# Pupil premium strategy statement – Whitegate CofE 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

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| Detail | Data |
| Number of pupils in school  | 165 |
| Proportion (%) of pupil premium eligible pupils | 14/165 (8%) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 1st year 2022 – 20232nd year 2023 – 20243rd year 2024 – 2025  |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | Caroline Mackenzie |
| Pupil premium lead | Michael Thomas |
| Governor / Trustee lead | Teresa Finney |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £24,810 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £24,810 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Whitegate CofE Primary, we aim to ensure 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. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research (for example The EEF Guide to Supporting School Planning: A Tiered Approach) has proven this to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its focus on identifying key gaps in pupils’ knowledge and skills and addressing these in a timely and effective way. We realise that barriers to learning are as individual as the children and we target our support accordingly. Where appropriate, we additionally employ a range of wider strategies. Please see below for further information on our key priorities and how we propose to achieve them.  |

## Challenges

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

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| Challenge number | Detail of challenge  | Evaluation |
| 1 | Assessments, observations, and discussions with pupils suggest that many of our disadvantaged pupils have greater difficulties with self-regulation and applying metacognitive strategies to develop into independent and successful learners. This has contributed to attainment which is below the expected level for their age for many of our pupils who are in receipt of the pupil premium funding.  | Additional numbers of PP children were identified as needing pastoral support which is provided by ELSA interventions from 2 members of staff. 3 children were supported with transition into school in the mornings. 2 children had art therapy. PP Lead received training on metacognition.  |
| 2  | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. | 2 children received regular speech and language intervention. 9/14 children worked in smaller groups for English which supported language and vocabulary development. Additional reading sessions with pupils also supported language acquisition.  |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. | 5/5 eligible KS1 pupils received additional phonics support either through additional interventions or smaller phonics groups.  |
| 4 | Gaps in some pupils’ knowledge and skills due to the effects of school closures over the past three years; this has had an impact on all pupils but disadvantaged pupils have been affected to a greater extent than their peers. These findings are supported by national studies. | Whole-school focus on targeted assessment and catch-up based on missing key skills and knowledge. Whole-class focus as well as targeted interventions such as reading or personalised spelling lists.  |
| 5 | It is widely reported that pandemic and its after-effects has had a negative impact on mental health, more so for those who are identified as disadvantaged. (Youngminds ’21) Increased emotional/ mental wellbeing needs of *some*children in receipt of PPG has resulted in additional pastoral support being required.  | On going ELSA support for 6 children with 2 also receiving art therapy. 2 children involved in TAFs supported by school.  |
| 6 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils. 64% of disadvantaged pupils have been ‘persistently absent’ compared to 5.9% for the whole school during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. | Attendance figures improved with 14% (2/14) of children ‘persistently absent’. Attendance figures for last year were: 95-100% for 6 children, 90-95%% for 6 children and 85-90%% for 2 children (both 89.63%). |
| 7 | A gap between the attainment in **reading** of children in receipt of the PPG vs their non PP peers. | KS2 outcomes showed that 50% of PP children in Y6 achieved GDS in the Reading SATs. 25% achieved ARE and 1 child (identified as SEND) achieved WTS and had not achieved EXS in Year 2. |
| 8 | A gap between the attainment in **writing** of children in receipt of the PPG vs their non PP peers. | 75% of PP pupils in Y6 achieved the expected standard in writing. The other child was identified as SEND and had not achieved EXS in Y2.  |
| 9 | A gap between the attainment in **maths** of children in receipt of the PPG vs their non PP peers. | 25% of pupils achieved GDS; 25% achieved EXS. 1 child (who was on the SEND register) scored 97 and the other child (also SEND and who hadn’t achieved EXS in Y2) scored 89. |

