

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Whitwick St John the Baptist Primary
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Noon Headteacher
Pupil premium lead	Vicky Hanley
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,805
Recovery premium funding allocation this academic year	£9860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,665

# Part A: Pupil premium strategy plan

## Statement of intent

At Whitwick St John the Baptist Primary School we aim to:

- Narrow the progress gap between PP and non-PP pupils.
- Ensure that all PP children, regardless of their starting point, make progress in line with or better than non-PP children.
- Ensure a greater number of children achieve expected age-related attainment in writing.
- Support the emotional wellbeing of disadvantaged pupils, reducing their barriers to learning.
- Support the cultural development and enrichment of our PP children.

These targets will be addressed through quality first teaching, targeted intervention programmes, appropriate support for children with SEN, support from the school ELSA (Emotional Literacy Support Assistant), Rockhopper Club, enrichment opportunities and funding to support educational visits and visitors.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low aspirations resulting in a lack of parental engagement
2	Impact of missed education due to Covid-19
3	Access to technology and educational material including quality age appropriate reading books
4	Poor speech and language skills, limited vocabulary and phonics knowledge
5	Issues with mental health, well-being and low self esteem
6	Lack of cultural opportunities

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Narrow the progress gap between PP and non-PP pupils.</p>	<p>Pupils eligible for PP identified as behind with progress in Reading, Writing or Maths make rapid progress by the end of the year so that the gaps closes in % of ARE and Greater Depth between PP and non-PP pupils.</p> <p>Outcomes for PP children are broadly in line with those for non-PP pupils and in line with local and national outcomes.</p>
<p>Ensure that all PP children, regardless of their starting point, make progress in line with or better than non-PP children.</p>	<p>PP pupils SEN needs are identified and met through successful intervention or additional funding request.</p> <p>PP children make progress towards Boxall targets.</p> <p>PP children make progress towards ISP targets / show progress using small steps tracking systems.</p> <p>PP children show vocabulary progression as a result of explicit teaching.</p> <p>PP children make expected or better than expected progress.</p> <p>Progress scores for PP children are in line or better than non-PP children at end of Key stage 2.</p>
<p>Ensure a greater number of children achieve expected age-related attainment in writing.</p>	<p>Teachers have a shared and consistent view of what the barriers are for the individuals.</p> <p>Staff will be able to identify PP children in their class.</p> <p>PP children will have access to a wide range of age appropriate quality reading texts to read both in school and at home.</p> <p>Close gaps between PP and non-PP</p>

	<p>children in writing.</p> <p>Increase the number of children achieving ARE in writing as assessed by internal and external data.</p>
<p>Support the emotional wellbeing of disadvantaged pupils, reducing their barriers to learning.</p>	<p>There will be active engagement across the school with the work of the ELSA and SENCo.</p> <p>Consistent curriculum time will be given to the PSHE curriculum across the school.</p> <p>The school's Christian 'root' values will be embedded across all year groups.</p>
<p>Support the cultural development and enrichment of our PP children.</p>	<p>To ensure that the breadth of the curriculum including educational visits are accessible to all. Musical opportunities through tuition and whole class ensemble teaching, forest schools, educational visits and visitors.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring quality first teaching for all pupils</p> <ul style="list-style-type: none"> <li>• INSET focus AFL- identifying starting points and ensuring progress within every lesson</li> <li>• Triad work including joint observations (<i>HLTA cover - £1400</i>)</li> <li>• PP lead to work alongside class teachers to identify individual needs (<i>management time cover- £1166</i>)</li> <li>• PP lead to observe individuals (<i>management time cover - £1166</i>)</li> </ul> <p>Total = £3732</p>	<p>Inconsistencies in prior knowledge and basic skills means that teaching needs to be tailored to the needs of the individuals. Use of assessment and effective feedback is paramount if this is to be executed effectively.</p> <p>The EEF notes that: Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation. Impact can be up to +6 months.</p>	<p>1,2,3,4</p>
<p>Early reading focus</p> <ul style="list-style-type: none"> <li>• Phonics training for all staff (<i>LSA time - £1050</i>)</li> <li>• LSA phonics support (<i>LSA time - £23,000</i>)</li> <li>• Reading Champion appointment (<i>£5,316</i>)</li> <li>• Reading buddies program set up (TA</li> </ul>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary;</p>	<p>4</p>

