

Pupil premium strategy statement

St White's Primary School

2021-2024

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	St White's Primary
Number of pupils in school	297
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	March 2022
Statement authorised by	CLB Tilling
Pupil premium lead	CLB Tilling
Governor / Trustee lead	K Goddard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,700
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£32,692
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	£128,672

Part A: Pupil premium strategy plan

Statement of intent

- *The school builds its development plans on the needs of its disadvantaged pupils as what is right for them, will be right for all. They are a microcosm: a condensed version of all our pupils' needs.*
- *We aim to ensure that our pupil premium pupils become clear communicators, with a 'can do' attitude, who are reflective and take personal and collective responsibility for themselves and their world.*
- *For this reason, we are focusing on building communication skills and emotional literacy within our strong, knowledge-based curriculum.*

Challenges

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

Challenge number	Detail of challenge
1	Communication skills that are not fully developed and have been hindered by lockdowns and restricted learning with all pupils facing forwards for 18 months and no group work.
2	Pupils have missed a lot of learning during lockdowns and this has significantly impacted their acquisition of phonic knowledge, especially for those in the infant classes. (See phonic tracker assessments)
3	Disadvantaged pupils had lower attendance in online learning which has negatively impacted on their writing skills especially their spelling and handwriting. (See writing assessments)
4	Disadvantaged pupils have been most negatively impacted by remote learning in mathematics and reading.
5	Teaching methods, including teaching collaboration skills, have been restricted by remote learning and seating restrictions during the pandemic.
6	Supporting attendance following lockdowns, and in a period of uncertainty regarding danger from Covid infections, is a significant challenge.

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
<i>The quality of teaching improves even further.</i>	Assessment for Learning embedded across the school.
<i>Communication skills are supported by a highly effective staff and curriculum.</i>	The school becomes a Voice 21 school. Communication interventions implemented.
<i>The teaching of writing is of the highest quality and is consistent across the school.</i>	High quality writing CPD implemented. The school's approach to teaching writing is embedded across the school.
<i>Phonic attainment is higher than national expectations for disadvantaged pupils and support is available especially for those who either did not pass in Y2, or those whose marks were close to the pass mark.</i>	The teaching of phonics is of the highest quality. Expertise on the teaching staff is improved even further through engaging with external professionals. Phonic interventions are prioritised to maximise progress. Phonics scheme sourced that enhances current practice.
<i>Spelling improves across the school.</i>	Spelling interventions implemented to support vulnerable pupils. Interactive programmes used to support engagement with learning spellings. Systems developed in school to track gaps in spelling knowledge and then used to accelerate progress.
<i>Implement handwriting strategy.</i>	Plan developed to support consistent approach to teaching handwriting. Handwriting timetabled to be taught regularly.
<i>Resilience and emotional literacy improve across the school.</i>	Family Support Worker works closely with families and children. ELSA (Emotional Literacy Support Assistant) works with pupils regularly to build resilience and boost emotional literacy.
<i>Attainment in reading and mathematics is accelerated with any gaps being addressed swiftly.</i>	Tutoring in place in before-school groups to address gaps in knowledge and understanding. Five books a day strategy implemented in EYFS to build love of reading.
<i>Attendance of disadvantaged pupils is at least in line with their peers.</i>	Attendance meetings will be offered to support those at risk of poor attendance. The minibus will be used to support the most vulnerable pupils.

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: **£84,905**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>AfL research project</i>	Feedback studies tend to show high effects on learning. Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. EEF	2
<i>Voice 21</i>	We knew that spoken language skills were one of the strongest predictors of a child's future life chances yet too many children were not being given the opportunities to develop these crucial skills, opportunities consistently afforded to an advantaged few. Voice 21 On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. EEF	1
<i>NESSY</i>	The Nessy Reading and Spelling program has been recommended as a high-quality evidence-based program by AUSPELD and DSF 1, global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award. Strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement 2. As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Nessy Reading and Spelling is evidence-based. NESSY The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. EEF Local schools and free trials used to see the effectiveness of the process.	1, 2, 3, 4
<i>NELI</i>	Spoken intervention to help EYFS pupils improve their spoken language.	1, 2, 3, 4
<i>ADADEMIC INTERVENTIONS</i>	Read/Write Ink, Word Wasp, Stride Ahead, Style Tiles, Between the line comprehension, Maths +1, Power2, IGCC, Group Pre-teaching interventions	2, 3, 4
<i>FSW</i>	Community organisations and schools will be most effective in engaging families if their efforts are focused, coherent and comprehensive DfE 2010.	6
<i>ELSA</i>	The ELSA programme is recognised as an evidence-informed intervention that does not replace existing interventions in schools, but rather complements other programmes. The tailor-made approach and ability of ELSAs to design bespoke programmes tailored to the specific needs of each child or young person allows schools to intervene early when social, emotional and wellbeing needs arise. Setting targets and evaluating progress also means that schools can evidence progress in social and emotional skill development. DCC 2020	3, 5
<i>Staff CPD</i>	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF	4, 5, 6
<i>Reading books including Five a Day</i>	Early reading requires the development of a broad range of capabilities. Using a number of different approaches will be more effective than focusing on any single aspect of early reading. Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness. Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial. EEF	2, 3

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

Budgeted cost: **£8,370**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Before-school tutoring</i>	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. EEF	2, 3, 4

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

Budgeted cost: **£35,397**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Minibus</i>	[It shows] quite clearly that as students miss more lessons in secondary schools, their attainment across a range of measure declines. The report also shows a similar effect at KS2. This is useful confirmation of what we intuitively know, attendance makes a difference to student attainment. (EEF)	6
<i>FSW</i>	Community organisations and schools will be most effective in engaging families if their efforts are focused, coherent and comprehensive DfE 2010.	4
<i>ELSA</i>	The ELSA programme is recognised as an evidence-informed intervention that does not replace existing interventions in schools, but rather complements other programmes. The tailor-made approach and ability of ELSAs to design bespoke programmes tailored to the specific needs of each child or young person allows schools to intervene early when social, emotional and wellbeing needs arise. Setting targets and evaluating progress also means that schools can evidence progress in social and emotional skill development. DCC 2020	4
<i>Restorative Practice</i>	A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates. In Barnet , an evaluation by the local authority found a reduction in exclusions of 51% in restorative justice trained schools compared to a 65% increase in exclusions in the thirty two Barnet schools that have received no restorative justice training. They also found increased confidence among school staff to deal with bullying and conflicts in the school.	1

Total budgeted cost: £84,905 + £8,370 + £35,397

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

This was the end of the first year of the plan but as this is a new form, progress so far has been recorded.

Measure	Activity	
1	Ensure that pupils become clearer communicators through a variety of approaches including high quality teaching and sourcing high-quality oracy training and embed restorative practice.	Circles now embedded across the school. Oracy training obtained from high quality source. Restorative practice supported by external CPD.
2	Ensure that the highest quality of teaching of reading is embedded across the school, especially to combat the impact of Covid	Curriculum changes now embedded. Clear expectations of lessons, marking and learning shared and embedded across the school.
3	Ensure that all relevant staff have sufficient training to ensure that the new English expectations are effectively embedded in practice so that all pupils receive high-quality teaching	English CPD through staff meetings regularly. Individual support delivered as necessary.
4	Embed pre-teaching across the school to maximise learning	Pre-teaching embedded in school practice.
Additional 1	Maintain pupils' good attendance through use of the minibus	While school fully open, the minibus supported vulnerable pupils to attend school.
2	Maintain high quality interventions to support pupils to close the gaps.	Interventions prioritised addressing gaps in learning
3	Continue to embed and refine mastery maths approach	Maths mastery approach embedded.
4	Develop a remote learning plan that facilitates the most vulnerable pupils accessing the full curriculum.	Remote learning well attended in Spring 2021. Vulnerable pupils were contacted daily and encouraged to attend.
5	Improving attendance even further	Attendance during remote learning was good.

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
Voice 21	School 21