



## **Whittingham C of E Primary School Pupil Premium Statement 2020 – 21.**

Our school aim is for all children to be successful learners and we intend to eliminate all barriers to learning. In order to do this, we ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made to those who belong to vulnerable groups, including those who are socially disadvantaged.

This current academic year 2020-2021 it is predicted to be £12,815.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been in care or 'looked after' continuously for more than six months. From 2012-13 this also included pupils eligible for FSM at any point in the last six years, (known as the Ever 6 FSM measure). There also a PP grant for children whose parents are in/ or have recently been in the Armed Forces.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged will be eligible for free school meals.

Pupil Premium funding is allocated following regular analysis of pupil progress. Targeted provision is given to those in need of additional support, aimed at accelerating progress and narrowing the gap for socially disadvantaged pupils. This may include small group work, 1:1 support or additional small group or 1-1 teaching and learning opportunities as well as further resources to support learning and academic activities out of school. Full details are on our school website as well as the current position in this statement. We also carry out regular staff meetings to discuss Pupil Premium children. These pupils also have Pupil Case Studies which are updated at least termly.

Our Chair of Governors is the governor responsible for Pupil Premium.

## Curriculum focus of PP spending 2019/ 2020

During the academic year 2019 / 20. Pupil Premium Funding was spent as follows: (please note

percentages are not used on public documents and any information as such in this document is to remain confidential as due to our very small cohorts' individual children may be identified)

- Children benefitting from targeted teaching and feedback taught in small, single key stage classes.
- Children benefitting from speech and language support.
- Children benefitting from phonics and reading support.
- Children benefitted from Lego / Forest Schools/ Thrive/ pet therapies.
- 100% of children benefitting from curriculum enhancement, subsidies, uniform and trips.
- Work towards improvement in English and Maths at KS1 or KS2 as appropriate.
- Additional support in Maths in Year 6 Enabling students to close the gap in their progress compared to their peers.
- Additional support in English in Year 6 - Enabling students to close the gap in their progress compared to their peers.
- Purchase of SATS Buster Homework and additional learning resources.
- Purchase of Sumdog Online Subscription in Reading, Writing and Maths.
- Raising self-esteem and self-confidence.
- Enriching students' outlook on life and raising aspirations – fully funded visits, trips and events ( Highly subsidized Residential Trips).
- Support students at risk of exclusion or who need support with their behaviour.
- Enabling additional teaching staff to ensure small class sizes and classes with no more than 2-year groups being taught within them.
- Additional days purchased from SEND SLA.
- Staff CPD to improve teaching and standards in Spellings, Grammar and Math.
- Purchase, implementation and further training in Accelerated Reader.

## Measuring the impact of PP spending 2019/ 20

Due to COVID 19 school closed March 23<sup>rd</sup> to the majority of pupils apart from key groups until wider opening in a phased review from June 2<sup>nd</sup>. Pupils in receipt of PP and also classed as vulnerable were supported as necessary to attend school. PP pupils not attending school received 'keeping in touch' phone calls and extra support as necessary. All children received a teacher assessment judgement based on where they were at the end of March 2020 and if in school a further judgement in July, but no official tests took place. However, as we continue to know our children well, we have already identified support required for 'Back to School' in September.

| 2019/20<br>NB COVID 19 School Closure no formal testing and not all pupils in school 23.3.20 – 18.7.20. | Number of children In each year | Number of children reaching ARE or better based on March TA (COVID 19) |         |         | Percentage of children Expected to reach GLD or beyond at the end of EYFS based on March 2020 TA |         |       |
|---|---------------------------------|--|---------|---------|--|---------|-------|
|   |                                 | Reading  | Writing | Maths   | Reading  | Writing | Maths |
| Early Years   | 0                               | 0  | 0       | 0       | N/A  | N/A/    | N/A   |
| Year 1  | 2                               | 1 (50%)  | 1 (50%) | 1 (50%) |  |         |       |
| Year 2  | 2                               | 2(100%)  | 2(100%) | 2(100%) |  |         |       |
| Year 3  | 2                               | 2 (100%)   | 1 (50%) | 2(100%) |  |         |       |
| Year 4  | 2                               | 2(100%)  | 1(50%)  | 0       |  |         |       |
| Year 5  | 0                               | 0  | 0       | 0       |  |         |       |
| Year 6  | 4                               | 4(100%)  | 4(100%) | 4(100%) |  |         |       |