<p><i>time to supervise - £1,560)</i></p> <ul style="list-style-type: none"> <li>Additional reading materials purchased (<i>cost of books - £3,500</i>)</li> </ul> <p>Total: £34,426</p>	<p>the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. Impact can be up to +6 months.</p>	
<ul style="list-style-type: none"> <li>Identification of barriers and strategies for individuals. (<i>PP lead management time - £1,516</i>)</li> <li>SENDCo support for implementation of ISPs. (<i>SENDCo time -£18,219</i>)</li> </ul> <p>Total: £19,735</p>	<p>The EEF recognises that: Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Impact can be up to +4 months.</p>	2,3,4

Total: £57,893

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £28,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted small group tuition from experienced teaching staff. £25,246</p>	<p>The EEF Toolkit notes significant gains in progress for pupils accessing small group tuition - +4 months. The EEF Toolkit also details significant gains in progress for pupils accessing 1:1 tuition - +5 months.</p>	2
<p>Subscription to online tracking facility £450</p>	<p>This enables teachers to track progress and identify gaps in knowledge for all EYFS, KS 1 and year 3 pupils.</p>	4
<p>Additional materials to support systematic teaching of phonics. £2500</p>	<p>Consistent phonics teaching ensures impact is maximised.</p>	4

Total: £28196

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA will work with pupils (and their families) identified as needing emotional wellbeing support, reducing their barriers to learning.</p> <p>£12,348</p>	<p>Appropriate intervention provides opportunities for social and emotional support, development of growth mind-set, improved emotional wellbeing and a reduction in barriers to learning.</p>	1,2,5
<p>Music tuition from private tutors and Leicestershire Music Service</p> <p>£4020</p>	<p>All pupils will be given the opportunity to learn to play a music instrument and some (Y4) to be involved in a whole class ensemble. The aim is to improve confidence and self-esteem, boost brain development, verbal intelligence and listening skills. This should be reflected in a positive impact on classroom outcomes.</p> <p>The EEF Toolkit notes moderate gains in progress for pupils accessing the arts - +3 months.</p>	4,5,6
<p>Subsidised and funded educational visits and visitors and residential trips ensuring disadvantaged pupils have access to all such activities</p> <p>£4600</p>	<p>To promote wellbeing and increased self-esteem by enabling disadvantaged children to participate with their peers and gain valuable life experiences that they may otherwise miss.</p> <p>The EEF Toolkit notes moderate gains in progress for pupils accessing the arts - +3 months.</p>	5,6
<p>Subsidised wrap around care through Rockhopper Club</p> <p>£4608</p>	<p>To support the families of disadvantaged children by providing safe, affordable structured wrap around care where children have access to stimulating activities.</p>	1
<p>Total: £25,576</p>		

**Total budgeted cost: £ 111,665**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

Aim	Outcome
Narrow progress gaps between PP pupils and non-PP pupils.	Progress data not available due to Covid-19. End of KS2 attainment data shows that PP children performed broadly in line with the whole cohort in writing and maths and slightly above the cohort in reading. End of KS1 attainment data shows PP children below whole cohort in reading, writing and maths.
All PP children regardless of their starting point make progress in line or better than non-PP children.	Progress data not available due to Covid-19.
Improve CLL, Reading and Writing outcomes for PP children in EYFS (be at ARE).	EYFS data shows 75% of PP pupils at expected standard for ELG reading and 63% for ELG writing.
Improve reading outcomes for PP children across the school through the positive impact of reading for pleasure.	End of KS2 attainment data shows that PP children performed slightly above the cohort in reading with 90% of PP children working at ARE compared to 86% for the whole cohort.  The travelling books scheme had a positive impact on reading for pleasure across the school with high levels of engagement from children.
Support the emotional wellbeing of disadvantaged pupils, reducing their barriers to learning.	ELSA impact including support during lockdown. Children identified as being emotionally vulnerable had support sessions during lock-downs.  When schools reopened attendance in line or above national average. Individual support put in place for families requiring reassurance.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*