



## Pupil premium strategy statement (Primary)

### School overview – Whittingham C of E Primary School

Metric	Data
School name	Whittingham C of E Primary School
Pupils in school	98 (including nursery)
Proportion of disadvantaged pupils	9% (including reduced funding for EYPP and Forces)
Pupil premium allocation this academic year	£10,031 (additional spending identified comes from school budget in addition to PP allocation)
Academic year or years covered by statement	2021 -22
Publish date	01 November 2021
Review date	01 July 2022
Statement authorised by	Belinda Athey
Pupil premium lead	Belinda Athey
Governor lead	Sandra McCormack

**Disadvantaged pupil progress scores for last academic year - No formal testing so this is based on teacher assessments across the school for year 2020-21 and also reflects the impact of the global pandemic on outcomes. NB small cohorts of pupils skew data**

Measure	Score
Reading	88% of pupils at ARE or better Summer 2021
Writing	75% of pupils at ARE or better Summer 2021
Maths	63% of pupils at ARE or better Summer 2021

**Disadvantaged pupil performance overview for last academic year (Please note teacher assessments for school year 2021 as no SATS due to COVID 19 pandemic)**

No disadvantaged pupils for the 2021 KS 2 SATS cohort

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that additional support both in targeted support in class, interventions across the day and after school support is in place to target those disadvantaged pupils that have been affected by the COVID 19 pandemic.
Priority 2	Ensure that there is pastoral support for these pupils and their families and that 1 key member of staff per Key Stage takes part in the Friends Resilience Training.
Barriers to learning these priorities address	<p>Impact of the global COVID 19 pandemic. Ensuring staff use evidence-based whole-class teaching interventions – EEF/ Sutton trust for example.</p> <p>All relevant staff (including new or returning to work staff) have received paid-for training to deliver the RWI phonics and the newly implemented Power Maths schemes effectively.</p>
Projected spending	£8000

## Teaching priorities for current academic year 2021-22

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores <i>or better</i> in KS 1 and 2 Reading	July 22
Progress in Writing	Achieve national average progress scores <i>or better</i> in KS 1 and 2 Writing	July 22
Progress in Mathematics	Achieve national average progress scores <i>or better</i> in KS2 1 and 2 Maths	July 22
Phonics	Continue to achieve above the national average in phonics	July 22
Other	<p>Improve support for mental health and wellbeing for children and families. Provide training for staff (Mental Health Champions and Friends Resilience Training)</p> <p>Continue to identify and address gaps in learning or any additional impact of the global COVID 19 pandemic, using research and NTP effectively to enable this to happen.</p>	July 22

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1**

<b>Measure</b>	<b>Activity</b>
Priority 1	To continue to ensure all relevant staff (including new staff – this is particularly important) have received paid-for RWI training to deliver the phonics scheme effectively
Priority 2	Develop reading and phonetical readers – Purchase of RWI Book Bag Books and refresh of RWI books. Continue with Accelerated Reader subscription and staff training. MyOn subscription – purchase for a year in the first instance.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions – including Sutton Trust and EEF as well as training from St Michael's Teaching Hub
Projected spending	£8,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase and embed use of Power Maths across all year groups to address identified gaps in learning.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging continued learning of mathematics at home (Maths Flex, CGP resources, Sumdog and School Jam) and providing catch-up in mathematics (problem solving) – typically an area of weakness
Projected spending	£8,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	For the HT/ PP lead to continue with trialled outreach activities that were put in place for COVID 19 pandemic such as heightened face to face presence of HT/SLT before and after school. Keeping in touch phone calls etc – also use this to improve attendance for identified pupils
Priority 2	Friends Resilience Programme
Barriers to learning these priorities address	Improving parental relationships with families of the most disadvantaged pupils
Projected spending	HT release time from teaching commitment. Staffing costs equating to 0.1FTE

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days/ staff meeting and directed time
Targeted support	Ensuring enough time for school maths-lead to oversee the effective implementation of the Power Maths Scheme	New Maths lead recruited in DHT post from Jan 2021
Wider strategies	Engaging the families facing most challenges Ensure attendance	As per Priority 1 (wider strategies)

### Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing	Despite the impact of school closures due to the global pandemic the highly planned approach of identified support and strategies from September 2020 was able to be continued even with a blended learning model with a good degree of success so results were within expectations.
Progress in Mathematics	New scheme in place from March 2021 already having an impact on Arithmetic scores. Third Space Learning interventions had little, or no impact so will not be continued. Paper based resources to support the online home learning proved popular so to continue.
Phonics	Continued trend of all pupils achieving well in this area.
Other	NTP worked well in that we were able to recruit known supply staff through one of the accredited partners of NTP and face to face learning was implemented. Continue to review for 2021-22 as we have a small budget of just over £1000 this year, decreasing to £800 the following year. Review with SLT and PP Gov if we should use the total budget in the first year to enable more impact Engagement with families improved. Continue to put in place the strategies