# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Whittaker Moss Primary School |
| Number of pupils in school | Pupils on roll:  398 (school) 30 (Nursery) |
| Proportion (%) of pupil premium eligible pupils | 8.5% (34 Pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2023  2023-2024 (some revisions will be required)  2024-2025 (some revisions will be required) |
| Date this statement was published |  |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | The Governing Board |
| Pupil premium lead | Mrs Cadogan/Mrs Backhouse |
| Governor lead | Sarah Mazaruk-Sladen |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £53,600 |
| Recovery premium funding allocation this academic year | £5,153 school led tutoring funding (est at September 2022) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £58,753 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **School Principles for the Allocation of PPG Funds:**   * We ensure that the teaching and learning opportunities meet the needs of all pupils. * We ensure that appropriate provision is made for pupils within vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are assessed and addressed. * In making provision for 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 to receive free school meals. We therefore reserve the right to allocate pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged. * Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding and resources mean that not all children receiving free school meals may be in receipt of pupil premium interventions at any one time. |

## 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 |
| 1 | Specific SEN learning issues of some Pupil Premium entitled children. |
| 2 | Some children who are entitled to Pupil Premium, especially Low Prior Attainers and High Prior Attainers, require additional support to ensure they make at least as much progress as their peers. |
| 3 | Poor cognitive development of some Pupil Premium entitled children. |
| 4 | Some Pupil Premium entitled children have significant gaps in their knowledge and learning due to prior life experiences. |
| 5 | Some children who are entitled to Pupil Premium have social, behavioural or emotional barriers to learning are not making as much progress as other children. |
| 6 | Some children who are entitled to Pupil Premium have limited access to enrichment activities and extracurricular activities like musical instruments, school trips, clubs etc. |
| 7 | Some children who are entitled to Pupil Premium have issues with punctuality and attendance due to home circumstances or are in need of additional support outside of school hours to support families with complex children/socialising |

## 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 |
| Provide targeted and structured intervention programmes that cover basic skills and support children to make rapid progress and diminish the gap between themselves and their peers. | Identified children are allocated to specific structured intervention programmes. Accurate assessments are carried out each half term (from September 2022) which will include both teacher and formal assessments. HT, DHT, AHT will track progress data and complete observations of interventions to ensure the work directly impacts on the progress of pupils. Skills gaps will be narrowed and children will be better able to access the wider curriculum during quality first teaching and well planned and delivered remote and blended learning provision where necessary. Access to digital devices to access remote and blended learning where required with school support to access and set up |
| For children who are entitled to Pupil Premium, especially Low Prior Attainers and High Prior Attainers, to make as much, or better, progress as other children. | Accurate assessments to be carried out each half term |
| For the children who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning, or lost learning affected by family’s difficulties or circumstance, to make as much progress as other children and develop greater emotional resilience. | Targeted interventions, delivered by Teaching Assistants or teaching staff, in place for children with gaps in knowledge to ensure they make progress.  Utilisation of outside agencies with specific expertise where required. |
| To provide children who are entitled to Pupil Premium with enrichment activities and extracurricular activities. | Interventions to be evaluated, impact measured and next steps planned every half term. Direct 1-1 tutoring for CfC and specific maths and literacy intervention (Third Space Learning) for all PP pupils |

## 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: **£12,600**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted interventions are delivered by support staff, DHT and SLT members as an addition to whole class differentiated teaching and supervision and support for 1-1 online interventions | Through Pupil Progress meetings and gap analysis, the impact of interventions are measured on an individual basis. The impact is that the child has made accelerated progress or closed gaps as a result of COVID-19 and/or life experiences. because of the targeted teaching an intervention provides. | 1, 2, 3, 4  **£9,000** |
| ENGAGE (Paul Carlile), whole staff training and development | ENGAGE whole school development work (Creating communities of practice). Whole staff training over 4 sessions, selected leaders 2 sessions. Work to develop, practice and mebed relational mindset approaches and create ‘Want to, choose to’ context for engagement in learning for all children but especially socially disengaged or disadvantaged pupils.   * Why do as you ask? (1 session) * See and be seen (2 sessions) * Speak and be heard (1 session) | 3, 4, 5  **£3,600** |

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

Budgeted cost: **£21,010**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Third Space 1-1 Maths tuition | Work is tailored directly to the individual pupil in consultation with the class teacher and covers work about to be covered in class lessons. Pupils targeted are those who would require additional intervention outside of the age-related intervention and pre-teach provided to the wider year group | 2, 4  17 children  **£14,960** |
| Units of sound | Daily personalised intervention program (20 minutes a day) to complete units of work around reading, spelling, dictation and memory. | 1, 2, 4  **£450** (Licences)  **£1,800** (Daily staff costs to deliver before school across the year) |
| 1-1 maths sessions 3 times a week (20 minutes) | DHT led specialist session tailored to the individual pupil providing personalised learning to address gaps in learning. | 4, 5  Resources used already within school  **£1,800** |
| Resources (including ICT and intervention programmes/resources: Rapid Maths, Spelling Shed, Times Table Rock Stars, Project Code, EdShed, Nelson writing programme, CGP+ | High quality and accessible learning resources support all children to continue their learning beyond the classroom and within focused intervention groups which provide personalised learning and are structured to promote and support independence in learning. | 1, 2, 3, 4  All children  **£2,000** |
| Beyond psychology contribution | Contribution to costs for specialist intervention from outside provider for identified pupils | 3, 4, 5  **£1,000** |

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

Budgeted cost: **£20,930**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Well-Being Warrior sessions for identified groups of pupils (3 groups of 10)  Social Media class workshops (Y6 x2)  Transitions class workshops (Y6 x2)  Self Esteem & confidence (Y5 x2, Y4 x2) | Mental health and emotional well-being programme to develop emotional literacy via a therapeutic, practical approach. Aimed towards those who have suffered ACE’s or who are at risk of ACE’s, low confidence or low self-esteem, and attachment difficulties.  Improving children’s mental and emotional well-being and self-esteem ensures better access to education and improved life chances and outcomes | 5, 7  30 Pupils across the year  **£5,100**  **£800**  **£800**  **£1,600** |
| Free School Meal online portal | Due to changes over the past two academic years linked to COVID-19, we have a growing number of families who are accessing benefits for the first time and who are not sure of their entitlement or how to apply for it | 4, 7  **£900** |
| Access to before/after school club for current PP and CfC | Access to before/after school club enables children to arrive on site in good time and prepared to access learning. Access to after school provision supports with homework tasks and wider socialisation | 6, 7  6 children  **£4,230** |
| Parents, Carers and families who are having difficulties and need support with issues such as Domestic Violence, housing, debt, parenting, mental health, alcohol and drug misuse, nutrition, sleep and behaviour management, which will have a positive impact on their children’s ability to attend regularly, focus and achieve at school. | Pastoral Officer will monitor attendance, liaise with outside agencies to source and arrange appointments for children and families experiencing difficulties and who will also work directly with children and their families to further enhance the links between school and home, ensuring we are a first port of call for families and that we can identify and support with issues earlier and resolve them faster, breaking down barriers to learning and ACES and ensuring all children are in school. | 5, 6, 7  **£5,000** |
| **C**hildren who are entitled to Pupil Premium that have limited access to enrichment activities and extracurricular activities to be provided for them. | Trips and enrichment to be funded by the school for these children.  Children thrive and have increased self-esteem if they are able to join in with extracurricular activities alongside their peers. We also see an increase in positive behaviour and better attitudes to learning. | 6  34 Children  **£2,500** |

**Total budgeted cost: £55,540**

# 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 2021 to 2022 academic year.

**EYFS Year 1 Phonics**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **No of pupils** | **2022** |  |  | **No of**  **pupils** | **2022** |
| Overall GLD | 60 | 81.6% |  | Overall Phonics | 60 | 85% |
| PP GLD | 3 | 40% |  | PP Phonics | 5 | 50% |

**Key Stage 1 Key Stage 2**

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| --- | --- | --- | --- | --- | --- | --- |
|  | **No of pupils** | **2022** |  |  | **No of pupils** | **2022** |
| Overall Reading, Writing, Maths | 60 | 72% |  | Overall Reading, Writing, Maths | 45 | 69% |
| PP Children Reading, Writing, Maths | 6 | 33.3% |  | PP Children Reading, Writing, Maths | 9 | 44.4% |
| Overall Reading | 60 | 85% |  | Overall Reading | 45 | 82% |
| PP Children Reading | 6 | 33.3% |  | PP Children Reading | 9 | 55.6% |
| Overall Writing | 60 | 72% |  | Overall SPaG | 45 | 84% |
| PP Children Writing | 6 | 33.3% |  | PP SPaG | 9 | 33.3% |
| Overall Maths | 60 | 87% |  | Overall Writing | 45 | 89% |
| PP Children Maths | 6 | 50% |  | PP Children Writing | 9 | 55.6% |
| Overall Phonics | 60 | 85% |  | Overall Maths | 45 | 78% |
| PP Phonics | 6 | 40% |  | PP Children Maths | 9 | 55.6% |

## Externally provided programmes

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| Programme | Provider |
| 1-1 remote maths tuition | Third Space Learning |
| Small group emotional and mental health and well-being programme | Well-Being Warriors |
| NTP Tutor | RANSTAD |
| Units of sound | NISAI Group |