## 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.

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| Intended outcome | Success criteria |  |
| Teachers will have acquired the professional understanding and skills to develop their pupils’ metacognitive knowledge. In turn, they will explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning. Teachers will model their own thinking to help pupils develop their metacognitive and cognitive skills.  | Assessments and observations indicate significantly improved use of metacognitive strategies among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. | Use of scaffolding, supporting resources and other strategies to reduced cognitive load and support working memory helped pupils to work with increasing levels of independence.  Pupil voice demonstrated more pupils were aware of how to support their own learning eg. Through use of information on working walls or use of spelling jotters. Use of self-reflection (happiness codes) supported pupils’ evaluation and subsequent planning of their thinking skills.  |
| Improved oral language skills and vocabulary among disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. | Discussions with teachers identified PP children in need of S&L support which had been set up. Small group support for identified PP children supported language acquisition.  |
| Focus on promoting and nurturing positive mental health and well-being. | * Vulnerable children identified for ELSA. ELSA intervention and supervision. sessions to be reinstated, including use of the Orchard nurture room.
* Participation in enrichment activities, partly funded by the use of the Pupil Premium funding, among disadvantaged pupils
 | ELSA sessions continued for identified children to support their emotional well being. All PP children had some or all of the costs of trips and residentials subsidised over the course of the year. 8/14 PP children attended at least one after-school club over the course of the year; these were funded by the school.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | * Positive attendance figures for disadvantaged children (where figures are in line with their non-disadvantaged counterparts).
* Sustained high attendance by 2024/25 demonstrated by:
	+ the overall unauthorised absence rate for all PP pupils being no greater than that of their peers and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 50% from 2022/23 to 2024/25.
	+ the percentage of all PP pupils who are persistently absent being below 25% and the figure among disadvantaged pupils being no more than 15% lower than their peers.
 | Attendance figures for last year were: 95-100% for 6 children, 90-95%% for 6 children and 85-90%% for 2 children (both 89.63%).Overall unauthorised rate Attendance figures improved with 14% (2/14) of children ‘persistently absent’ (compared to 64% last year).  |
| Reading – Improved reading attainment among disadvantaged pupils. | * KS2 reading outcomes in 2024/25 show that more than the proportion of disadvantaged pupils who do not have additional SEND who met the expected standard is in line with all other pupils nationally.
* PP children falling behind in Reading will be identified through teacher assessments and reported to SLT in pupil progress meetings.
* PP children in need of additional support will be identified early and adequate support will be put in place to address their needs and accelerate progress.
* Children experience consistent quality first teaching of Reading.
 | * End of KS2 non SEND:

Reading: 100%* Whole school non-SEND:

Reading: 78%* Intervention files and assessment documents
* Reading monitoring
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| Writing – Improved writing attainment among disadvantaged pupils.  | * KS2 writing outcomes in 2024/25 show that more than the proportion of disadvantaged pupils who do not have additional SEND who met the expected standard is in line with all other pupils nationally.
* PP children falling behind in Writing will be identified through teacher assessments and reported to SLT in pupil progress meetings.
* PP children in need of additional support will be identified early and adequate support will be put in place to address their needs and accelerate progress.
* Children experience consistent quality first teaching of Writing.
 | * End of KS2 non SEND:

Writing: 100%* Whole school non-SEND:

Writing: 56%* Intervention files and assessment documents
* Writing monitoring
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| Maths – Improved maths attainment among disadvantaged pupils. | * KS2 writing outcomes in 2024/25 show that more than the proportion of disadvantaged pupils who do not have additional SEND who met the expected standard is in line with all other pupils nationally.
* PP children falling behind in Maths will be identified through teacher assessments and reported to SLT in pupil progress meetings.
* PP children in need of additional support will be identified early and adequate support will be put in place to address their needs and accelerate progress.
* Children experience consistent quality first teaching of Maths.
 | * End of KS2 non SEND:

Maths: 100%* Whole school non-SEND:
* Maths: 78%
* Intervention files and assessment documents
* Maths monitoring
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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 £12,775

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| PP lead funded to attend training course on metacognition then provide CPD to teachers and support staff to allow for implementation. £900Metacognitive principles and strategies to be embedded across the whole school and evident in teaching and learning.  | Evidence suggests the use of ​‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well. … the potential impact of these approaches is very high, particularly for disadvantaged pupils. [Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition) | 1, 7, 8, 9 |
| A clear framework for the assessment of oral language skills and for relevant interventions to be implemented. Once needs have been identified, we will purchase resources and fund ongoing teacher training and release time. £500 budgeted | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:[Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 2, 7, 8, 9 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. £775 for the scheme and £700 for training. | 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3, 7 |
| Purchase of standardised diagnostic assessments. £9900 | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:[Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 4, 7, 8, 9 |

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

Budgeted cost: £16,753.58

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by staff in school.  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:[Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3 |
| Targeted interventions provided by placement of HLTA in Year 6 for mornings 3x per week and afternoons 2x per week: £12,714.98 | Research links DfE: All pupils – particularly disadvantaged, SEND and vulnerable pupils – should be given the support needed to make good progress. Where appropriate, teaching time should be prioritised to address the most significant gaps in pupils’ knowledge. Research links from EEF: The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. | 7, 8, 9 |
| Disadvantaged pupils in need of additional ELSA support will have regular sessions with one of 2 ELSA-trained LSAs in the Orchard nurture room. £2,838.60 + £200 for resources.  | 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)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf)A common misconception can be that pupils’ wellbeing and social emotional learning is separate from their academic, curriculum-based learning.Disadvantaged children identified as needing support in this area have access to the resources they need. Children are emotionally supported enabling them to better manage their feelings and access the curriculum. | 5 |
| Grief counselling and art therapy to be funded for identified PP children at a cost of £1000. |

