

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	Whinmoor St. Paul's
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£74,950
Recovery premium funding allocation this academic year	£ £3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£78,720

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. 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.

To ensure we are effective in our approaches, we will continue to:

- Ensure high quality professional development takes place for teachers and support staff. (When teaching is of the best quality, research evidences best outcomes for those children deemed to be disadvantaged)
- Ensure all pupils are challenged in their work, regardless of starting points
- Act early to intervene at the point of need – (regular professional discussions away from and including at Pupil Progress Meetings)
- Adopt a whole school approach in which all staff are responsible in raising expectations and working towards the best outcomes of all groups of children within our care.

Challenges

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

Challenge number	Detail of challenge
1	Lost learning over lockdown time, low parental involvement around home learning
2	Low/limited language and communication skills (especially EYFS/KS1)
3	Low attainment on entry to the Early Years Foundation Stage across all areas
4	Low attendance/lateness levels for those children of families who are identified as hard to reach
5	More behavioural/pastoral issues – more support needed to access learning
6	Chaotic family life/lack of routines/social care involvement

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 make good progress from their starting points and achieve national average progress scores + in reading.
Improved progress in Writing	The majority of pupils make good progress from their starting points and

	achieve national average progress scores + in writing
Improved progress in Mathematics	The majority of pupils make good progress from their starting points and achieve national average progress scores + in maths
Improved progress in Phonics	The majority of pupils 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: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	1,2,3,5
<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 this year). Quality CPD purchased 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</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>	1-6

<p>materials.</p> <p>Additional CPD, leading to professional qualifications, for named staff – with an emphasis on understanding and supporting autism and mental health.</p> <p>Recruitment of Additional HLTA/unqualified teacher with subject specialism employed to support ongoing staff CPD, learning outcomes across KS2 and to support the wider curriculum by running sports' clubs several evenings a week, free of charge. (Linked to Wider Strategy)</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,000

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.</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</p>

<p>Interventions/pre/post teaching to be delivered by teachers and Learning Support Assistants cross school.</p> <p>Increased teaching assistant time allocated across school to support the delivery of Pupil Passports/support plans.</p> <p>Additional staff allocated to key year groups (including EYFS) to ensure children catch up particularly around phonics for Year 1 and 2</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 small 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>

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 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
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.	Engaging in social and emotional learning can support up to 4 months additional progress for those pupils at risk of underachieving. <i>EEF social and emotional learning (SEL)</i>	4,5,6

Total budgeted cost: £ 86,000 of which £78,720 is funded.

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.

For a full review of the impact of strategies put in place in 20/21, please see 'Pupil Premium Strategy 20/21 Impact Statement,' uploaded with this document.

In 2020, no statutory testing took place as a result of the Covid 19 pandemic. Data is based on in-house data collated over the year.

EY's outcomes:

- 3 out of the 7 disadvantaged pupils achieved a Good Level of Development

Barriers included attendance, engagement with home learning and parental support. Details/case studies held in school.

Outcomes at end of Key Stage 1

- Given the small number of pupils classed as disadvantaged in this cohort, data is held in school in order to support privacy.

Barriers included low level of engagement in home learning and attendance issues. Of those children with SEND needs, progress can be evidenced using the B-Squared assessment materials. Details/case studies held in school.

Outcomes for Key Stage 2

Over a third of the cohort was classed as Pupil Premium (9 children). Of these, 3 children joined school across KS2

- 100% of disadvantaged children making at least expected progress in reading with 22% (2 children) making strong progress from their KS1 outcomes.
- 100% of disadvantaged children making at least expected progress in writing with 22% (2 children) making strong progress from their KS1 outcomes.
- 89% of disadvantaged children making at least expected progress in maths with 22% (2 Children) making strong progress from their KS1 outcomes.

Barriers included low level of engagement in home learning, bereavement and attendance (Details/ Case studies held in school)

During lockdown, partial lockdown, school was open to all pupils deemed vulnerable. Additional support including enhanced pastoral support, welfare checks, weekly phone calls, and school funded outreach work by the Family First Initiative, delivering free school meal vouchers and food to families within the community. Families were also supported to resolve issues around housing and benefits.

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