

# Pupil premium strategy statement – Whinmoor St. Paul’s C of E (VA) 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
School name	Whinmoor St. Paul’s
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 This statement covers 2022/23
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	M. McBride
Pupil premium lead	M. McBride/L. Vaughan
Governor / Trustee lead	R. Davies/D. Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,770
Recovery premium funding allocation this academic year	£5,945
Pupil premium (and recovery premium*) funding carried forward from previous years	£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>	£66,715



## Part A: Pupil premium strategy plan

### Statement of intent

At Whinmoor St. Paul's we believe that every child is a unique child of God and we will do all in our power to give our children, irrespective of their starting point and background, the best start to school life. Our vision is to ensure that all our children receive an amazing education that focuses on aspiration, high expectation and personalisation *and always underpinned by the ethos* of valuing every child as a unique child of God - the future adult members of our society.

We put kindness, care and respect (and a good helping of fun) at the heart of all we do. We encourage our children to be curious, to thirst for knowledge, to problem solve and look for different ways to approach challenges. We passionately believe that all our children must be given the tools to quickly learn to read, write, spell and use maths with confidence. We know the value of quality teaching and learning in Early Years, with a particular emphasis around oracy; for every child; this forms the basis for future success.

We strive to work with parents and carers, alongside outside agencies where necessary, to ensure all children receive the help and support they need to attain and make great progress – and transition to the next stages of learning with the skills and confidence to be successful. A broad, balanced and differentiated curriculum to support all learners (covering all areas of the National Curriculum) enhanced by additional art, dance and drama projects, educational and residential visits, sporting and musical opportunities is at the heart of our vision, always underpinned by high quality provision in terms of teaching and learning.

We always consider the challenges faced by children and families deemed to be vulnerable and/or disadvantaged and do our utmost to enable them to access the curriculum through quality first teaching. Our Performance Management Objectives support these aims. Although the number of pupils eligible or accessing Free School Meals (FSM) has dropped this year, and we aware that the school location deprivation indicator places Whinmoor St. Paul's in Quintile 2 (less deprived) the pupil base indicates Quintile 4 – many pupils come from more deprived backgrounds and may need additional support to access (and succeed) in learning

Our strategy is aligned to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Additional support may focus around:

- Attendance
- physical and mental health and wellbeing

- evidence based learning interventions to close gaps
- financial support, for instance subsidised support to enable children to access rich, cultural experiences (Cultural Capital)

Our approach is pro-active and is underpinned by evidence based research – in particular, ‘The Education Endowment Foundation Teaching and Learning Toolkit.’ (EEF). The approaches we adopt complement each other and support our children to achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Lost learning and low parental involvement around home learning over lockdown time, continues to negatively impact on the education and wellbeing of many of our disadvantaged pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. These findings are supported by national studies.
2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In general, more prevalent among our disadvantaged pupils than their peers. (especially EYFS/KS1)
3	Low attainment on entry to the Early Years Foundation Stage across all areas, more prevalent among our disadvantaged pupils than their peers.
4	Low attendance/lateness levels for those children of families who are identified as disadvantaged/ hard to reach
5	More behavioural/pastoral issues among those children identified as disadvantaged – more support needed to access learning
6	Chaotic family life/lack of routines/social care involvement more prevalent for those families who are identified as disadvantaged/hard to reach

## 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
Improved progress in Reading	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in reading.
Improved progress in Writing	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in writing
Improved progress in Mathematics	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in maths
Improved progress in Phonics	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in the phonics screening check
Other	Ensure attendance of disadvantaged pupils improves (aim for 95%)

## 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: £45,000

Activity	Evidence that supports this approach
<p>Recruitment of Additional TA colleague for one year, employed to support ongoing staff CPD and work in small group settings with identified pupils to support learning outcomes.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>‘...promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.’</p> <p>‘The average impact of the small group tuition is four months progress, on average, over the course of a year.’</p> <p>‘Evidence shows that small group tuition is effective..’</p> <p>‘Evidence shows that small group tuition is effective ...’</p>

