

Pupil premium strategy statement 2021-22

Whittonstall First 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	Whittonstall First School
Number of Pupils in school	73
Proportion (%) of Pupil Premium Eligible pupils	1.3% (1 pupil)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorized by	Leanne Barker
Pupil premium lead	Kelly Howe
Trust/governor lead	Denise Kendal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345
Recovery premium funding allocation this academic year	£2,000
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	£3345

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Statement of Intent

At Whittonstall First School, we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential. We recognise in our school that a high proportion of the disadvantaged children in our setting are academically able, and receive as much focus as less academically able to ensure they do not risk under-performing.

We do this by:

- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Ensuring flexibility in our approach, adapting staffing/strategies based on current data analysis in order to best meet the needs of our children
- Having high expectations of all pupils and ensuring all staff believe that all children can achieve well
- Using evidence based approaches to ensure that the strategies employed to address disadvantage are effective.
- Remembering that pupil premium is just one measure of being disadvantaged.
- In developing provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our policy includes a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Leaders also use the funding to create opportunities for children to develop resilience, perseverance, self-esteem through quality, targeted and bespoke pastoral care for children and families with the support and deployment of external agencies where appropriate.

All strategies employed at Whittonstall First School are evidence-informed using recommendations and endorsements outlined by Education Endowment Foundation research and Toolkit.

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Challenges

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

Challenge Number	Detail of Challenge
1.	<u>Weaknesses in basic skills:</u> Periods of home learning forced by COVID 19, school closures and a lack of parental engagement have affected our disadvantaged pupils' basic skills of spelling, handwriting, punctuation, number sense and fluency.
2.	<u>Social, emotional and mental health: Lack of emotional resilience:</u> The emotional resilience of many pupils eligible for pupil premium is low when compared to their peers at our school. This can affect their ability to concentrate on academic activities, particularly when tasks are challenging. They also appear reluctant to actively engage in lessons, remaining quiet and less confident than their peers.
3.	<u>Less engagement with home learning including reading.</u> Less engagement in supporting children at home with reading means we need to make sure children have opportunities to read regularly in school, and provide opportunities for independent study at home.
4.	<u>Transitional adjustments:</u> Due to transitional worries and attachment, links our pupils can find the transitions between classes, schools and teachers have a bigger impact. This in turn affects their attainment and progress in the first few weeks of any changes.
5.	<u>Attendance:</u> Low attendance rates impact on the ability to access learning.

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
1. Ensure interventions are targeted, effective and run by highly trained staff.	Intervention data shows progress from baseline to end of interventions. Trackers show improvements over time.

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<p>2. Ensure disadvantaged pupils display positive attitudes to learning and independent learning behaviours.</p> <p>Pupils have strategies to communicate confidently and manage their emotions.</p>	<p>Observations show all pupils displaying independence, resilience, self-motivation and collaborative working.</p> <p>Children in social and emotional interventions show clear progress from individual baselines.</p>
<p>3. Ensure that disadvantaged pupils become fluent and confident readers.</p>	<p>The proportion of pupils passing the year 1 phonics screen remains at least in line with national averages.</p> <p>End of year data ensures that disadvantaged pupils (non SEND) are at least Expected in reading at the end of all key stages, with a proportion at Depth at least in line with national averages.</p>
<p>4. Ensure that disadvantaged pupils have successful, clearly structured, transitions at key points in their school life.</p>	<p>Children will adapt quickly and positively to their change, with little to no dip in their learning standard.</p>
<p>5. Pupil Premium children have good attendance.</p>	<p>The average attendance of pupil premium children is at 95%.</p>

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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: £ 900

Activity	Evidence that supports this approach	Challenge number (s) addressed.
<p>Whole school writing CPD on the 'The Spelling Book' Programme. With planning and resources for all classes. (£299.80)</p>	<p>The structured teaching of spelling across the curriculum is important. With staff teaching the specific rules through the Spelling Book, scheme and through the inclusion of subject specific spellings relevant to the topic being studied.</p> <p>EEF: Improving Literacy at Key stage 1 – summary of findings.</p> <ul style="list-style-type: none"> • <i>Spelling should be explicitly taught.</i> <p><i>Teaching could focus on spellings that are relevant to the topic or genre being studied. (point 6)</i></p>	<p>1,</p>
<p>Ensure all children are receiving high quality phonics across reception and key stage 1 by ensure all staff have progressive resources, phonics training and receive regular coaching in effective phonics teaching. Release time and support from a SLE. (CPD £600 release and support)</p>	<p>Phonics has a positive impact overall on children's reading. Using the schools SLE for coaching and mentoring of staff new to KS1 and also the school ECT.</p> <p>High quality coaching and regular training around best practice for TAs around reading, with a focus on high quality intervention around phoneme isolation, blending and segmenting.</p> <p>EEF: IMPROVING LITERACY</p> <p><i>Phonological awareness and phonemic awareness</i></p>	<p>1, 3</p>
<p>FRIENDS RESILIENCE Training for Mental Health lead and Key Teaching assistants and HLTA.</p>	<p>Although limited impact on whole school findings – for Free school Meals children it showed an increase of 1 month for resilience.</p> <p>EEF: December 2018</p>	<p>2, 4</p>

