

# Pupil premium strategy statement – Whitwick St John the Baptist C of E Primary School.

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	14.7%
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 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Helen Noon Headteacher
Pupil premium lead	Vicky Hanley
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,325
Recovery premium funding allocation this academic year	£9,678
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£106,003

# Part A: Pupil premium strategy plan

## Statement of intent

At Whitwick St John the Baptist Primary School our intention is that all children, regardless of their starting point, background or the challenges they face, make good progress and achieve to meet their potential across the curriculum.

The focus of the Pupil Premium Strategy is 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 by ensuring access to a wide range of enrichment opportunities.

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 close 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 ISP targets / show progress using small steps tracking systems.</p> <p>PP children overcome barriers to learning resulting from behaviour issues especially those linked to SEN needs.</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 reading.</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. Close gaps between PP and non-PP</p>

	<p>children in reading.</p> <p>Increase the number of children achieving ARE in reading 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 and '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.</p> <p>This will include 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: £ £60,791

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>• PP lead to work alongside class teachers to identify individual needs (<i>management time cover</i>)</li> <li>• PP lead to observe individuals and support class teachers in providing effective feedback (<i>management time cover</i>)</li> <li>• PP lead to track progress of disadvantaged children across the school and highlight where intervention is required.</li> </ul>	<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>Reading focus</p> <ul style="list-style-type: none"> <li>• Phonics training for all appropriate staff</li> <li>• Phonics support from assigned support staff</li> <li>• Reading Champion to work across the school</li> <li>• Reading buddies program set up and supervised by a</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:</p>	<p>4</p>

<p>member of support staff</p> <ul style="list-style-type: none"> <li>Additional reading materials purchased</li> </ul>	<p>targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary;</p> <p>the use of structured questioning to develop reading comprehension; and</p> <p>the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>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</i>)</li> <li>SENDCo support for implementation of ISPs. (<i>SENDCo time</i>)</li> </ul>	<p>The EEF recognises that:</p> <p>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.</p> <p>Impact can be up to +4 months.</p>	2,3,4

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

Budgeted cost: £ 30,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of whom will be disadvantaged.</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

Subscription to online phonics tracking facility	This enables teachers to track progress and identify gaps in knowledge for all EYFS, KS1 and relevant year 3 pupils which informs future interventions.	4
Additional materials to support systematic teaching of phonics.	Consistent phonics teaching ensures impact is maximised.	4

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

Budgeted cost: £ 15,097

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA will work with pupils (and their families) identified as needing emotional wellbeing support, reducing their barriers to learning.	Appropriate intervention provides opportunities for social and emotional support, development of growth mind-set, improved emotional wellbeing and a reduction in barriers to learning.	1,2,5
Music tuition from private tutors and Leicestershire Music Service	All pupils will be given the opportunity to learn to play a music instrument and some (Y4-6) 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. The EEF Toolkit notes moderate gains in progress for pupils accessing the arts - +3 months.	4,5,6
Subsidised and funded educational visits and visitors and residential trips ensuring disadvantaged pupils	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.	5,6

have access to all such activities	The EEF Toolkit notes moderate gains in progress for pupils accessing the arts - +3 months.	
Subsidised wrap around care through Rockhopper Club	To support the families of disadvantaged children by providing safe, affordable structured wrap around care where children have access to stimulating activities.	1

**Total budgeted cost: £ £106,003**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

In order to gauge the performance of our disadvantaged children we compared our results to those for disadvantaged children across Leicestershire.

Data from tests and assessments suggest that despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in KS1 and KS2 for 2021/22 were below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

Y1 phonics results were in line with expectations as disadvantaged children attained in line with non-disadvantaged children. Disadvantaged children in this group also attained well above the average locally. This shows the positive impact of the early reading focus in the Pupil Premium Strategy Report.

The attainment of KS1 and KS2 disadvantaged children in reading, writing and maths were all above local averages.

Analysis of KS2 attainment also showed that disadvantaged children working above ARE in maths and writing is broadly in line with non-disadvantaged children in the cohort.

Average progress scores in reading, writing and maths for KS2 disadvantaged children were below those of non-disadvantaged children. However, it was recognised that the progress score in writing for disadvantaged children is now positive, showing an improvement as a result of this being an area of focus in the PP strategy last year.

Our assessments and observations during 2021/22 suggested that wider development outcomes for our disadvantaged pupils varied significantly. Our analysis of the reasons for this pointed primarily to the ongoing impact from COVID-19. The role of the ELSA within school has had a positive impact on PP children with 27% of disadvantaged children receiving ongoing support into the 2022/23 academic year. Attendance of disadvantaged pupils is slightly below that of non-disadvantaged pupils (90% / 93.5%) and continues to be monitored by senior leadership. Senior leadership have analysed

behaviour and its impact as a barrier to learning. There is a link between behaviour as a barrier and PP/SEN/boys. This will be further investigated in 2022-23 and strategies put in place.

Most pupils demonstrated an improvement in social, communication and life skills as we were able to provide more opportunities to support them with activities in 2021-22. However, the impact of COVID-19 on behaviour, wellbeing and mental health continued to affect pupils to varying degrees. As with education outcomes, the impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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.*