<p>Speech and Language Therapist (SALT) to screen and deliver language support across all phases. School will fund purchase of resources as/when necessary and ongoing additional staff training/release time.</p>	<p>Oral Language interventions can have a positive impact on pupils' language skills. <i>EEF Toolkit – Oral Language Intervention</i></p> <p>Importance of language and communication is highlighted in the DfE Reading Framework (July 2021)</p>
<p>Ensure class teachers and learning support assistants have access to quality CPD to improve practice in core subjects (an emphasis on English, with a key focus on reading continues this year). Quality CPD in place to support non-core curriculum development across all phases.</p> <p>Support staff identified and trained to provide specific SEND programmes such as ALK, ERS, Lego therapy, Inclusive Interaction etc. Assessing need using the B Squared materials.</p> <p>Additional CPD for named staff – with an emphasis on understanding and supporting autism and mental health.</p>	<p>Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils (DfE 2021)</p> <p><i>EEF Toolkit – Small Group Tuition</i> <i>Sutton Trust/EEF Teaching and Learning Toolkit</i></p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure 1-1 and small group interventions are in place to support access to the core curriculum and appropriate challenge.</p> <p>Targeted intervention and group work to address any potential underachievement. Interventions/pre/post teaching to be delivered by teachers and Learning Support Assistants.</p> <p>Increased support</p>	<p>Small group tuition has an average impact of 4 months additional progress over the year.</p> <p><i>EEF teaching and learning toolkit - small group tuition</i></p>	<p>1,2,3,4,5</p>

<p>assistant time allocated across school to support the delivery of Pupil Passports/support plans.</p> <p>Additional staff allocated to EYFS/KS1 to support the successful introduction and embedding of the new phonics scheme and support raised phonics outcomes in EYFS/Y1</p>	<p><i>EEF teaching and learning toolkit - phonics</i></p>	
<p>Trained member of staff timetabled to deliver bespoke programmes of oral language support, post screening.</p>	<p>Oral Language interventions can have a positive impact on pupils' language skills.</p> <p><i>EEF teaching and learning toolkit – Oral Language Intervention</i></p>	<p>1,2,3,5</p>
<p>Tutor Trust Programme to support catch up for groups of pupils across Key Stage 2.</p>	<p>Small group tuition has an average impact of 4 months additional progress over the year.</p> <p><i>EEF teaching and learning toolkit – small group tuition</i></p>	<p>1, 2,3,6</p>
<p>Online programmes to support home learning, for instance Mathletics, SPAG.com, NumBots.</p>	<p>Effective homework/home learning can support up to 5 months additional progress.</p> <p><i>EEF teaching and learning toolkit homework</i></p>	<p>1,2,3,4,6</p>
<p>Additional teacher for one term employed to deliver focussed group teaching and one- to – one support for those pupils, mostly in KS2 who are underperforming.</p>	<p>Small group tuition has an average impact of 4 months additional progress over the year.</p> <p><i>EEF teaching and learning toolkit - small group tuition</i></p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure food is readily available in all classes to support children having breakfast.	Breakfast can boost pupil’s reading, writing and maths results by the equivalent of two months’ progress over the course of a year <i>EEF evaluation of schools breakfast clubs</i>	1,2,3,4,5,6
Additional hours given to attendance officer and additional pastoral staff/hours to support hard to reach families and those children at risk of non-attendance.	A clear link between attendance and outcomes for pupils <i>Gov.uk – improving attendance at school</i>  “The evidence suggests that how SEL (Social and Emotional Learning) is adopted and embedded really matters for children’s outcomes.” Sir Kevan Collins <i>EEF prioritising social and emotional learning</i>	3,4,5
Continue to support those children who do not engage in wider learning activities/creative opportunities outside of school and subsidise school trips and residential for those children deemed disadvantaged, to widen knowledge and experiences. This will increase opportunities and build self-esteem.	Engagement in the arts can increase engagement and support up to 3 months additional progress.  <i>EEF teaching and learning toolkit – arts participation</i>	1,2,3,4,5,6
Additional CPD for teaching and support staff to include ‘Commando Joe’ training – with an emphasis on	Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices, and supported by professional development and training for staff.	1,2,3,4,5,6

