**Pupil Premium Strategy Statement 2021/22**

**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 means that not all children receiving free school meals may be in receipt of pupil premium interventions at any one time.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Whittaker Moss Primary School - Summary Information** | | | | | |
| **Academic Year** | 2021/22 | **Total PP budget** | £54,730 | **Date of most recent PP Review** | July 2021 |
| **Total number of pupils** | 387  +32 Nursery | **Number of pupils eligible for PP** | 34 | **Date for next internal review of this strategy** | March 2022 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Funding** | **Number of eligible pupils** | **Amount per pupil** | **Total** |
| Pupil Premium | 25 | £1,345 | £33,625 |
| LAC/Post LAC Pupil Premium | 9 | £2,345 | £21,105 |
| **Total** | | | **£54,730** |

|  |  |
| --- | --- |
| **Barriers to future attainment** | |
| **In-school barriers** | |
| **A** | Specific SEN learning issues of some Pupil Premium entitled children. |
| **B** | 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. |
| **C** | Poor cognitive development of some Pupil Premium entitled children. |
| **D** | Some Pupil Premium entitled children have significant gaps in their knowledge and learning due to prior life experiences. |
| **External barriers** | |
| **A** | 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. |
| **B** | Some children who are entitled to Pupil Premium have limited access to enrichment activities and extracurricular activities like musical instruments, school trips, clubs etc. |
| **C** | 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 |
| **D** | Some children entitled to Pupil Premium experience challenging home circumstances which restrict their access to remote learning (where necessary), and are unable to compete home learning tasks |

