

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	Whitburn Village Primary School
Number of pupils in school	179 (Y1-Y6)
Proportion (%) of pupil premium eligible pupils	35 (19.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Termly
Statement authorised by	Mrs A Burden
Pupil premium lead	Mrs A Burden
Governor / Trustee lead	Jacqui Gilmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,207
Recovery premium funding allocation this academic year	£1522.50
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	£66729.50

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Implementation

- Teaching – quality first teaching to ensure gaps in learning are identified and eradicated
- Targeted academic support – specific targeted support for the children who have the most significant gaps and/or who are not making expected progress
- Wider strategies – to support parents and children with attendance, wellbeing and emotional support

Impact

- Gaps in children’s learning will closed as seen in formative and summative assessment.
- Summative assessment shows children’s achievement in line with their peers
- Children’s and families well-being, engagement and emotional health are improved

Challenges

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

Challenge number	Detail of challenge
1	The children have developing inference and deduction skill needs that require further support due to extended periods of time out of school from covid-10 lockdown. (Quality teaching)
2	Children’s pace and use of basic spelling, punctuation and grammar skills have been negatively impacted due to extended periods of time out of school from covid-10 lockdown. (Quality teaching)
3	The children need to be taught reasoning alongside fluency to access the reasoning papers more securely. (Quality teaching)

4	Children who are disadvantaged or have SEND need targeted intervention to secure any gaps in basic skills in both English and Maths. - (Targeted academic support).
5	Parents need a better understanding of what is expected of their children due to home learning but still need further support about how to support their children's reading and numeracy skills if they have gaps. (Wider strategies)
6	There has been an increase in children and parents, who are struggling with their mental health.

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
To improve the number of children at the expected level in reading in KS2 to 86%, with the view to moving to higher numbers of children achieving greater-depth.	2022 data increase to 87% (27/31) achieving expected standard in reading (86% - 6/7) PP GDS -10/31 (32%) PP - 2/7 (28%)
To improve children's inference and deduction skills, by teaching the skills implicitly.	Children are able to read longer texts at speed and answer questions accurately. Comprehension and whole class guided reading activities show children have a wider vocabulary and understanding of more complicated texts.
To improve the number of children at the expected level in writing in KS2 to 87%, with the view to moving to higher numbers of children achieving greater-depth.	2022 data increase to 87% (27/31) achieving expected standard in reading (57% - 4/7) PP GDS -10/31 (32%) PP - 1/7 (%)
To improve basic maths skills and reasoning by covering this each lesson and also as extra intervention, with the view to achieving EXS at 77% and moving to higher numbers of	2022 data increase to 77% (24/31) achieving expected standard in mathematics (57% - 4/7 PP meeting) GDS 6/31 (19%) PP - 2/7 (28%)

children achieving greater-depth.	
Embedding and consolidating parental knowledge to support the curriculum at home.	Improved attendance at online meetings/access to online support information leads to higher levels of parental engagement and support for children.
To work with the Healthy Minds Team to support children and parents with early intervention mental health support.	<p>Children/parents in need of mental health support to receive it rapidly.</p> <p>Raised resilience.</p> <p>Reduced need for future referrals.</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: **£15,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality teaching first – staff to attend CPD for teaching the skill of reading and for maths.	NFER research ‘The quality of teaching is the most important school-based factor affecting children’s attainment, particularly for those from disadvantaged backgrounds.’	1 2 3 4
Data tracking meetings analyse the performance of all groups of children half-termly.	NFER report highlights data driven schools, which focus on early intervention rather than end of key stage raised attainment more effectively. Internal data taken from tracking system/pupil progress meetings.	1 2 3 4
To narrow the gaps in the performance of PP children in reading/writing across the school	Reading ages monitored with expectation of 4-6 months increase half termly. Intervention trackers completed. Half termly data analysis meetings.	1 2 4
Half-termly chronological reading tests/writing assessments to be undertaken, progress monitored and intervention planned	Half termly data analysis meetings.	1 2 3 4
School development plan to focus on the use of TAs to further enhance teaching of reading/writing and target gaps through intervention.	NFER indicated a 15.6% increase in outcomes using one to one tuition/intervention	1 2 3 4

	NFER indicated that personalised learning plans enhanced outcomes by 2.0%	
<p>To extend the more able to achieve more than expected levels in Reading, Maths and Writing.</p> <ul style="list-style-type: none"> - Targeted differentiation and challenge, high quality marking - Reasoning type tasks for deeper thinking and mastery tasks for applying skills in other areas. 	DFE subject reviews: coverage and high expectations for end points.	1 2 3

