

# 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	Whinney Banks Primary
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	42.62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mrs S Thorpe Head Teacher
Pupil premium lead	Mr M Cuthbertson Assistant Head Teacher
Governor / Trustee lead	Mrs L Green & Mrs P Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£236,720
Recovery premium funding allocation this academic year	£25,520
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,240

# Part A: Pupil Premium Strategy Plan

## Statement of intent

At Whinney Banks Primary School our intention is that all pupils, irrespective of their background, make better than expected progress. We aim to narrow the gap between disadvantaged and non-disadvantaged pupils and to encourage more able disadvantaged pupils to achieve higher standards including greater depth.

The strategic use of Pupil Premium and Recovery Premium will help us to close the progress and attainment gaps by:

- improving attendance and punctuality;
- delivery of reading interventions to pupils who have difficulties in learning to read;
- additional intervention for targeted children;
- tracking of children who did not achieve standard on phonics screening;
- supporting our children's health and wellbeing to limit any impact on the day-to-day learning to help them to achieve and make progress academically;
- providing opportunities for all pupils to access and enjoy a wide range of 'real' experiences to draw upon in their learning and to develop life skills.
- increasing parental engagement.

Our key principles are:

- to ensure all teaching and learning opportunities meet the needs of all pupils;
- to ensure appropriate provision for targeted pupils is robustly assessed and evaluated;
- to embed growth mindset and to develop resilience;
- to ensure children are supported to reduce barriers to their achievement.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the gap between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes.
2	Higher attainment at the end of KS1 and KS2 in reading, writing and maths for all pupils. Children receive a curriculum that meets their needs.
3	Improve English, maths and science progress and attainment for SEND targeted pupils.
4	Additional TA support for borderline and more able children. Data shows that we need to continue to improve outcomes in reading & grammar in KS2.
5	Improve reading outcomes to pupils by employing and training of specialist staff. Staff training including reciprocal reading. Investment in books / book areas / whole book studies. Early reading intervention. Delivery of Reading Recovery based support to pupils who have difficulties in learning to read. Additional intensive intervention for targeted children. Tracking of children who did not achieve standard on phonics screening.
6	Subsidies to curriculum enrichment visits, residential trips and experiences. Provide opportunities for all pupils to access and enjoy a wide range of 'real' experiences to draw upon in their learning and when developing life skills.
7	Pedagogy. Staff training. Consider whole school strategies. To develop growth mindset and resilience. Importance of exploring current research. Reflecting on and developing practice to improve children's learning outcomes.
8	Employment of Pupil Wellbeing and Parent Support Team. Ensuring all children are secure in their emotional wellbeing. Limiting any impact on the day-to-day learning. Provide bespoke pupil / parent support to reduce barriers to children's learning.
9	Children are supported to reduce barriers to their achievement. Ensure all children are in school to achieve. Ensure children maximise learning opportunities. Continued need to ensure attendance is as high as possible.

## 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
High attainment at both KS1 and KS2 in reading, writing and maths for all pupils. All pupils making better than expected progress. Narrowing the gap between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes. Disadvantaged more able pupils achieving higher standards including greater depth.	Regular monitoring and evaluation. Termly assessment data and moderation / progress meetings. Increased number of pupils making better than expected progress.
Improved reading outcomes.	Reading will improve to be in line with or better than national outcomes. Children will engage more readily.
Improved attendance for all pupils, particularly our disadvantaged pupils.	Continued need to ensure attendance is above national average. Attendance is regularly monitored and appropriate intervention is deployed. Ensure no regular trend between groups of children e.g. PP.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Staff are better informed about children's barriers to learning and more able to support children with specific needs. Sign posting to agencies to support families e.g. CAMHS referrals; Mentoring; Specific intervention; Social care involvement.
Staff training.	Staff have access to high quality training opportunities and can explore, adopt and adapt innovative approaches to teaching and learning.

## 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: £107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 2 additional teacher support (0.5) Year 6 additional teacher support (0.5)	Data shows that the need to continue to improve outcomes in English at both KS1 and KS2, and especially at greater depth. Children receive a curriculum that meets their needs. Children make progress – evident in books / learning. Data over time.	1, 2
Additional TA support for borderline and more able children.	Data shows that we need to continue to improve outcomes in reading & grammar in KS2.	2, 3, 4, 5
Delivery of reading interventions	Tracking of children who did not achieve standard on phonics screening. Children will sustain progress from targeted intervention.	5
Curriculum enrichment	Limited life experiences. Opportunities are mapped into the curriculum and explicitly planned. Opportunities and visits are evaluated with staff and pupils. Pupils' work.	6
Pedagogy. Staff training	Current research on developing practice to improve children's learning outcomes.	7
Pupil wellbeing and parent support	Increased levels of pupil support needed.	8
Educational Welfare Officer	Persistent absentees data shows that we need to continue tracking and monitoring to address this issue.	9

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

Budgeted cost: £146,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Language and Learning Support teacher	The language and support team provide assessments for any KS2 pupils that teachers have concerns for in English. They provide a diagnosis of dyslexia and detailed reports of individual child for class teachers to support them day to day.	1, 2
Employment of reading intervention team.	Significant gaps in reading outcomes and early reading skills. Children targeted to close gaps.	5
Employment of experienced staff to provide English, maths and science teaching to smaller groups of KS2 pupils.	Data shows that we need to improve outcomes for SEND targeted pupils. Small group intervention supports this. Progress meetings. Pupils' work. Termly assessment data.	1, 2, 3
Investment in books / book areas / whole book studies / study books / remote learning.	Tracking the sustainability of progress for RR children. Focus on clearly defined groups of children.	1, 2, 3, 4, 5
Sounds Write Training	Research based on cognitive overload. Increased numbers of staff trained in this phonics programme to ensure fidelity to the scheme.	4, 5

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

Budgeted cost: £37,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pupil Wellbeing and Parent Support Team.	Regular supervision. Case studies. High % of pupils including those eligible for PP needing support with their wellbeing.	8
Attendance and punctuality	Persistent absenteeism data. Attendance is regularly monitored and appropriate intervention is deployed. Ensure no regular trend between groups of children e.g. PP.	9
Employment of Educational Psychologist.	Increased needs. Staff are better informed about children's barriers to learning and more able to support children with specific needs.	8, 9
C.A.T.S (Child and Adult Therapy Solutions)	Increased needs. 1:1 therapy for specifically targeted children and families.	8, 9

**Total budgeted cost: £291,100**


## 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.

#### KS1 2021 % Teacher Assessments expected standard +


Reading	% School	% National (2019)
ALL	72	74.9
Disadvantaged pupils	63	61.8
Other pupils	83	78.4




Writing	% School	% National (2019)
ALL	57	69.2
Disadvantaged pupils	40	54.7
Other pupils	79	73.1



Maths	% School	% National (2019)
ALL	67	75.6
Disadvantaged pupils	57	62.2
Other pupils	79	79.2



Reading, Writing & Maths	% School	% National (2019)*
ALL	50	64.9
Disadvantaged pupils	30	49.8
Other pupils	75	68.9



\*Data from NCER is unvalidated



Attainment in KS1 for disadvantaged children in school is above the figure for the same group nationally in reading.

It is always our aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils.

**KS2 2021 % Teacher Assessments expected standard +**

Reading	% School	% National (2019)
ALL	75	73.2
Disadvantaged pupils	64	62.1
Other pupils	84	78.1

Writing	% School	% National (2019)
ALL	68	78.4
Disadvantaged pupils	54	67.7
Other pupils	81	83.1

English grammar, punctuation & spelling	% School	% National (2019)
ALL	62	78.0
Disadvantaged pupils	43	67.4
Other pupils	78	82.7

Maths	% School	% National (2019)
ALL	80	78.7
Disadvantaged pupils	68	67.3
Other pupils	90	83.7

Reading, Writing & Maths	% School	% National
ALL	62	64.9
Disadvantaged pupils	46	51.3
Other pupils	75	70.8

Attainment in KS2 for disadvantaged children in school is above the figure for the same group nationally in reading and maths. It is always our aim to narrow the gap between attainment of disadvantaged children in school and the national figure for other pupils.

**3-year trend and averages:**

		Non-Disadvantaged				Disadvantaged			
		2017	2018	2019	3 Yr Avg	2017	2018	2019	3 Yr Avg
<b>EYFS</b>		66.7	70.7	63.6	67.0	50	44.4	63	52.5
<b>Y1 Phonics</b>		92.3	87.5	95	91.6	71.4	84.2	60	71.9
<b>KS1</b>	<b>Reading</b>	79.5	82.5	74.4	78.8	60	54.5	66.7	60.4
	<b>Writing</b>	71.8	70	74.4	72.1	45	45.5	57.1	49.2
	<b>Maths</b>	74.4	80	71.8	75.4	65	54.5	71.4	63.6
	<b>RWM</b>	69.2	65	66.7	67.0	45	40.9	57.1	47.7
<b>KS2</b>	<b>Reading</b>	86.4	84	70.4	80.3	69.9	85.2	43.8	66.3
	<b>Writing</b>	81.8	88	92.6	87.5	78.3	77.8	68.8	75.0
	<b>Maths</b>	90.9	88	88.9	89.3	81.5	81.5	78.1	80.4
	<b>GPS</b>	100	92	74.1	88.7	87	85.2	46.9	73.0
	<b>RWM</b>	77.3	84	66.7	76.0	56.5	70.4	37.5	54.8

**Attendance:**

Our attendance figure was 94.4% for 2020-2021 academic year. Attendance figures were not nationally reported for this academic year.

**Wellbeing:**

Increased intervention to support children and families. Reports recorded.

## 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
Maths Shed & Spelling Shed	EdShed
Lexia Phonics Programme	Lexia Learning
Times Tables Rock Stars	Times Tables Rock Stars
Phonics Tracker	Phonics Tracker

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£620 received 2020-21 which was incorporated into whole Pupil Premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	Case studies available.

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. We provide a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience and social skills. We have a robust evaluation programme in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.