

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	400
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
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	£253,455
Recovery premium funding allocation this academic year	£19,648
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	£273,103

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 high 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 bespoke reading interventions by dedicated reading teachers, who are trained in the Sounds Write approach, to pupils who have difficulties in learning to read;
- additional intervention for targeted children in reading & maths;
- tracking of children who did not achieve standard on phonics screening & delivering intervention based on this;
- 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, including residentials, theatre & gallery visits 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 especially SEND;
- to ensure appropriate provision for targeted pupils, particularly those in the bottom 20%, 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.
3	Children receive a curriculum that meets their needs that is always linked to the curriculum of the year group.
4	Improve English, maths and science progress and attainment for SEND targeted pupils.
5	Improve outcomes in reading & grammar in KS2. Review teaching & materials used. Additional TA support, tutoring, in school intervention for the bottom 20% & other targeted children.
6	Improve reading outcomes to pupils by employing and training of specialist staff. Staff training in the Sounds Write programme. Investment in books (particularly the Sounds Write texts), book areas & books for whole book studies. Early reading intervention. Delivery of Reading Recovery & Sounds Write intervention, based support to pupils who have difficulties in learning to read. Tracking of children who did not achieve standard on phonics screening & ensuring that intervention is provide for these in Years 2 – 6 if required.
7	Improve attendance to curriculum enrichment visits, residential trips and experiences by speaking directly to targeted families. Promoting the positives of the visits & offering further reduced prices if necessary. 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.
8	Improve pedagogy to ensure our teaching is considering the latest research. Staff training regularly to ensure all staff are using agreed pedagogical strategies. Develop growth mindset and resilience. Reflecting on and developing practice to improve children's learning outcomes.
9	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. Employment of Pupil Wellbeing and Parent Support Team.
10	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
<p>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 or exceeding between disadvantaged and non-disadvantaged pupils meeting end of KS2 national outcomes. Increased number of disadvantaged children achieving higher standards including greater depth.</p>	<p>Regular monitoring and evaluation through learning walks, observation, planning meetings & book scrutinies. Termly assessment data and moderation / progress meetings to review all children, particularly those in the bottom 20%. Increased number of pupils making better than expected progress & achieving higher attainment.</p>
<p>Improved reading outcomes.</p>	<p>Reading will continue to be in line with or better than national outcomes. All children will participate & engage more readily.</p>
<p>Improved attendance for all pupils, particularly our disadvantaged pupils & children with persistent absence.</p>	<p>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.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>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.</p>
<p>Staff training.</p>	<p>Staff have access to high quality training opportunities and can explore, adopt and adapt innovative approaches to teaching and learning.</p>

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 continuing 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 good progress or better – evident in books / learning. Data over time.	1, 2
Additional TA support for children who are borderline national expectations.	Data shows that we need to continue to improve outcomes in reading, writing & grammar in KS2.	2, 3, 4, 5
Delivery of reading interventions	100% children who did not achieve standard on phonics screening will receive targeted intervention in Years 3 & 4 to pass screening (non-statutory), continue to complete the extended code & become fluent readers.	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 will improve, particularly reading & writing.	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 to tackle anxiety, poor attendance, low self esteem & parenting capacity.	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 for the bottom 20%.	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 reading intervention 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 2021 to 2022 academic year in Years 2 & 6, the statutory assessment year groups. In reading at KS1, our disadvantaged pupils were behind national other by 26%. At the end of KS2 the gap had been narrowed to our disadvantaged being ahead of national other by 2%. This was the first time we had achieved this. In maths at KS1 the gap between our disadvantaged children and national other was 27%. At the end of KS2 the gap between our disadvantaged children and national other had narrowed to 5%. For our combined figure, our disadvantaged children were 27% behind national other at the end of KS1. At the end of KS2 the gap had been narrowed to 7%.

KS1 2022 % <u>Teacher Assessments</u> expected standard +		
Reading	% School	% National (2022)
ALL	64	67
Disadvantaged pupils	46	52
Other pupils	77	72
Writing	% School	% National (2022)
ALL	57	58
Disadvantaged pupils	39	41
Other pupils	71	63
Maths	% School	% National (2022)
ALL	64	68
Disadvantaged pupils	46	52
Other pupils	77	73
Reading, Writing & Maths	% School	% National (2022)
ALL	53	53

Disadvantaged pupils	35	37
Other pupils	66	58

KS2 2022 % expected standard +

Reading	% School	% National (2022)
ALL	87	75
Disadvantaged pupils	82	63
Other pupils	93	80

Writing (TA)	% School	% National (2022)
ALL	77	70
Disadvantaged pupils	61	56
Other pupils	96	75