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

Budgeted cost: **£37, 600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children who are not meeting age related expectations through afternoon maths, reading and writing interventions such as Plus 1, Power of Two, additional guided reading and writing sessions.	NFER indicates that paired or small group additional teaching had an impact of 18.8%	1 2 3 4
Tailored support for staff to improve the percentage of PP children attaining the expected standard in reading/Maths	Analysis of Y5 data (2017/18 – current Y5 2018/19) showed gaps in attainment and progress (impact of tumultuous staffing situation)	1 3 4
To improve the percentage of children attaining expected	Y5 more stable year – going into year 6 with a stronger foundation, however, Y6 teacher to assess Y3/4/5 gaps to be plugged in teaching, with intervention and	1 2 3 4

standard in reading, writing and maths	by maths club/Maths co-ordinator basic skills teaching each week. Baseline data autumn term 1 showed gaps in maths due to curriculum unable to be covered correctly in summer term due covid-19. To fill these gaps first in year 6.	
To further narrow the gap in attainment of PP children/non PP children in reading, writing, maths	2019 Yr2/6 data showed negligible difference for PP/non PP children using this model. New cohorts will need further monitoring/interventions.	1 2 3 4

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

Budgeted cost: **£12,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the whole child through broadening their cultural capital.</p> <ul style="list-style-type: none"> - Supporting after school clubs - Supporting a Healthy eating agenda: Key Stage Two eating a daily healthy snack - School trips and curriculum “Hooks” to broaden experiences and engage - Change for life experiences boot camp, allotment, cooking. - Yoga well-being sessions. - Bushcraft experiences provided for KS2 children - if able to go ahead for COVID. - Careers fair in Y6. - Author visits. 	<p>Successful last academic year and further developed to incorporate Change for Life experiences/Bush craft trip</p>	<p>5 6</p>

- Aspirational in class assemblies/celebration days, such as Kindness day.		
To arrange parental workshops online to enable parents to support children's learning in reading, grammar and maths.	EEF – Parental engagement	5
To work with the Healthy Minds Team to support children and parents with early intervention mental health support. <ul style="list-style-type: none"> - HMT referrals 1:1/group work - Pupil/parent/staff voice – MH focus group - Website support 	EEF – Parental engagement	5 6

Total budgeted cost: £65,000

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.

The percentage of children attaining the expected standard in reading and writing had increased from 2021 TA results. Reading 86% writing 83% maths 81%

71 % of children eligible for PP met the expected standard in reading (With 14% of those children achieving GD standard.)

57 % of children eligible for PP met the expected standard in writing. (With 14% of those children achieving GD standard.)

57 % of children eligible for PP met the expected standard in maths

57% of PP children achieved R/W/M combined score.

Teacher intervention support was used effectively to support children in maths lessons to raise PP attainment.

TA support was used effectively to support children in English and maths lessons.

Whole school intervention training with DT for syllable division (reading and spelling).

Whole staff in-depth writing training (GPAS, Spelling, writing structure.)

Cross-school moderation hosted and regular in school moderation implemented.

Results above in KS1 and 2 evidence impact.

Mental and written calculations showed progression throughout the school as per policy. Maths results in KS1 (83.3%) demonstrate positive impact of strategies undertaken.

Increased number of children attending after school clubs.

Curriculum visits promote high levels of engagement from parents.

In school activities such as parent craft sessions and family picnics

Every child a book for Christmas, to ensure that all children own at least one book, who don't normally have the opportunity to do so.

Purchase uniforms and PE kit for PP children led to increased engagement from PP children.

Reducing class size in Y6, particularly in maths, allowed children to receive a bespoke curriculum and ensured that they had more of a chance to achieve EXS when they had

previously been just below. This is something that is a strategy that will be carried over to the next academic year.

Supported reading activities increased the children's confidence when approaching the test; this will be further developed in 2021-2022 through TA lead intervention sessions and guided reading sessions. In addition to this, Readingplus.co.uk will be used throughout KS2 to ensure further development in vocabulary, of reading speed and fluency and finally in comprehension. This will assist in improving the overall percentage of children attaining expected level in reading.

To further assist in improving the overall percentage of children attaining expected level in maths Timttablesrockstars.co.uk will be used to develop speed and fluency in basic skills in 2021-2022. Next year to continue with implemented strategies from last year but tailoring them to the needs of the PP children this year. Intervention sessions and teacher's planning will focus on developing children's skill where higher standard is achievable.

Intervention most effective when teachers and TA's worked collaboratively to respond to marking issues/ misconceptions from earlier learning in the day. In 2021-2022 TA's will also able to deliver interventions in the afternoons to provide additional support, as a dedicated intervention team, focusing on their skills to provide tailored provision for children.

After school clubs were well attended and vary termly and include both academic, physical and extra-curricular areas. Curriculum "hooks" have been provided through visits, visitors and high quality texts, which has led to high levels of engagement. This will continue 2021-2022.

Externally provided programmes

Programme	Provider
Reading plus	LLC
TT Rockstars	Edtech50
Lexia	Lexia Learning- Cambium Learning