# Pupil premium strategy statement – 2021-24

## 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 |
| School name | Whitewater C of E Primary |
| Number of pupils in school  | 102 |
| Proportion (%) of pupil premium eligible pupils | 6.8 % (7 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | G. Golding, Headteacher |
| Pupil premium lead | S. Moore, Head of School |
| Governor lead | Daniel Trill / Jo Hunt lead for disadvantaged pupils |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £12,385 |
| Recovery premium funding allocation this academic year | £4,515 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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 | £16,890 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Whitewater, our intention is to provide an inclusive education within a culture of support and high expectations; our school values of Love , Respect and Courage are at the core. All staff work together to nurture and support children, ensuring they feel happy, safe and cared for in school. Our curriculum and teaching enables all children to make progress from their relative starting point. Our overarching aim is to ensure that we make every lesson count, for every child.We recognise that having excellent teaching and Learning makes the biggest difference to attainment and progress and therefore our priority is to ensure that all our pupils, including those in receipt of the Pupil Premium Grant, receive Quality First teaching. Therefore, a significant amount of our Pupil Premium budget is spent on developing Teaching and Learning. Our Teaching and Learning approach is defined through the four main components within The Whitewater Way:* *Nurturing the* Whitewater *Citizen*
* *Growing the* Whitewater *Learner*
* *Developing the* Whitewater *Curriculum*
* *Delivering* Whitewater *Teaching*

As a teaching team, we have identified core-teaching strategies that provide a consistent foundation to the quality of teaching across the school. This includes effective Assessment for Learning, fluid groupings and scaffolding. These are developed and refined with training. Our teaching will also focus on areas in which disadvantaged pupils require the most support. This is proven 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.As well as our teaching approaches, to support children’s academic learning early support strategies for those who need additional help with reading, writing or mathematics have been funded through the Pupil Premium Grant. We use the grant to ensure our children make at least good progress from their starting points. We focus on areas our children require the most support in, improving and sustaining parent involvement and ensuring our children are challenged in their learning. Our approach is responsive to common challenges and individual needs.Our strategy is also integral to wider school plans for education recovery, including for pupils whose education has been worst affected, including non-disadvantaged pupils. We will use teacher assessment and data to measure the impact of these strategies and the Pupil Premium Grant on our children’s learning. We will review the effectiveness of interventions we are using and adapt them to meet needs when and where required. We believe that the enrichment activities we provide through the Pupil Premium Grant will help our children become increasingly confident in all aspects of their learning and development. |

## 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 | Quality of teaching- Assessments, observations, and discussions with pupils indicate a need to develop greater consistency in our pedagogical approaches– ensuring all disadvantaged children are exposed to ‘quality first teaching’ by continually adapting and improving practice and refining the curriculum so that Assessment for Learning, scaffolding and modelling impact on progress. |
| 2 | Attitudes to learning/Learning behaviours – Through lesson-drop-ins and pupil voice, staff have identified a lack of independent skills and resilience in activities, post-pandemic, particularly for some of our disadvantaged children comparatively to their peers. This negatively affects their learning, specifically taking on new challenges.  |
| 3 | Speech, Language and vocabulary- Some of our disadvantaged children have concerns with their speech, language and vocabulary skills, which impacts on their ability to communicate effectively and make progress in all areas of the curriculum.  |
| 4 | Retention of phonics – Our assessments and observations indicate phonic skills need application more readily across the curriculum, therefore teaching of phonics needs revisiting especially after school closures. |
| 5 | Communication with home- increase parent’s knowledge of what their children are learning and progress they are making. Increase the ability to support learning at home. |
| 6 | Enrichment/ equity – to ensure that all our disadvantaged children have access to extra-curricular experiences to broaden and enrich their school experience. |
| 7 | SEMH – some of our disadvantaged children need support with their emotional literacy and building self-belief and self-esteem alongside support with social/relationship building skills |

## 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 |
| Children make expected attainment targets and progress rates in reading, writing, maths and combined. | KS1 and 2 outcomes in 2023/24 and 2024/25 show that a higher % of disadvantaged pupils meet the expected standard. |
| Children demonstrate our learning behaviours, including an increase in their resilience and a positive attitude to learning. | Children’s individual targets on their Individual support plans will be met and teachers will see an increase in positive attitudes to learning and decreased off-task behaviours in class. For those children receiving ELSA support they will achieve their targets.  |
| Speech sounds developed, alongside language and vocabulary repertoire increased for our children entitled to Pupil premium funding. | 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. |
| Children will confidently apply their phonics skills for both reading and spelling across the curriculum.  | Adults across the school using a consistent approach to teaching phonics. Tracking of progress is more robust. PP children show progress from their starting points in line with non-disadvantaged. |
| Improved communication - increase parental understanding of their children’s attainment and progress. | An increase in communication between parents and teachers resulting in greater parental understanding of their child’s academic targets. As well as positive responses from parents within the pupil and parent survey. |
| Children have access to extra-curricular experiences to broaden and enrich their school experience. | Children experience a range of activities to immerse them into the curriculum and complement the learning themes. In addition, extra-curricular opportunities are plentiful. Uptake of extra-curricular activities from PP children. Before and after survey to gauge. |

