



## 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	9 pupils- £12,105 (plus 2x EYPP £342 and 2 x Forces £310 ( 1 more should come in from Spring 2023 census)= £13,409
Proportion of disadvantaged pupils	13 out of 98 pupils – 31.1% (including reduced funding for EYPP and Forces)
Pupil premium allocation this academic year	£ 12,105 (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	2022 -23
Publish date	23 September 2022
Review date	01 July 2023
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 Please note very low numbers of PP children in Y6. 1 child = 33%

Measure	Score
Reading	67% working at the expected standard/ working above the expected standard). [BLW = 0%, WTS = 33%, EXS = 67%, GDS = 0%]
Writing	67% working at the expected standard/ working above the expected standard). [BLW = 0%, WTS = 33%, EXS = 67%, GDS = 0%]
Maths	0% working at the expected standard/ working above the expected standard). [BLW = 0%, WTS = 100%, EXS = 0%, GDS = 0%]

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	0% combined for PP children (Reading: BLW = 0%, WTS = 33%, EXS = 67%, GDS = 0% Writing: BLW = 0%, WTS = 33%, EXS = 67%, GDS = 0% Maths: BLW = 0%, WTS = 100%, EXS = 0%, GDS = 0%)
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 be affected by the COVID 19 pandemic in addition to the current economic climate.
Priority 2	Further develop 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 a member of staff (BA) can signpost families to get support as necessary. Improve support for mental health and wellbeing for children and families. Provide training for staff (Mental Health Champions and Friends Resilience Training for example).
Barriers to learning these priorities address	Long term impact of the global COVID 19 pandemic. Impact of financial and energy crisis. Ensuring staff use evidence-based whole-class teaching interventions – EEF/ Sutton trust for example. Continue to address reading and continue to purchase Accelerated Reader to ensure reading progress is tracked once children are off RWI. Ensuring relevant staff (including new or returning to work staff) have received paid-for training to deliver the RWI phonics and are supported by SLT to deliver the Maths planning effectively.
Projected spending	4 x 15 mins per child per week (9) 9 hours at £16.00 per hour (Basic TA costs) £144 per week x39 weeks £5616

## Teaching priorities for current academic year 2022-23

Aim	Target	Target date
Progress in Reading	KS1: 100% KS2: 100% Achieve national average progress scores <i>or better</i> in KS 1 and 2 Reading	July 23
Progress in Writing	KS1: 100% KS2: 100% Achieve national average progress scores <i>or better</i> in KS 1 and 2 Writing	July 23

Progress in Mathematics	KS1: 100% KS2: 67%	July 23
	Achieve national average progress scores <i>or better</i> in KS2 1 and 2 Maths	
Phonics	100% achieve above the national average in phonics	July 23
Other	<p>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 trial an offer of free Breakfast Club and wrap around care so that children can have a nutritious breakfast and have access to a warm place 8.00-5.30 4 days per week.</p>	July 23

**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	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. Where small groups are not working implement same day interventions as necessary.
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.</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 child (5) per week plus 1 hour SDI per week (1 hours SDi costings outlined in previous section so not included here).</p> <p><math>20 \times £16.00 = £320 \times 39 = £12,480</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	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.
Barriers to learning these priorities address	Encouraging continued learning of mathematics at home (White Rose, CGP resources, Sumdog 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. - £500. SDI spending included in previous section.

## Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance – Working in partnership with pupils and their families identify barriers and provide support to ensure pre pandemic whole school target of 96% is returned to.
Priority 2	Broadening parental relationships with families of the most disadvantaged pupils with whole staff ( focus on HT and EYFS lead last year) and to also support where possible with cost of living ( See extended hours 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 last release time 0.1

## 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.</p> <p>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 clubs at no charge for PP children *</p> <p>also see above.</p> <p>Ensure attendance</p>	<p>As per Priority 1 (wider strategies)</p>

## 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	<p>New scheme in place from March 2021 already having an impact on Arithmetic scores. Maths Tutoring through Pearson i had little, or no impact so will not be continued.</p> <p>Maths resourcing and approach reviewed with all staff by Maths Coordinator July 2022 and adaptations to this area (with SIP Maths Lead advice) have been made to strengthen teaching and learning standards in order to accelerate progress.</p>
Phonics	Continued trend of all pupils achieving well in this area.
Other	School Year 2020-21 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. However, for school year 2021-22 this was no longer available. We increased our own staffing hours and also purchased tutoring from NTP accredited provider Pearson for Maths and this was extremely poor and in evaluation no positive impact could be found and this was stopped and will not be reinstated.