

Pupil premium strategy statement – Whitkirk Primary School

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023-2024 academic year, 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 had within the school.

School overview

Detail	Data
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Gemma Quarmby
Pupil premium lead	Will Sadler
Governor / Trustee lead	Sarah Parkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,755
Recovery premium funding allocation this academic year	£8,990
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£97,745

Part A: Pupil premium strategy plan

Statement of intent

At Whitkirk, we believe that every child deserves the opportunity to receive a rich and challenging curriculum in order to become ‘the best that they can be’. The intention of this strategy is to support disadvantaged pupils to achieve that goal, by removing any barriers they may face. We are determined to ensure that all pupils, irrespective of their background, are given the best possible chance to achieve their full potential, through the highest standards of Quality First Teaching, targeted support, pastoral care and curriculum enrichment.

First and foremost, the funding will be used to support our disadvantaged pupils with their attendance. We want to ensure that they are in school on time, every day, so that they can access all the opportunities that school has to offer. We want our disadvantaged pupils to make a strong start in Reception. They will be exposed to a rich diet of texts and an oracy-driven curriculum, with a view to minimising the word gap between disadvantaged and non-disadvantaged pupils, alongside targeted speech and language support. We will continue to ensure strong early reading foundations are in place to secure phonological understanding, which will be at least in line with the national average, and from this, disadvantaged pupils will be able to apply their phonics skills in line with their peers as they move through school. Our aim is that our disadvantaged pupils will make at least expected progress from their starting points as they move through school.

At Whitkirk, we follow the EEF tiered model when allocating Pupil Premium Funding

- Ensuring quality first teaching across school, in order to support all pupils
- Providing targeted academic support
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impact achievement, attainment, attendance, and well-being. This includes an identified governor having responsibility for Pupil Premium, the Deputy Headteacher, responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. We regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provisions are in place.

Challenges

Disadvantaged pupils are all unique and we recognise their own individual needs, which is why there are such a diverse range of spending priorities within this statement

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>This includes punctuality and frequency of absence, which impacts on learning. Some poor parental attitudes towards absence, including persistent absence, lateness and holidays in term time.</p>
2	<p><u>Motivation and aspiration</u></p> <p>Long standing, multi-generational undervaluing of education: some pupils are raised without the aspiration to succeed in school or life. This can lead to a lack of motivation to focus on learning, poor levels of resilience and stamina, and a subsequent lack of confidence.</p>
3	<p><u>Learning and attainment</u></p> <ul style="list-style-type: none"> i) Reading. Some disadvantaged pupils lack exposure to books in the home and have poor comprehension and phonics skills. ii) Writing. Some disadvantaged pupils don't have a confident grasp of the key fundamental skills (including handwriting, spelling, punctuation and grammar. Sometimes they lack the appropriate stamina for writing and struggle with developing their own ideas to compose their own sentences. iii) Maths. Some disadvantaged pupils cannot confidently recall fundamental facts (such as times tables and number bonds), which makes it much more difficult to apply this knowledge in a range of contexts. iv) SEND. Some disadvantaged pupils have additional SEND needs, which means they sometimes struggle to keep up and catch up.
4	<p><u>Language</u></p> <p>Some children have low levels of vocabulary development compared with age-related expectations, particularly on entry to school.</p>
5	<p><u>Social and cultural</u></p> <p>Some disadvantaged pupils have difficulties managing social interactions with others (both in real life and online).</p>

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
To improve attendance and punctuality across school.	<ul style="list-style-type: none"> • School has a clear and consistent set of systems and procedures to monitor attendance and identify vulnerable pupils and families. • The school’s attendance procedures are effective in raising the attendance of disadvantaged pupils. • The gap between the attendance of disadvantaged pupils and non-disadvantaged pupils continues to narrow.
To improve the life chances of disadvantaged pupils, nurturing a love of learning and instilling the ambition and resilience to succeed.	<ul style="list-style-type: none"> • Disadvantaged children are making at least expected levels of progress from their respective starting points. • Teacher and pupil voice show increased levels of motivation and resilience.
To improve academic outcomes for all disadvantaged pupils	<ul style="list-style-type: none"> • All pupils have access to a challenging curriculum. • Disadvantaged children are making at least expected levels of progress from their respective starting points. • The gap between the attainment of disadvantaged and non-disadvantaged pupils will be narrowed in Reading, Writing and Mathematics.
To support and improve underdeveloped oral language skills and narrow the vocabulary gap, particularly in EYFS and KS1.	<ul style="list-style-type: none"> • Disadvantaged pupils who enter school with low spoken language skills are given the support to enable them to catch up. • Speech and language interventions are improving the vocabulary and listening skills of the disadvantaged pupils involved.
To encourage disadvantaged pupils to contribute to the wellness of school	<ul style="list-style-type: none"> • Disadvantaged children will be represented on all pupil leadership bodies. • Increased use of pupil voice to ensure disadvantaged pupils are engaged in their education journey

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: £29,465.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils have access to a challenging curriculum	Mastery learning (+5 months) Mastery learning EEF (educationendowmentfoundation.org.uk)	2, 3
Embed the clear assessment policy and cycle, identifying strengths and areas of development.	Feedback (+6 months) Feedback EEF (educationendowmentfoundation.org.uk)	3
RWI training for all staff in Reception -Year 6.	Phonics (+5 months) Phonics EEF (educationendowmentfoundation.org.uk)	3, 4
Speech and language coaching and CPD for the staff team (including interventions)	Communication and language approaches (+7 months) Communication and language approaches EEF (educationendowmentfoundation.org.uk) Oral language interventions (+6 months) Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
Additional teacher in UKS2	Small group tuition (+4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) Reducing class size (+2 months) Reducing class size EEF (educationendowmentfoundation.org.uk) Feedback (+6 months) Feedback EEF (educationendowmentfoundation.org.uk)	2, 3