**Possible barriers to future attainment 2020 -2021 (for Pupils eligible for PP, including high achieving) NB COVID 19** note that some of these children have complex needs

### In School barriers to learning 2020-21

|          |   |
|----------|---|
| <b>A</b> | <b>Emotional difficulties leading to low self-esteem and lack of resilience especially due to COVID 19 pandemic and school closures to some pupils.</b> |
| <b>B</b> | <b>Learning difficulties or unidentified gaps in prior learning especially in spelling, maths and grammar</b>   |

### External Barriers to learning (issues which also require action outside school, such as low attendance)

|          |  |
|----------|--|
| <b>C</b> | <b>Low income / impact of COVID 19</b>   |
| <b>D</b> | <b>Family disruption at home / impact of COVID 19 on mental health and well-being and rural isolation.</b> |
| <b>E</b> | <b>Attendance – impact of COVID 19</b>   |

| <b>Desired Outcomes 2020- 21</b> |   |  |
|----------------------------------|---|--|
|                                  | <b>Desired outcomes and how they will be measured</b>   | <b>Success Criteria</b>  |
| <b>A</b>                         | <b>To improve children’s self-image and their view of themselves as learners and to be emotionally resilient and to address any anxieties or issues that are a result of COVID 19</b>   | <b>Children will be happy and motivated to learn and show resilience.<br/>Anxieties will be dealt with in a positive way and children will be taught to have their own ‘toolkit’ to use in times of adversity or challenge.</b>  |
| <b>B</b>                         | <b>To improve spellings, grammar and maths attainment and progress in order that children make accelerated progress and to ensure that these skills are embedded so that they remain life long skills</b>   | <b>Achieve personal targets</b>  |
| <b>C + D</b>                     | <b>Subsidised trips and clubs (when re introduced).<br/><br/>Teachers and TA support of families means a good relationship is built.</b>  | <b>Broadening children’s experiences especially with regard to COVID 19 and possible feelings of rural isolation.<br/><br/>Develop trips which build on the children’s understanding of their local heritage and also encourage them to look beyond Northumberland and to understand and experience different cultures<br/><br/>Stability at home allows the children to focus on their learning</b> |
| <b>E</b>                         | <b>To continue to maintain good attendance in school especially following COVID 19.<br/>Where good attendance cannot be maintained ( through illness for example) develop even further the online learning provision that has been set up and continually improved throughout the COVID 19 pandemic March 23<sup>rd</sup> – July 17th</b> | <b>Higher attendance will ensure continuity of learning and where this cannot be achieved for valid reasons there is an adequate alternative provision.</b>  |

**General Planned Expenditure 2020 – 2021 - £12845**

The tables below demonstrate how the school is generally using the pupil premium grant to improve classroom pedagogy, provide targeted support and support whole school strategies. Individual plans and expenditure per pupil is on the pupils own case study which is reviewed termly.

**Quality Teaching for all**

| Desired Outcomes | Chosen action/approach | What is the evidence and rationale for this choice | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|------------------|------------------------|--|---|------------|--------------------------------------|
|------------------|------------------------|--|---|------------|--------------------------------------|