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

Budgeted cost: £2219

Activity	Evidence that supports this approach	Challenge number (s) addressed.
National Tutoring Programme for 15 weeks. Led by a staff member with QTS. (£2219)	National initiative to support the gaps from Covid 19. <i>EEF initial 1 year summary report due Summer 2022.</i> <i>EEF: Teaching and Learning – one to one Tuition suggests improvements of 5months+</i>	1, 2, 3
Target small group work to close gaps in phonics and accelerate progress.	Phonics has a positive impact overall (+% months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <i>EEF: Teaching Toolkit- Phonics</i>	1, 3
Targeted 1:1 reading sessions to accelerate progress.	Research, which focuses on teaching assistants who provide 1:1 or small group targeted interventions, shows a stronger positive benefit of between 4 and 6 additional months on average. <i>EEF: Toolkit- teaching Assistant interventions</i>	1, 2, 3

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

Budgeted cost: £226

Activity	Evidence that supports this approach	Challenge number (s) addressed.
DFE Senior Mental Health Lead training for Senior staff – leading to updated mental health policy/ RSE curriculum, and further embedding of Mental health, resilience and	<i>Latest government initiative for 2021.</i>	2, 4

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wellbeing in school.		
To offer fully funded breakfast places and or after school club places to support good attendance and punctuality.	<p>“Extended schools have found to make a difference through breakfast clubs, after school programmes, multi-agency teams in school and parenting support. They help create the conditions under which improved teaching and learning approaches work”</p> <p><i>Extended service in practice – A summary of evaluation evidence for Head Teacher, DfE 2011</i></p>	5
Funding toward provision of free school trips, swimming and extra-curricular experiences such as workshops	Participation boosts self-esteem and wellbeing and provide access to wider opportunities.	3, 5
Funds to support with uniform or and costs when needed.	Support with uniform costs and equipment further reduces financial pressure and burden upon families whilst also ensuring disadvantaged children are fully equipped for school by eradicating inequality	5
Specific individual transition plans for all children at key transition points in school. May include extra visits/ sessions/ resources.		4

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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

2020 – 2021 Review:

Targets:

- To continue to ensure all PP children achieve in line with their peers with quality first teaching and interventions when appropriate
- To develop growth mindset in school with a particular focus on PP children, to continue to build self-esteem and resilience alongside peers.
- To ensure all PP children access the same extra-curricular activities as peers, enhancing social skills and allowing for a range of experiences.

Our internal assessment data for 2020- 21 suggest that the performance of disadvantaged pupils was around the same as in previous years in all areas of the curriculum, however the impact of the pandemic had a significant impact on basic skills, and social, emotional and mental health of our disadvantaged pupils.

During the 2020-21 academic year, we focused our priorities on mental health and supporting children whilst at home and in their return to school whilst also ensuring families felt confident and reassured. Outdoor provision was a priority. Improving mental health and resilience was an area that had seen a decline due to the nature of home learning. Handwriting and key skills were areas where the children had not made the expected progress – this in turn led to the changes we made this year to the curriculum around The Write Stuff and The Spelling Book, and the

During the year, as blended learning continued, we introduced our revised blended learning package through various learning platforms to further enhance our home learning provision. We ensured that children without electronic access were provided with devices or a hard copy work pack at parent's request. This involved the use of the Google platform across school and other packages to support effective home school learning. Staff training took place swiftly to embed good practice within all classrooms.

We worked creatively to ensure our curriculum provision was broad and balanced, being mindful of the gaps that some children were experiencing and swiftly worked to close these gaps where possible. Interventions were in place and targeted carefully to address gaps in learning and support where needed.

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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