

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	Whitmore Park Primary
Number of pupils in school	606 pupils from R-Y6 + 48 Nursery
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	12 th October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jacqueline McGibney
Pupil premium lead	Sue Squires
Governor / Trustee lead	Jamie Ormes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167745
Recovery premium funding allocation this academic year	£17429
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	£185174

Part A: Pupil premium strategy plan

Statement of intent

We aim for our Pupil Premium Pupils to attain and make the same amount of progress as our non Pupil Premium Pupils. Currently, there are gaps between pp and non pp pupils in all core subjects across the school. Our short term aim is diminish the difference between pp and non pp pupils in English and Maths.

We aim for our Pupil Premium Pupils to have good attendance in line with their non pp peers at school and in line with national attendance.

We aim for our Pupil Premium Pupils to have good levels of well-being, positive attitudes to learning, aspirations and access to extra-curricular curriculum and enrichment opportunities within the wider curriculum.

Current Pupil Premium Strategy

Tier 1 – Quality of teaching for all

- *Providing quality teaching for all pupils with a focus on PP pupils within lessons and for interventions (see PP strategy and PP Focus).*
- *Providing high quality for CPD for teaching staff based on up to date research including coaching.*
- *Providing high quality resources such as Maths No Problem text books and quality texts for reading.*
- *Using assessment effectively in lessons, diagnostic assessment to identify gaps in learning and summative assessment to identify entry and exit points to plan next steps and intervention.*
- *Providing coaching and support so middle leaders (subject/year group) support the development of teaching in their subjects.*
- *Whole school focus on vocabulary from Nursery to Year 6, alongside providing quality texts and reading for pleasure.*

Tier 2 – targeted intervention

- *Identify pupils for intervention during progress meetings for English and Maths with a high proportion of pp included.*
- *Providing good quality interventions (research based) led by highly skilled teaching assistants targeted at the children identified in the progress meetings.*
- *Provide high quality CPD for teaching assistants to deliver high quality interventions and good communication between class teacher and teaching assistants.*

- *Utilise the National Tutoring Programme for targeted interventions*
- *Provide SEND interventions for children with PLPs, Dyslexia or EHCPs.*
- *Provide Thrive small group/1:1 social and emotional intervention for children identified from Thrive screening.*
- *Provide CBT approach interventions for identified children.*
- *Provide buddying and mentoring for identified children.*
- *Attendance 1:1 intervention for identified children.*

Tier 3 – Wider Approaches

- *Hold termly PP pupil meetings with class teachers, HT, DHT to identify barriers and provide intervention/support to remove barriers.*
- *Provide an enrichment programme including extra-curricular clubs and experiences within the wider curriculum including trips, visits and visitors. (target PP children for extra-curricular clubs)*
- *Provide children with inspirational opportunities for example: Futures Week, Enterprise Week, inspirational visitors, City of Culture.*
- *Provide support for parents through holding Adult Education courses at school, alongside curriculum meetings for parents and parent/teacher meetings.*
- *Provide support for parents through the Welfare Team such as financial advice, housing, food vouchers, warm clothing grant, signposting to other agencies, parenting courses.*
- *Supporting families that reach the Early Help Thresholds and working with agencies.*
- *Supporting attendance through the attendance team working with families to support and set up attendance plans.*
- *Supporting with additional costs eg .subsidising SATS books, head lice lotion, visit and trips, transport, subsidising Dol-y-Moch and PGL.*
- *What are the key principles of your strategy plan?*

The key principles of our Pupil Premium Strategy

- *Pupil Premium Focus (see document) which means focusing on PP pupils in lessons for targeted questioning, support, praise, marking and feedback and for interventions.*
- *Knowing the barriers for each individual child and family and doing our best to remove those barriers.*

Challenges

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

Challenge number	Detail of challenge
1	Lower and middle achieving pupils at Key Stage One do not sustain their progress in Key Stage Two. This prevents them from achieving age related expectations.
2	Low listening and attention, understanding and speaking on entry to school and limited vocabulary throughout the school
3	Low self-esteem, lack of confidence, poor concentration and focus which can lead to lack of engagement in lessons
4	Low attendance and punctuality rates which impacts on pupils' attainment and progress.
5	Some of our Pupil Premium Pupils have lack of support at home with homework and reading. Some of our pupils have limited access to wider life experiences and this impacts on their aspirations and ability to bring wider knowledge and experience to the curriculum.
6	The impact of the pandemic has widened the gap due to lack of engagement with Remote Learning, lack of an appropriate learning environment at home and the additional pressures placed upon family.

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. The gap has significantly diminished between PP and non PP pupils	<p>At the end of term the gaps diminishes in English and Maths progress and attainment data for each year group.</p> <p>The vast majority of pp pupils make 3+ steps of progress in a year in English and Maths.</p> <p>The large majority of Y2 and Y6 pupils attain in line with their non pp peers nationally in English and Maths.</p> <p>PP pupils attain in line with their non pp peers nationally in phonics screening.</p> <p>PP pupils attain in line with their non pp peers nationally for GLD in Early Years.</p>
2. Pupils will develop a good level of vocabulary from Nursery to Year 6 and become fluent readers with a passion for reading.	<p>Children choose and use appropriate vocabulary in writing across the curriculum.</p> <p>Children can articulate clearly using a range of appropriate vocabulary purposely for a range of audiences.</p>

