



Pupil premium strategy statement (Primary)

School overview – Whittingham C of E Primary School 2023 -4 - Reviewed July 2024

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	<p>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 work towards greater depth achievement in identified subject. Clear, ongoing assessments of pupils enabled individual targets to be closely monitored and flexibility in support staff meant that additional support could be put in place quickly and effectively.</p>
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. Training attended by whole staff. Evidence seen of this working with families.</p> <p>Improve support for mental health and wellbeing for children and families and signposting. In place and working closely with Be You which is now a trailblazer project in the Alnwick Partnership.</p> <p>MECC training to be implemented for teaching staff. Done</p> <p>Weekly newsletter to contain signposting information and posters as well as using school social media. Done</p> <p>Ensure a member of staff becomes a Domestic Abuse Support Champion. BA but need to access further training</p> <p>Continue train staff and support the resourcing of weekly sessions in the Talkabout Programme. Key staff- CC</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. Ongoing work to address this as possible</p> <p>Ensuring staff use evidence-based whole-class teaching interventions – EEF/ Sutton trust for example. Ongoing at staff meetings etc</p> <p>Ensuring relevant staff (including new or returning to work staff) have received paid-for training to deliver interventions effectively. Less Pupil Premium children for the year 2023-4 meaning that we have less overall spend. Acknowledgement of spend being less but portion of whole school budget allocated as many of the barriers are in place for vulnerable chn who are not necessarily awarded PP.</p>
Projected spending	<p>EP - £345 per day (2 days purchased directly for PP use) = £690 - Allocated worker in place</p> <p>TA support circa 10 hours per week at £20 per hour over 39 weeks = £7800 Done</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 and due to v small nos in cohort individuals could be identified so we are careful in our reporting publicly of this data. Also no PP in KS2. PP progress is reported to Governors on a termly basis and therefore is rigorously monitored.

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 - <i>in place</i>	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 - <i>ongoing</i>. To provide nearly new uniform at no charge - done and <i>in place as an ongoing commitment due to the popularity of this</i> .To continue to provide a stock of Reading for Pleasure Books which can be taken home and kept if required - <i>.In place and need to publicise more as not taken up. Barter Books credit however was taken up by pupils but as this is anonymous unable to judge who this impacted PP or non PP pupils. To continue to offer a range of free enrichment clubs after school. Offered and an uptake of 25% on average at any one given time. Barrier for majority for take up is lack of public transport.</i></p> <p>Subsidise trips. This continues to be taken up by all FSM PPplus and LAC PP children. This is reviewed before offering to Forces PP. Need to get feedback from parents / caregivers to assess impact.</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 - in place. RWI having proven impact - 100% of PP pupils passed phonic screening at Y1 and Y2 as applicable.
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. As above
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> <p>Although the barriers were high. School has been committed to addressing these and the impact has been that the priorities have been met for this year but we acknowledge that this is an ongoing priority.</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>4 x£16.00= £64 x39 = £2496 – this is a group spending cost and is therefore subsidised by the school budget. In place</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. Year on year improvement in maths outcomes is showing that this is having an impact
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. In place and to continue so that this can be developed as necessary
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. Times Tables Rock Stars and CGP homework resources have proven to be popular and accessible for our PP pupils in particular
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. Spend identified for next PP Overview as we have seen a gap in understanding of number bonds in Y2 who are going into Y3 so resources need re-stocking for use across KS1 and LKS2

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 This is working well and the whole school target rose to 95.5%. Continue to use strategies to embed.
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). Great start - continue to embed and ensure any new staff are trained.
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.)- ongoing issue - to monitor
Projected spending	HT release time from teaching commitment. DHT management time – see budget. - ongoing

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> <p>This worked well continue for 2024-5</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>Appropriate therapy (Talkabout for Self Esteem) 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. Ongoing = All staff to be aware through progress meetings of children to ensure are supported as required throughout lessons and social times as appropriate. Ongoing</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 * also see above.</p> <p>Ensure attendance is at target or above.</p>	<p>As per Priority 1 (wider strategies)</p> <p>A good start was made this year started to embed in 2024-5. Also to be careful to monitor that wrap around childcare does not replace enrichment clubs entirely in the longer term.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading, Phonics, Writing and Maths.	Steady progress being made year on year for PP pupils. As with non PP pupils work as per SDP on elements or maths, reading comprehension and spelling
Improved attendance	Our whole school attendance figure is on its way to match pre pandemic figures (95.6% 2022-3). Challenge and support for families is clearly differentiated and is consistent in its implementation which is understood and appreciated by parents / caregivers.
<p>After school/ enrichment opportunities and residential fully subsidised.</p> <p>Nearly new school uniform provided at no cost.</p>	<p>Children accessed , enrichment activities after school and financial support given for planned residential 2024-5. 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	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.