



## Pupil premium strategy statement (Primary)

### School overview – Whittingham C of E Primary School 2023 -4

Metric	Data
School name	Whittingham C of E Primary School
Pupils in school	6 pupils- £8070 (plus 1 x EYPP £342 and 3 x Forces £310) = £9,342
Proportion of disadvantaged pupils	10 out of 98 pupils – 10.2% (including reduced funding for EYPP and Forces)
Pupil premium allocation this academic year	£9342 (Any additional spending identified comes from school budget in addition to PP allocation and enables small group support and/ or interventions. Also see individual PP Case Studies for all PP pupils).
Academic year or years covered by statement	2023-4
Publish date	24 September 2023
Review date	1 July 2024
Statement authorised by	Belinda Athey

### Disadvantaged pupil progress scores for last academic year – KS 1

Measure	Score
Reading	No Y2 PP children.
Writing	No Y2 PP children.
Maths	No Y2 PP children.

### KS2 3 children =

Measure	Score
Reading	67% (2 children) = EXS (working at the expected standard for Y6); 33% (1 child) = WTS (working towards the expected standard for Y6).
Writing	67% (2 children) = EXS (working at the expected standard for Y6); 33% (1 child) = WTS (working towards the expected standard for Y6).
Maths	33% (1 child) = EXS (working at the expected standard for Y6); 67% (2 children) = WTS (working towards the expected standard for Y6).

**Disadvantaged pupil performance overview for last academic year – please note small numbers of pupils overall and of pupils in receipt of PP have skewed figures. Progress from individual pupil starting points remain good.**

Measure	Score
Meeting expected standard at KS2	For RWM combined, 33% meeting the standard (1/3 children).
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that time efficient and target driven additional support is available in class, through interventions and across the day and is in place to target those disadvantaged pupils that may continue to need additional support to achieve at the expected standard or for those who are already achieving at expected standard to provide support for them to consolidate and build on this achievement to attain greater depth achievement in identified subject.
Priority 2	<p>Continue to further develop and embed pastoral support for these pupils and their families and that new staff receive support and training as necessary in Mental Health and Wellbeing strategies and that (following whole staff MECC training) a members of staff can signpost families to get support as necessary.</p> <p>Improve support for mental health and wellbeing for children and families and signposting.</p> <p>MECC training to be implemented for teaching staff.</p> <p>Weekly newsletter to contain signposting information and posters as well as using school social media.</p> <p>Ensure a member of staff becomes a Domestic Abuse Support Champion.</p> <p>Continue train staff and support the resourcing of weekly sessions in the Talkabout Programme.</p>
Barriers to learning these priorities address	<p>Longer term impact of the global COVID 19 pandemic (especially most impacted children who are currently in Years 4 and 5). Impact of financial and energy crisis.</p> <p>Ensuring staff use evidence-based whole-class teaching interventions – EEF/ Sutton trust for example.</p> <p>Ensuring relevant staff (including new or returning to work staff) have received paid-for training to deliver interventions effectively.</p> <p>Less Pupil Premium children for the year 2023-4 meaning that we have less overall spend.</p>
Projected spending	<p>EP - £345 per day (2 days purchased directly for PP use) = £690</p> <p>TA support circa 10 hours per week at £20 per hour over 39 weeks = £7800</p>

## Teaching priorities for current academic year 2023-24

**NB to be aware of small pupil cohort and extremely small cohort of PP pupils skew data.**

Aim	Target	Target date
Progress in Reading	KS1: 87% KS2: 91% Achieve national average progress scores <i>or better</i> in KS 1 and 2 Reading	July 24
Progress in Writing	KS1: 93% KS2: 82% Achieve national average progress scores <i>or better</i> in KS 1 and 2 Writing	July 24
Progress in Mathematics	KS1: 87% KS2: 82% Achieve national average progress scores <i>or better</i> in KS 1 and 2 Maths	July 24

Phonics	100% achieve above the national average in phonics	July 24
Other	<p>Continue to provide children with opportunities to travel out of the area to see places of natural and cultural interest as well as places of learning that inspire such as University or Apprenticeships.</p> <p>To provide nearly new uniform at no charge.</p> <p>To continue to provide a stock of Reading for Pleasure Books which can be taken home and kept if required.</p> <p>To continue to offer a range of free enrichment clubs after school.</p> <p>Subsidise trips.</p>	July 24