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

Budgeted cost: £28,800.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of support staff for targeted intervention, in place for children who have fallen behind.	Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Small group tuition (+4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching assistant interventions (+4 months) Teaching assistant interventions EEF (educationendowmentfoundation.org.uk)	2, 3
Use of online portals and learning platforms (RWI, Lexia, Dynamo)	Teaching assistant interventions (+4 months) Teaching assistant interventions EEF (educationendowmentfoundation.org.uk) Feedback (+6) Feedback EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies (+6) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics (+5) Phonics EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Century App (personalised learning pathways)	Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Homework (+5 months) Homework EEF (educationendowmentfoundation.org.uk)	2, 3, 5
Speech and language provision (Interactions)	Oral language interventions (+6 months) Oral language interventions EEF (educationendowmentfoundation.org.uk) Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 4
1:1 phonics sessions as early intervention for PP pupils	One to one tuition (+5 months) One to one tuition EEF (educationendowmentfoundation.org.uk) Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) Phonics (+5 months) Phonics EEF (educationendowmentfoundation.org.uk)	3, 4

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

Budgeted cost: £39,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Mentor with responsibility for attendance.</p> <ul style="list-style-type: none"> • Daily response to lateness and absence. • Rigorous tracking and monitoring 	<p>Parental involvement (+4 months) Parental engagement EEF (educationendowmentfoundation.org.uk) Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk)</p>	1, 2
Breakfast Club	<p>Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions (+4 months) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Parental involvement (+4 months) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 5
Targeted and ad-hoc pastoral support	<p>Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
Enrichment activities – ensure children are not restricted by financial barriers.	<p>Social and emotional learning (+4 months) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Arts participation (+3 months) Arts participation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5

Total budgeted cost: £97,765.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To improve attendance and punctuality across school.

School received a 'Good' inspection grade in March 2023, with 'Outstanding' grades in Early Years and Behaviour and Attitudes. The progress made with attendance was a significant feature in the 'Outstanding' grade for Behaviour and Attitudes. The introduction of the new Learning Mentor with responsibility for attendance has enabled the school to put in place rigorous systems to track and address absence, including home visits. At every stage of the year, school attendance was higher than published official Government figures. Whole school attendance for the year was 95.3% (up from 94.1% the previous academic year). In all seven cohorts, Pupil Premium attendance was lower than that of non-Pupil Premium children, at 92.5%, but this represented a big increase, compared to 89.6% in the previous academic year. Persistent absence of disadvantaged pupils remains considerably higher than that of non-disadvantaged pupils (and above the national average of 17.8%). Persistent absence continues to be monitored carefully.

To improve disadvantaged pupils' pass in PSC.

The school has continued to follow the RWI phonics scheme, led by a member of the leadership team, who was given a TLR to closely monitor the impact of the scheme. The effectiveness of the scheme was confirmed by the OFSTED inspection in March 2023. Increased interventions and small group teaching have been carried out for all disadvantaged pupils, including daily phonics interventions for identified Pupil Premium children.

To support underdeveloped oral language skills and narrow the vocabulary gap.

The school has continued to fund the provision of a speech and language therapist for one day a week. Regular speech and language input was carried out with identified children after screening on entry to EYFS (including individual screening for those children working below the level of the scanner). 67% of PP children achieved GLD for Speech, Language and Word Reading. Language and communication remain a significant focus across school, particularly in EYFS.

Oracy has been embedded into English lessons across school, both through the use of Talk for Writing in KS1 and with other strategies as children move into KS2. School recognises that good oracy is central to good writing and so additional training and resources have been provided to ensure that all children are accessing oracy-rich lessons, as part of the school focus on improving writing attainment.

To diminish the difference between academic outcomes for Pupil Premium vs non-Pupil Premium children.

Data from tests and assessments suggest that, despite improvements in all areas of school, there is still a difference between the progress and attainment of the school's disadvantaged pupils, compared with those who are non-disadvantaged. Analysis of the data suggests that some of the approaches used to boost outcomes for disadvantaged pupils had less impact

than we had anticipated, but these have been reviewed and refined for the new academic year. The use of technology to support interventions and home learning has had a positive impact in these areas, and this is something we will continue to invest in and develop.

As a school, we recognise that access to quality first teaching is the most effective way to diminish the attainment gap. The curriculum is in its final stages of implementation and whole school approaches have been developed to aid consistency in teaching and learning, which was recognised in the OFSTED inspection.

We will continue to ensure that a significant proportion of the Pupil Premium funding is spent on this area, whilst still maintaining our commitment to the wider strategies that we recognise are having such a positive impact on our disadvantaged pupils.

To improve the emotional wellbeing and mental health of disadvantaged pupils.

Emotional wellbeing and mental health has continued to be a significant focus for school. Children's mental health has been closely monitored and actioned by the pastoral team, who ran a series of interventions to support children across school. 100% of Pupil Premium pupils in EYFS achieved the ELG for PSED, compared to 67% last year. Challenges do still remain, but the school continues to place a high emphasis on support and nurture for all children.

Breakfast club, run for specifically targeted pupils, including a significant number of those who are disadvantaged, ensures that they have a settled start to the day, and staff can speak to them individually should there be any concerns.

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
RWI Phonics	Ruth Miskin
RWI Fresh Start	Ruth Miskin
English Hub	Team Works English Hub @ Greetlands Academy
Century	Century Tech
Lexia	Lexia Learning Systems
Dynamo Maths	Dynamo Maths