<p>supporting pupils to develop 'Character' – a set of attitudes, skills and behaviours such as self control, confidence, social skills, motivation and resilience</p> <p>Additional support over lunchtimes running clubs and sports. (Linked to Wider Strategy)</p>	<p><i>EEF prioritising social and emotional learning</i></p>	
<p>Buy additional extended services and inclusion support for families deemed vulnerable and hard to reach and for those children at risk of disengagement and underachievement.</p>	<p>Engaging in social and emotional learning can support up to 4 months additional progress for those pupils at risk of underachieving.</p> <p><i>EEF social and emotional learning (SEL)</i></p>	<p>4,5,6</p>

**Total budgeted cost: £89,000 of which £66,715 is funded.**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Statutory data related to summative assessment across 2021/22 evidences the following outcome for those pupils who receive pupil premium funding:

#### **EYFS:**

There were 4 children classed as pupil premium. All were assessed as working below expected levels within the first few weeks of learning. At the end of the academic year, one child achieved a Good Level of Development (GLD) across all areas. The other 3 children all made progress from baseline (data held in school) and achieved Early Learning Goals (ELG) in some areas. All children continue to receive small group and 1-1 support in Year 1. Targeted support around attendance and well-being, for families classed as vulnerable, is documented in school.

#### **Year 1 Phonics Screening:**

There were 8 children classed as pupil premium. Of these children, 75% achieved expected standard, which matched overall National outcomes. For those who did not achieve expected standard, additional phonics support is in place in Y2. Targeted support around gaps in learning, attendance and well-being, for families classed as vulnerable, is documented in school.

#### **Year 2 Statutory Outcomes:**

There were 6 children classed as pupil premium. Of these children, 67% achieved expected standards in reading and writing and 83% achieved expected standards in maths. Overall 67% achieved expected levels at Reading, Writing and Maths (RWM). This is above the national average of 54%. Additional support around gaps in learning, attendance and well-being, for families classed as vulnerable, is documented in school.

#### **Year 6 Statutory Outcomes:**

There were 6 pupils classed as pupil premium. Of these pupils, 83% achieved expected standards in reading and 83% in grammar, punctuation and spelling. 66% achieved expected standards in maths and 50% achieved expected standards in writing. Overall 50% achieved expected levels at Reading, Writing and Maths (RWM). This is in line with National outcomes. Additional support around gaps in learning, attendance and well-being, for families classed as vulnerable, is documented in school.

#### **In School Data:**

Data outcomes across 2021/22 evidence similar progress for pupils classed as disadvantaged and non-disadvantaged, in terms of reading, writing and maths outcomes across school. Data reports and outcomes held in school.

**Attendance:**

Across the year, attendance for those pupils classed as disadvantage was 91% compared to 95% for pupils classed as non- disadvantaged. School will continue to work with families, children and outside agencies, as we strive to continually improve attendance. Case studies are available in school.

**Wider Strategy:**

Across the year, school continued to provide a full range of wider experiences, with finance not being a barrier to taking part, for those pupils and families classed as vulnerable. Examples of these experiences include curriculum development days (Egyptian Day, Roman Day), sports coaching in holiday time, visits to school by companies such as Northern Ballet, a wealth of after school clubs and an end of year residential trip.

**Family Support:**

School continues to work within the Manston –Seacroft Cluster and provides additional support for disadvantaged and vulnerable families, including enhanced pastoral support, welfare checks, check-in phone calls, and school funded outreach work. Time is made to support parents and carers to resolve issues around housing and benefits, when necessary.

## 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
Curriculum support programmes - for instance Mathletics, NumBots	mathletics.com
SPAG.com	Spag.com
Reading Comprehension Intervention	Bookmark Programme Providers