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

Measure	Activity
Priority 1	To continue to ensure all relevant staff (including new staff and HT) have received paid-for RWI training to deliver the phonics scheme effectively
Priority 2	Following the good impact of staffing and teaching of RWI last year on standards continue to ensure that children are grouped effectively and within the correct colour (RWI group according to colours) and not to combine groups. Staff and resource this accordingly.
Barriers to learning these priorities address	<p>Ensuring new staff are trained formally in RWI and all staff continue to be supported to deliver a consistently high approach that gives good results.</p> <p>Cost of staffing small groups.</p> <p>Cost of purchasing additional resources to facilitate small groups.</p> <p>Space (additional intervention space builds x 2 last year has helped with this, however this does impact on the rest of the school as a high level of use is needed to implement RWI groupings.</p> <p>Ensuring staff use evidence-based whole-class teaching interventions – including Sutton Trust and EEF as well as training from St Michael's Teaching Hub.</p>
Projected spending	<p>- 4 hours per PP child (1) per week plus up to 1 hour SDI per week (1 hours SDi costings outlined in previous section so not included here).</p> <p><math>4 \times £16.00 = £64 \times 39 = £2496</math> – this is a group spending cost and is therefore subsidised by the school budget.</p>

## Targeted academic support for current academic year

### Maths

Measure	Activity
Priority 1	Continue to develop written calculation methods for maths at KS2. Continue to ensure the Concrete Pictorial Approach is embedded across the whole school.
Priority 2	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations or for more able pupils to consolidate and extend their learning.
Barriers to learning these priorities address	Encouraging continued learning of mathematics at home (White Rose, CGP resources, Times Tables Rock Stars annual subscription as of 2023 and providing catch-up in mathematics (problem solving) – typically an area of less strength. Ensuring standards of reading match or exceed mathematical ability
Projected spending	Maintenance spending planned as Maths has been a high priority for the last 2 years and considerable expenditure has been in place as per SDP action paper. SDI spending included in previous section.

## Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance – Continue to work in partnership with pupils and their families identify barriers and provide support to ensure pre pandemic whole school target of 96% is returned to. This worked well last year, and we will be using this year to embed the good practice and habits which will hopefully have a lifelong positive impact in education attendance and in the world of work
Priority 2	Continue to broaden parental relationships with families of the most disadvantaged pupils with whole staff (continued focus from ALL staff as MECC training has enabled staff to feel empowered and informed to be able to do this ) and to also support where possible with cost of living (See enrichment clubs offer and uniform initiative).
Barriers to learning these priorities address	Majority of children once in main school come to school by bus so parents on school site at drop off and pick up time less (importance of social events, coffee and chats prior to class assemblies etc.).
Projected spending	HT release time from teaching commitment. DHT management time – see budget.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development and that staff can access quality CPD.</p> <p>Ensuring there is enough staff in place to accommodate the planned groupings, interventions and SDI's.</p> <p>Ensuring SDI's and targeted support is time driven and has a direct impact within a specific time scale.</p>	<p>Use of INSET days/ staff meetings and directed time.</p> <p>Effective appraisal. Pop In's / Observations</p>
Targeted support	<p>Ensuring all children are supported socially and emotionally.</p> <p>Ensuring all children are supported academically to be in-line or better to meet their age-related expectation.</p>	<p>Art therapy put in place for appropriate child for emotional support for self-worth, resilience and control of emotions.</p> <p>Assessment coordinator has identified key children to target further for accelerated progress and support and interventions are mapped, planned for and underway.</p> <p>All staff to be aware through progress meetings of children to ensure are supported as required throughout lessons and social times as appropriate.</p>
Wider strategies	<p>Engaging the families facing the most challenges with awareness that some families* may not fit the criteria for additional financial support yet be affected by rural isolation, employment opportunities etc.</p> <p>Encourage the use of enrichment clubs at no charge for PP children</p> <p>* also see above.</p> <p>Ensure attendance is at target or above.</p>	<p>As per Priority 1 (wider strategies)</p>

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading, Phonics, Writing and Maths.	<p>Reading = 82% at EXS or higher; 9% at GDS.</p> <p>Writing = 91% at EXS or higher; 27% GDS.</p> <p>Maths = 73% at EXS or higher; 18% at GDS.</p> <p>Combined RWM = 64% at EXS or higher; 9% at GDS.</p>
Improved attendance	<p>Our whole school attendance figure is on its way to match pre pandemic figures (95.6% 2022-3).</p> <p>Challenge and support for families is clearly differentiated and is consistent in its implementation which is understood and appreciated by parents / caregivers.</p>
<p>After school/ enrichment opportunities and residential fully subsidised.</p> <p>Nearly new school uniform provided at no cost.</p>	<p>Children accessed residential, enrichment activities after school and financial support given. High level of uptake and positive impact (see pupil voice comments and Ofsted February 2023 report/ feedback).</p> <p>This resource has a very positive reputation and is extremely well used by families. Look to see if we can do this with a shoe / trainer bank as sourcing school shoes seems to becoming an issue.</p>
Other	<p>Our building projects which were to provide attractive and purpose-built intervention spaces at an additional and significant cost to the school budget over and above the PP provision have revitalised our intervention provision. Staff and pupils greatly appreciate the space an this has invigorated teaching and learning, directly impacting on wellbeing and standards.</p>