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

Budgeted cost: £4119.30

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| 10% of the total Pupil Premium funding - £2500 - is spent on subsidising costs for Pupil Premium children towards trips and residentials.  | Research links – DfE: You should ensure your curriculum offer remains broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, music and the arts, physical education and sport, religious education and, at Key Stage 2, languages.Providing disadvantaged children with an enriched curriculum where they have the chance to experience learning out of the classroom supporting children’s emotional well-being.  | 5 |
| Some disadvantaged children have the costs of music lessons and extra-curricular clubs paid for by school. £200 |
| Cover for the TAF lead: £1,419.30 | Research links – Current government guidance on PP. Supporting emotional health and well-being is listed as an example of how the PPG can be spent to address non-academic issues. Research links from EEF: A common misconception can be that pupils’ wellbeing and social emotional learning is separate from their academic, curriculum-based learning. | 5 |

* **Total budgeted cost: £33,647.88** Pupil Premium Funding for 2022-2023 is: £24,810

# Part B: Review of outcomes in the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.1. **To promote and nurture positive mental health and well-being.**

Our prime focus was on ensuring that all pupils’ social and emotional well-being was sufficiently supported so that they could develop and maintain behaviours for learning which allow them to access the curriculum at their appropriate levels. We identified specific social, emotional and academic needs which were addressed on an individual basis through a variety of strategies, including an inclusive curriculum, good relationships with staff fostered by our Relationships Policy, quality first teaching, small group work, 1:1 support and the use of targeted intervention strategies. The Orchard nurture room was used to provide ELSA support by Mrs Feast. Due to the increased number of children identified, an additional TA was allocated time for ELSA support.1. **To reengage the children in all aspects of the curriculum to support and promote their personal development and preparation for the next stage of their education.**

Routines and expectations were re-established throughout the school in line with Teaching and Learning and Relationships Policies. Issues were raised and addressed as necessary. A key focus for this year was on identifying gaps in learning. Formative and summative assessments demonstrated that this was successful for most children, although there are still significant gaps for some children to continue to close. Attendance figures for last year were: 95-100% for 5 children, 90-95%% for 5 children, 85-90%% for 3 children and below 85% for one child. A broad and balanced curriculum was delivered in all classes last year. 10% of the PP budget was spent on visits, residentials and music lessons. Quality First teaching was embedded throughout the school and supported by monitoring and CPD. Costs for some disadvantaged children for extra-curricular clubs were covered.1. **Disadvantaged children consistently achieve highly in reading.**

Based on teacher assessment and standardised test scores, 79% of PP children made at least expected progress in Reading. PP children who were falling behind in Reading were identified and support was put in place (see termly intervention sheet). PP children who needed additional support were identified and given the appropriate support (see termly intervention sheet). Reading CPD and time in staff meetings focused on Reading to support quality and consistency in its delivery. Summer teacher assessments showed that almost half of our disadvantaged children are currently in need of additional support for Reading based on their attainment compared to national expectations. 1. **Disadvantaged children consistently achieve highly in writing.**

Based on teacher assessment and standardised test scores, 50% of PP children made at least expected progress in Writing. PP children who were falling behind in Writing were identified and support was put in place (see termly intervention sheet). PP children who needed additional support were identified and given the appropriate support (see termly intervention sheet).A significant amount of time in meetings, INSET days, monitoring and training for teachers and the subject lead was given to improving standards in the teaching of Writing across the school. Summer teacher assessments showed that 7 disadvantaged children (50%), now have a specific phonics/spelling need. A new phonics scheme has been purchased this year and training will be provided to all staff. Two thirds of our disadvantaged children are currently in need of additional support for Writing based on their attainment compared to national expectations. 1. **Disadvantaged children consistently achieve highly in mathematics.**

Based on teacher assessment and standardised test scores, 71% of PP children made at least expected progress in Maths. PP children who were falling behind in Maths were identified and support was put in place (see termly intervention sheet). PP children who needed additional support were identified and given the appropriate support (see termly intervention sheet).Maths CPD and time in staff meetings focused on Maths to support quality and consistency in its delivery. Summer teacher assessments showed that 7 of our disadvantaged children (58%) have Maths as an identified area of need based on their attainment compared to national expectations.  |

## 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*

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| Programme | Provider |
| Ready Steady Phonics | Literacy Counts |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? | Targeted support for the two children with service pupil premium allocation during the last academic year.  |
| What was the impact of that spending on service pupil premium eligible pupils? | See Part B review.  |

# Further information (optional)

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