|  |  |  |   |                                      |  |
|--|--|--|---|--------------------------------------|--|
| Increased staff confidence in delivering targeted teaching – especially spellings, grammar and maths | Staff training as per SDP or own CPD as identified in personal targets.<br>Regular and efficient meetings moderations and work scrutiny.<br>Pupil Progress meetings<br>Individual feedback to pupils | Resources purchased for RWI, training for staff completed.<br>Resources purchased for math, training for staff   | Monitoring during pupil progress meetings, learning walks and observations.<br>Standards in books.<br>Embed training that took place last year but was unable to be implemented fully due to COVID 19 pandemic. | A<br>l<br>l<br>s<br>t<br>a<br>f<br>f | Half termly  |
| Develop quality of feedback to children  | Regular, targeted feedback once a week where feedback is given individually. Time given to ensure children are aware of their next steps and the strengths in their learning in order to move on.    | Research shows the most impact on moving children’s learning forward is effective feedback<br>So children are aware of their next steps and individual targets in order to improve their learning.<br>Improvement of children’s reasoning skills | Pupil voice and through discussions with children.<br>Evidence of response from children in books- evidence of editing and improving.   | All staff                            | Weekly   |
|  |  |  |   |                                      | Courses attended<br>Maintenance - purchase and update of resources.<br>Staffing costs (see intervention grids and PP spending overview). |
| Targeted Support   |  |  |   |                                      |  |
| Desired Outcomes   | Chosen action/approach   | What is the evidence and rationale for this choice   | How will you ensure it is implemented well?   | Staff lead                           | When will you review implementation?   |
| Children’s phonic  | TAs or teachers leading  | A specific time  | Progress is accelerated for children  | EF/ TD<br>AA<br>with                 | Termly   |

|  |  |   |  |                         |             |
|--|--|---|--|-------------------------|-------------|
| and mathematical skills improve                      | interventions with small groups of children following<br><br>planning by teachers, specialists, purchased intervention or own plans. | related session show children move their learning forward in<br><br>small steps   | Progress is accelerated for children who have had reading support in reception and year one. Standards in spellings are improved | BA                      |             |
| Children's progress<br><br>in phonics is accelerated | Teacher to lead<br><br>interventions - Sumdog, RWI, Fresh Start, AR and First News if suitable                                       | Specific time related<br><br>session show children move their learning forward in | The number of children who pass<br><br>the phonics screening check in year one will be above national standards for PP children. | EF/<br>TD<br>with<br>BA | Half termly |

|  |   |   |  |      |                                      |
|--|---|---|--|------|--------------------------------------|
|  |   | little steps                                      | Progress is accelerated for children who have had reading support in reception and year one.             |      |                                      |
| Children's reading improves through practice   | Increased one to one reading for all children in school, particularly for those who don't read frequently at home | Frequent reading practice improves reading skills | Reading progress for children is accelerated. Use of Accelerated Reader as a monitoring and rewards tool |      | termly                               |
| Continue to develop from September 2020 Improved homework resources to support children in Years 2,3,4,5 and 6 |   |   |  | Cost | £9000 ( training and staffing costs) |

| Other Approaches  |   |   |  |            |                                      |
|---|---|---|--|------------|--------------------------------------|
| Desired Outcomes  | Chosen action/approach  | What is the evidence and rationale for this choice                          | How will you ensure it is implemented well?  | Staff lead | When will you review implementation? |
| To ensure the children can take part in the whole school curriculum without impacting financially on the family | School visits, funding for the children to attend the school visits / residential ( residential partly funded) at no extra cost to the school or other pupils | It supports the family for whom finance is already a concern                | BA and Class teachers to support parents during this process                           | BA         | Yearly                               |
|   | Funding to support the school uniform, buying of school bags  | It supports the family for whom finance is already a concern                | BA and Class teachers to support parents during this process                           | BA         | Yearly                               |
|   | Funding to support some external club provision   | We know some children don't experience activities outside of the school day | Class teacher to highlight to EC if they think this would support the child's learning | BA         | yearly                               |

**Additional resources due to COVID 19 Pandemic–**

Develop clear signposting to resources for families who need emotional health and well-being support.  
Purchase of additional SEND support, TA time to enable 1-1 activities and involvement with school nurse, alternative therapies and Thrive opportunities to develop emotional support.  
Look at alternative learning and well-being activities such as yoga and meditation and further develop Forest Schools provision - Outdoor Classroom project. – classroom which could be an ideal 'calm' space to facilitate this. See SDP