|  |  |  |
| --- | --- | --- |
| **Desired outcomes** | | |
|  | ***Desired outcomes*** | ***Success criteria*** |
| **A** | 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 2021) 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 |
| **B** | For children who are entitled to Pupil Premium, especially Low Prior Attainers and High Prior Attainers, to make as much progress as other children. | Accurate assessments to be carried out each half term.  Targeted interventions, delivered by Teaching Assistants, in place for children with gaps in knowledge to ensure they make progress.  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 |
| **C** | For the children who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning, or lost learning affected by families difficulties or circumstance, to make as much progress as other children and develop greater emotional resilience. | Timetabled opportunities to work 1-1 or in small groups to complete academic or social/emotional intervention. Specific time assigned to sibling support for identified pupils.  TA’s employed for additional hours per week and deployed to support social interaction and behaviour at lunchtime, cutting down on low level behaviour incidents which impact on learning in the afternoons  Family support provided by the school Pastoral Lead to address wider familial issues  Access to Well-Being Warriors in-school programme and 1-1 sessions with MHST therapist where required |
| **D** | To provide children who are entitled to Pupil Premium with enrichment activities and extracurricular activities. | Identify children who have a particular interest in an instrument or club or trip and arrange for them to have access to it. To ensure that disadvantaged children receive funding for school trips and clubs for enrichment and support with social, behavioural or emotional barriers to learning. Enable children who qualify for PP funding the opportunity to participate in wider school initiatives like Young Voices with their families and the annual school residential trip. PP children are given priority for access to extracurricular clubs and activities. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Planned expenditure** | | | | | | |
| **Academic year** | **2021/22** | | | | | |
| 1. **Quality of teaching** | | | | | | |
| **Desired outcome** | | **Chosen action / approach** | **Evidence?** | **How will we ensure it is implemented well?** | **Staff lead** | **When will it be reviewed?** |
| **A.** For children who are entitled to Pupil Premium, especially Low Prior Attainers and High Prior Attainers, to make as much progress as other children. | | 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 is measured. The impact is that the child has made accelerated progress or closed gaps as a result of COVID-19 because of the targeted teaching an intervention provides. | Senior leaders and subject coordinators meet regularly to review progress across the time of the intervention to ensure that there is a demonstrable impact on pupil progress. | HT  DHT  AHT  SLT | Reviewed Termly with updates per half term |
| **B.** For children who are entitled to Pupil Premium to develop positive friendships and interactions with both adults and peers. That they develop better skills at dealing with conflict and understanding the views, opinions and needs of others. | | Consistent adult present every lunchtime to oversee the setting up and running of a range of lunchtime activities along with a group of Year 6 pupils (Whittaker Ambassadors), coordinate staff and engage with children to play together positively and deal with conflict appropriately. Specific indoor activities such as Lego club and The Den to provide those children for whom lunchtimes can be overwhelming an alternative set of lunchtime activities. | Through lunchtime support and consistency, there is a positive improvement in the interactions between children. Behaviour incidents are reduced, friendships are positive and children are better equipped at resolving differences.  Self-esteem is raised.  Children arrive back into class better equipped for learning.  Time taken to resolve differences after lunchtimes is reduced and therefore less learning time is lost.  Children develop greater emotional resilience.  Introduction of CPOMS tracking system and further embedding of Restorative Justice and de-escalation approaches to behaviour management enables pupils to become more understanding and considerate of the impact of their actions on others. | Daily feedback to HT, AHT of any issues observed or dealt with.  AHT to monitor logged behaviour incidents on CPOMS  Pupil Progress meetings with teachers to record impact of positive behaviour strategies and emotional resilience.  Continued reinforcement of restorative justice approaches to behaviour management | AHT  HT  Lunchtime Lead | Daily (TA)  Half Termly (CPOMS)  Termly  (Pupil Progress) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Evidence?** | **How will we ensure it is implemented well?** | **Staff lead** | **When will it be reviewed?** |
| **A.** For children who are entitled to Pupil Premium who have social, behavioural or emotional barriers to learning to make as much progress as other children. | Named staff to provide interventions to include:   * Social stories and comic strip conversations * 1 to 1 work * Social skills sessions * Small group work * Sibling support sessions for identified children * Lunchtime Lego club and The Den * Specialist Support – CAF / EHC Plan etc. * Restorative Practice approaches utilised by all adults * Well-Being Warrior groups | From our experience, if children have influences on their lives that effect their concentration or wellbeing; they are not in the correct frame of mind to learn. These interventions provide the children with quality time to support them and help them work through any issues.  Restorative Justice practices continue to embed a wider understanding of the impact of actions on others, an opportunity to discuss and identify own triggers and those of others and to repair harm in an honest and contemplative way which reduces the frequency and severity of incidents going forward. | Interventions are monitored by SLT, SENDCo and Senior Leaders in school. The impact of the interventions is evaluated and reviewed on a half termly basis.  Children identified for social skills sessions profiled before and after intervention with the voice of the child and staff being recorded. | Pastoral Officer  SENDCo  HT  DHT  AHT | July 2022 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Other Approaches** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **Evidence?** | **How will we ensure it is implemented well?** | **Staff lead** | **When will it be reviewed?** |
| **A.** For children 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 and the expenditure to be tracked. | We have found that 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. | Ensure identified pupils are given priority for school clubs and extra-curricular experiences.  Monitor which children are accessing extra provision and liaise with club providers/class teachers to monitor the impact on participation, levels of concentration and engagement. | School Sports/Clubs  Lead  Named staff running clubs | Half Termly  (as clubs run on a half termly basis) |
| **B.** 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 | Attendance of children identified as vulnerable is as least 95% and children attend the setting should there be any further school closure periods in the academic year 2021/2022.  Monitor engagement in remote and blended learning during isolation periods | Attendance and networking at EHA, network meetings, locality meetings, pastoral RUSC collaboration meetings  Monitor attendance rate for identified pupils  Supervision meetings evidence that support is identified and put in place quickly and EHA/school records show increased engagement from families and timely positive impact which is sustainable | HT  DHT  AHT Pastoral Officer | Reviewed in team supervision meetings on an ongoing basis with a half termly review |
| **C.** Free School Meal online portal | To enable checks to be completed to identify FSM families | 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 | Checks completed at the start of the academic year, for new starts throughout the year and for families where a change in circumstances has been identified | Dorita Stevenson | Annually |

|  |
| --- |
| **Budgeted Expenditure** |

|  |  |
| --- | --- |
| **Pupil Premium Grant Expenditure 2020/21** | **Cost** |
| Staff for Interventions  0.5 TA3 support  10 hours TA1 support (two members of staff)  Contribution towards Pastoral Officer  Additional lunchtime support supervision | £9,517  £6,000  £8,000  £3,600 |
| Two sessions of Well-Being Warriors (10 week intervention) | £8,000 |
| Funding for trips, Music lessons, Extra-curricular Clubs and enrichment for our pupil premium children. | £6,400 |
| Access to before/After school provision for current cared for children | £2000 |
| Resources (including ICT and intervention programmes/resources: Rapid Maths, Spelling Shed, Times Table Rock Stars, Project Code, additional reading materials, decorating and additional resources specific to individual learning needs) | £10,000 |
| Free School Meals online portal | £900 |
| **Total** | **£54,417** |

|  |  |  |
| --- | --- | --- |
| **Key Focus of spending 2020/2021** | **Cost** | **Impact** |
| 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. | £15,517 | DHT and TA3 and TA1 deployed to work with identified children across school. This has been in specific Maths and Literacy intervention sessions (in house and Third Space Learning) and individual social intervention programmes before school.  During school closure, staff worked directly with PP children attending school to complete Reading, Writing and Maths remote/blended learning tasks to ensure gaps between PP and non-PP pupils are reduced on the return to school.  PP eligible pupils not attending school during lockdown were supported with accessing digital devices, connectivity and accessing learning platforms and google class meetings. |
| For children who are entitled to Pupil Premium to develop positive friendships and interactions with both adults and peers. That they develop better skills at dealing with conflict and understanding the views, opinions and needs of others. | £3,600  £10,000 | Additional lunchtime supervisor deployed in line with COVID-19 restrictions to support specific year group with the highest number of PP children who had not attended during school closure. Emphasis and focus on supporting children to build friendships, re-establish friendships and engage positively with routines and expectations. Arrangements into smaller groups with known adults has had a positive impact on behaviour incidents at lunchtimes. Children observed to be proactive and engaged within peer groups and returning to class more settled.  Before and After school provision available and paid for PP pupils who are cared for. Additional support provided with emotional resilience and support in direct response to the impact of COVID-19, particularly during school closure period when identified children were still attending school. |
| 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. | £8,000 | Pastoral Officer took up role in January 2021 as the most recent period of school closure began. Initial family support centred on the distribution of meal vouchers and hard copy learning packs and resources, welfare calls to families of pupils not engaging in remote/blended learning, attendance at welfare meetings and remote meetings with families struggling over the lockdown and isolation periods, offering advice regarding benefits and resources.  This has enabled better communication between school and families, with a direct contact at the school and a dedicated role to support families and children. |
| Identified children to be seen by the Educational Psychologist. Observation, Pupil views and parents meetings to be completed in order to gain a deeper understanding of needs and possible approaches and recommendations to support emotional development and academic needs | £1,000 | Extra Educational Psychologist sessions have been used to further support the schools understanding of identified PP children who present with Attachment disorders and complex emotional and SEND difficulties. This has enabled the school to build a portfolio of assessment for two specific children which is informing teacher practice and will contribute to the assessment cycle for EHCP. |
| For children who are entitled to Pupil Premium that have limited access to enrichment activities and extracurricular activities to be provided for them. | £6,400  £10,000 | Extra-curricular activities have been affected by the COVID-19 pandemic and many planned activities were unable to go ahead due to restrictions.  Trips and educational experiences that have been able to take place have been fully funded for PP children. Outside providers previously booked to provide sessions in school which were then unable to take place, provided additional sessions for the vulnerable and children of key workers during school closure and remote sessions during home learning. This has enabled all children to continue to receive high quality sessions and has a positive impact in the emotional well-being of all of the children after closures and isolation periods.  Resources across school support learning both in the classroom and at home; Bug club, Times Tables Rock Stars, Rapid Reading top up resources, additional equipment sent home to ensure children are able to access remote/blended learning. |