## Activity 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: **£9,623**

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| Activity | Evidence that supports this approach | Challenge no. addressed |
| Pupil progress meetings held after each Data Drop throughout the year (3 times) using PAG grids to support discussions [PP/PPG children a key group for discussion - academic & pastoral progress]. | Research shows a robust approach to monitoring and evaluation of interventions means gaps in achievement can be assessed and planned actions/interventions evaluated and adapted. | 1, 3, 4 |
| Purchase of standardised diagnostic assessments. Training for staff to ensure assessments interpreted and administered correctly. | 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/) | 1, 2, 3, 4  |
| Regular whole staff CPD focused on school improvement actions, establishing a clear philosophy for teaching and Learning. | Research shows effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. | 1, 2, 3, 4 |
| Staff training on the concept of growth mindsets. Develop the ‘Learning Pit’ analogy and use for self and peer assessment of skills, knowledge and learning behaviours. | A growth mindset is the belief that your skills and abilities can change. The children can believe that they can work at something and improve. Research shows that students with a growth mindset tend to outperform students with a fixed mindset. | 1, 2 |
| Staff training on the various AFL mechanisms to be used in English and Maths. | The EEF reports the high impact of AfL based on extensive evidence. High-quality teaching is essential to achieving the best outcomes for all pupils, particularly those most disadvantaged. | 1 |
| Enhancement of our English teaching and curriculum planning. We will fund teacher release time to work alongside experienced English leader to develop practice. | The National Literacy Trust Primary Literacy Research and Policy Guide shares recent research and policy developments on the benefits of creating a school writing culture and writing curriculum to develop skills to support the writing process. | 1, 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD. | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1 |
| Working on vocabulary and embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:[Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/) | 3, 1 |
| 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.(Little Wandle) | 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/) | 4 |
| Ensure improved teaching of phonics for pupils entitled to PP funding. Involve Parents in supporting children to learn phonics | Research from the EEF shows the average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. | 4, 5 |
| To raise standards in early reading for disadvantaged children. Purchase of improved home reading books and materials. | Research shows by the EEF states that both decoding and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading | 4, 5 |
| To ensure our curriculum promotes the learning behaviours and core Christian values of Love, Courage and Respect.  | Evidence emerging from EEF suggests that these approaches provide powerful ways to raise pupil attainment. 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) | 2 |

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

Budgeted cost: **£3,908**

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| Activity | Evidence that supports this approach | Challenge no. addressed |
| Ensure all PP/PPG children have an ‘Individual Support Plan’ (highlighting individual barriers to learning, previous and current attainment, progress and any additional support/ interventions in place to improve outcomes. | Research shows an increased staff awareness of disadvantaged children ensures teachers and subject leaders can take responsibility for their progress. | 1 |
| Ensure that assessment and monitoring procedures for the school enable effective identification of gaps. Use SIMS & Target Tracker for on-going tracking and assessment.  | Quality teaching and learning based on continuous and frequent feedback, adapted to pupil needs is one of the most effective ways to ensure progress. EEF. | 1 |
| Under the direction of year group leaders, LSAs/HLTAs to provide targeted support across the year group for basic literacy and numeracy skills (ISPs used to identify gaps in skills) | This support is precise andallows for specific teaching ofboth basic skills for literacy and maths to enable this group of children to both catch up and keep up.  | 1, 4 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.. | 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/) | 1, 4 |
| Disadvantaged children who have an additional need to be assessed using Thrive framework and individual action plans created.  | Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn. | 5 |
| Children with a Thrive profile spend time with designated key adult each week, focusing on actions from their action plan. | Research shows when their SEMH needs are developed, children feel safe, secure and ready to learn. | 5 |
| ELSA provision personalised to the needs of individual children | Children who have secure attachments and strong emotional resilience skills are more able to be successful learners. | 2 |

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

Budgeted cost: **£4,129**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Regular monitoring and tracking of attendance. Communicating with parents regularly, so poor attendance can be challenged but support offered where necessary. | In order to learn children need to attend school regularly. Irregular absence can have a greater negative impact on achievement than a single period of illness. | 5 |
| To arrange a series of workshops to help parents develop greater knowledge of how to support their children’s learning Workshops to include:Phonics, Reading, Writing, Maths | To increase parents’ knowledge of what their children are learning and the progress they are making. To increase parents’ ability to support their child’s learning at home.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 5 |
| Whole school training from Primary Behaviour Support to support staff in supporting children’s SEMH and Wellbeing needs effectively.  | Poor mental health correlates with long-term negative impacts. A recent EEF meta-analysis suggested programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. | 7 |
| Termly meetings in addition to whole school parent’s evenings to review PP/PPG children’s attainment, progress and discuss next step targets. | Some families need longer to discuss their children’s progress. The children of parents/families who engage regularly make better progress than those from families, which do not.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 5 |
| Financial support to enable children to access school visits, enrichment activities, after school clubs and school uniform | Children who feel secure and have a sense of belonging are better placed to learn. Ensuring equity for children from disadvantaged backgrounds.  | 6 |
| Provide cultural experiences/ opportunities for all children [e.g. visitors into school [inc. drama companies], fundraising opportunities, specialist sports/music activities] | Access to a broad range of experiences ensures all children have the opportunity to increase their future aspirations/broadens their horizons. | 6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £15,925**

# Part B: Review of outcomes in the previous academic year (2021-2022)

## 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.Due to the small number of Pupils our outcome data is very difficult to compare to national averages. Of the 9 pupils 6 have additional SEN needs.Our outcomes for 2022 are:% Achieving GLD 100% (1Ch) Non-PP 50%% Achieving Yr 1 Phonic Screening pass 100% (1ch) Non-PP 53%% Achieving Yr 2 Phonic Screening pass 0 (2 SEN children) however the average score increased from 9.5 to 27

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| --- | --- | --- | --- |
|  | Reading | Writing | Maths |
| KS1 | 0% PP 50% Non PP | 0% PP50% Non PP | 0% PP50% Non PP |
| KS2 | 50% PP 77% Non PP | 0% PP46% Non PP | 0% PP46% Non PP |

AttendancePP Attendance rates have increased over the last 2 years and have been above whole school rates for the last 4 years.Uptake of ClubsFootball 3Athletics 0Multi skills 0 |

# Further information (optional)

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| **Additional activity**Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
* offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation**In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |