PP</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>	
<p>Rise and Shine breakfast club</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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £ 125000

£1585 - Contingency fund for acute issues.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2023/2024

Y6

Pupil Premium (all children)

Expected

Writing	Spelling, Grammar and Punctuation	Reading	Maths
67% (72%)	67% (72%)	78% (83%)	67% (78%)

Greater Depth

Writing	Spelling, Grammar and Punctuation	Reading	Maths
0% (3%)	29% (42%)	29% (31%)	29% (25%)

Y2

Pupil Premium (all children)

Expected

Writing	Reading	Maths
45% (57%)	50% (70%)	35% (64%)

Greater Depth

Writing	Reading	Maths
0%	10% (23%)	10% (11%)

Y1 Phonics Data – Pupil Premium (all children)

Passed	55% (74%)
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Good Level of Development – Pupil Premium (all children)

Achieved standard	70% (77%)
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MTC – Pupil Premium (all children)

25/25	9% (30%)
20/25	27% (63%)
17/25	45% (67%)

Our curriculum offer for all children (including those in receipt of pupil premium funding) has changed this year. We have researched, created, and subscribed to other services and packages to further ensure that all make progress. Creating our own bespoke curriculum allows us to further monitor small curriculum steps of progress and have an accurate assessment of pupils. We invested in formative footprints and subject specific celebratory checkpoints to further support those children that may not be on national curriculum objectives. Our core curriculum still continues to ensure all steps are monitored across the curriculum. This monitoring has been conducted by SLT (inclusive of the Premium Lead) at least termly. We also pride ourselves on developing bespoke curriculums for those children that need it.

Our continued investment in Little Wandle has supported children to not only 'Catch Up' but also to 'Keep Up'. These interventions are monitored and assessments are conducted every 3 weeks to ensure that data and support is current and up to date. We have purchased Little Wandle resources that will support in EYFS to ensure that communication and language support starts as early as possible. We continue to use and find that Early Talk Boost supports pupils in EYFS to close the communication and language gaps with peers all who have had this have made good or better progress using the start and end assessments.

Our interventions are still monitored at least termly and the Inclusion Lead monitors the impact and delivery of those interventions. We use a mixture of bespoke intervention and research evidenced (EEF) interventions. Our average point score for progress is 0.59 with 0 being expected progress shows that our interventions are ensuring children are making good or better progress.

Our before school breakfast club (Rise and Shine) has continued to provide many children across the year with a breakfast, a warm and welcoming environment, which has enabled the children accessing it to come in and be ready for the school day and to learn. This provision continues to provide support for our families and children.

We continue to commit to supporting our families using Family Support (Early Help offer) as this has ensured that our families are well supported covering a range of different things. This support continues to be invaluable and has provided bespoke support to families and children which has included work on social, emotional and mental health support, group support, 1:1 support ensuring that all children have the best chances.

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 – please see attendance data below. This gap is closing

	Summer 2023	Summer 2024
OVERALL	93.52%	94.30%
PP	90.39%	91.83%
	-3.19%	-2.47%

Next year’s focus:

Continue with involvement with Family Support Worker

Focus on PP attendance and continuing to close the attendance gap

Further investment in Language and Communication – Little Wandle/Talk Boost

Investment into writing training and resources

Continued investment into bespoke interventions based on children’s ongoing assessments

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

	PP	Total in Year	%	National %

N1	1	17	6%	6.1%
N2	9	32	28%	8.6%
R	8	33	24%	18.1%
1	17	45	38%	22.4%
2	14	47	30%	24.6%
3	11	28	39%	27.1%
4	7	33	21%	27.9%
5	8	37	22%	28.3%
6	21	46	46%	27.6%
	96	318	28.22%	21.18%

External Data Assessment

	PP	Non PP	Difference
EYFS GLD	38%	54%	-16%
Phonics Y1	76%	89%	-13%
KS1 Reading Expected+	71%	72%	-1%
KS1 Writing Expected+	43%	64%	-21%
KS1 Maths Expected+	50%	64%	-14%
Year 4 Multiplication Check	43% 17+ Average score 16	68% 17+ Average score 19	-25%
KS2 Reading Expected+	59%		

KS2 Writing Expected+	40%		
KS2 Maths Expected+	51%	78%	

Pupil Premium expenditure summary

Our curriculum offer for all children (including those in receipt of pupil premium funding) is ever changing, being reviewed and refined to ensure all make progress. We still invest in the cornerstones curriculum which ensures progression of skills and knowledge. This allows us to monitor small curriculum steps of progress and have an accurate assessment of pupils. Our core curriculum offer ensures all steps are monitored. This monitoring has been conducted by SLT (inclusive of the Premium Lead) at least termly.

The phonics programme, Little Wandle, has continued to promote a consistent approach to phonics, the ongoing, additional training for staff has meant that we have a well trained staff who can deliver the rapid catch up or keep up intervention needed to support children. Our gap between PP children and their peers is closing. In the EYFS, communication and language is still an area of development, the key stage leader has completed the Early Language course via the English Hub and has trained staff on closing the gap, which will be in effect from September. The investment in Early Talk Boost, Time to Talk and the Little Wandle catch up programmes have been delivered this year and evidence of progress is evident and we have seen rapid improvements.

Our commitment to Family Support (Early Help offer) has ensured that our families are well supported. This support continues to be invaluable and has provided bespoke support to families and children which has included work on social, emotional and mental health support, group support, 1:1 support ensuring that all children have the best chances.

Our bespoke interventions are monitored termly by the premium lead to ensure that progress is made – this is uploaded onto our school monitoring system Provision Map. The intervention timetables are updated regularly and shared with the premium lead. These interventions include pre teaching, same day intervention, bespoke intervention based on gaps 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 average point score for progress is 0.62 with 0 being expected progress shows that our interventions are ensuring children are making progress this is compared to 0.59 for their non PP peers. In the summer term alone there are 124

active provisions in place. The average cost of the interventions provided per PP pupil, on average is 3,127.09.

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.

Next year's focus:

Continue with involvement with Family Support Worker

Focus on PP attendance

Further investment in Early Years – communication and language

Investment into writing training and resources

Continued investment into maths resources and training

Continued investment into bespoke interventions based on children's ongoing assessments

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022/2022/2023 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 %	Reading PP % (Non PP %)	Combined PP % (Non 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/anger 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.