<p>3. Pupils develop good self-esteem and resilience and demonstrate high levels of engagement in lessons.</p>	<p>The large majority of PP pupils display high levels of confidence and will be focused in lessons.</p> <p>The large majority of PP pupils will participate fully in lessons leading to accelerated progress.</p>
<p>4. The attendance and punctuality of PP pupils will improve to be in line with their non-PP peers and in line with national</p>	<p>At the end of each term, the gap will diminish between pp and non pp pupils</p> <p>The large majority of pp pupils are punctual.</p>
<p>5a .Improved parental engagement with parent/teacher meetings and improved support at home with homework and reading</p>	<p>The vast majority of pp pupils' parents attend parents evenings.</p> <p>PP children read 5 times a week and complete homework regularly and to a good standard.</p>
<p>5b. Pupils have access to a wide range of experiences at school which enhances their knowledge and understanding of the world.</p>	<p>Each year children experience a range of trips, visits and visitors which builds upon their knowledge and provides access to experiences outside the scope of their current situation.</p>
<p>5. The impact of the pandemic is minimised and children will achieve academically and have an improved sense of well being.</p>	<p>PP children achieve in line with non PP peers.</p> <p>PP children will be confident, driven, aspirational and have good well-being.</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: £57945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for teaching staff <ul style="list-style-type: none"> • External consultants during teacher days + staff meeting • Subject leaders • National College webinars • Research and reading • Network activity 	EEF quality teaching has the most impact on learning +8 NFER 2015 Quality First teaching and high aspirations for all are common factors of schools' success with PP pupils.	All pupils in school 606 children 120 pp
Coaching for teaching staff with external consultant, subject leaders and SLT	EEF quality teaching has the most impact on learning +8 NFER 2015 Quality First teaching and high aspirations for all are common factors of schools' success with PP pupils.	All pupils in school 606 children 120 pp
Whole school focus on vocabulary and reading <ul style="list-style-type: none"> • Purchase additional matched books to phonics • Using the DFE reading framework to support development • Deep Dive subject monitoring training for reading leaders to support the monitoring and evaluation of reading • Training for English leaders with an external consultant • Auditing and replenishing reading materials across the school • Evaluating and refining the English strategy 	DFE Reading Framework 2021 EEF reading comprehension strategies high impact low cost DFE reading for pleasure DFE 2012	All pupils in school 606 children 120 pp

<ul style="list-style-type: none"> • Purchase assessments NFER, fluency, reading age tests. • Create vocabulary spines in each subject across the school • Focus on vocabulary in EYFs following the new framework • Purchase ebooks and tablets 		
<p>Developing the maths curriculum</p> <ul style="list-style-type: none"> • Participate in the NCETM Mastery project • Purchase MNP workbooks to support MNP programme • Purchase manipulatives to support the CPA approach to maths • Purchase diagnostic assessments to identify gaps in learning • Purchase assessments 	<p>EEF Mastery Approach +5 months progress low cost</p> <p>NCETM</p>	<p>All pupils in school 606 children 120 pp</p>

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted interventions</i></p> <ul style="list-style-type: none"> • Maths No Problem interventions 3 times a week across the school • Additional 1:1 reading for the lowest 20% across the school • 1:1 tutoring for Maths in Y6 (Third Space) • 1:2 tutoring for Reading and Maths in Y5 (Action Tutoring) • 1:2 tutoring for Reading Y6 (Action Tutoring) • Lexia for lowest 20% pupils in KS2 • SEND PLP interventions for identified children • Thrive interventions with Thrive practitioners for identified children 	EEF	<p>All pupils in school 606 children 120 pp</p>

<ul style="list-style-type: none"> • Buddying and mentors for identified children • 		

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

Budgeted cost: £54,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Termly PP progress meetings with class teachers and HT/DH</i></p> <p><i>Additional capacity in the Thrive/Welfare team (attendance, Thrive practitioners, CBT trained member of staff)</i></p> <p><i>Purchase of SLA for SEML, LA inclusion team and CCT</i></p> <p><i>Work with Family Education to host learning sessions for parents</i></p> <p><i>Purchase SATs books, Head Lice lotion, uniform.</i></p> <p><i>Organise Enterprise and STEAM weeks to raise aspirations</i></p> <p><i>Provide a wider range of extra-curricular opportunities targeted at PP pupils</i></p> <p><i>Subsidise Dol-y-moch and PGL and other school trips</i></p>	<p>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p>	<p>All pupils in school 606 children 120 pp</p>

Total budgeted cost: £167745

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.

Whilst we had managed to begin to close the gap before the pandemic, our current data shows that the gaps have increased over the past 2 years between Pupil Premium and non Pupil Premium pupils.

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Add full analysis here prior to the strategy to be published on website by December 2021.

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
Lexia Programme	Lexia UK

Further information (optional)

Our Pupil Premium Focus Strategy is applied throughout the school

- *Know your children as individuals. Remembering little details about them and their lives will boost self confidence.*
- *Ask them about their ambitions in the future. If they don't know then what are their favourite subjects at school or what they like doing at home.*
- *Set high expectations at all times by being firm on behaviour but kind on the child.*
- *Hear their voice in every lesson through targeted questioning, allowing discussion first with talk partners, targeted assessment for learning, targeted praise and live marking as a priority.*
- *Establish a system within your teams so that you are able to identify and ask PP pupils questions during lessons (dots on the back of books)*
- *Generate a love of knowledge and reading by ensuring that there is a daily story time. This may be the only chance that many children will have an adult to read to them.*