English grammar, punctuation & spelling	% School	% National (2022)
ALL	84	73
Disadvantaged pupils	73	59
Other pupils	96	78

Maths	% School	% National (2022)
ALL	83	71
Disadvantaged pupils	73	57
Other pupils	96	78

Reading, Writing & Maths	% School	% National (2022)
ALL	72	59

Disadvantaged pupils	58	43
Other pupils	89	65

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

2-year trend and averages:

		Non-Disadvantaged				Disadvantaged			
		*2020	2021	2022	3 Yr Avg	2020	2021	2022	3 Yr Avg
EYFS			0	61	61		0	43	43
Y1 Phonics			0	67	67		0	52	52
KS1	Reading		83	77	80		63	46	55
	Writing		79	71	75		40	39	40
	Maths		79	77	78		57	46	52
	RWM		75	66	71		30	35	33
KS2	Reading		84	93	89		64	82	73
	Writing		81	96	89		54	61	58
	Maths		90	96	93		68	73	71
	GPS		78	96	87		43	73	58
	RWM		75	89	82		46	58	52

**No figures available for 2020.*

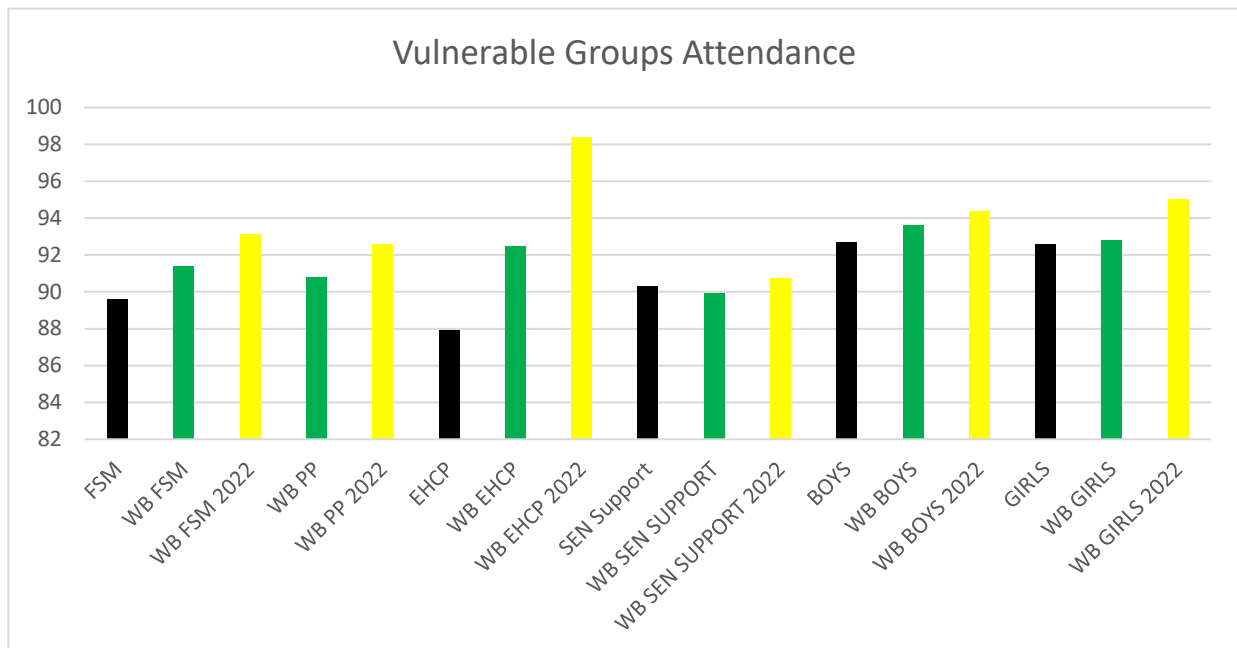
Attendance:

Our attendance figure was 94.4% for 2020-2021 academic year. Our attendance figure was 92.6% for 2021-2022 academic year.

Vulnerable Groups - Attendance

The attendance and persistent absence rates of vulnerable groups is tracked regularly alongside intervention taken to improve their attendance. The chart below shows the attendance of vulnerable groups across all schools for the period autumn and spring terms

2021-22 and is compared to what was achieved at Whinney Banks during the same period of time. Additionally, up to date attendance (to 18.11.22) for these groups is also shown.



- There are no recent national statistics for pupil premium attendance, the attendance of this cohort at Whinney Banks, which includes 184 children has improved by 1.8%.
- The attendance of all vulnerable groups at the school has improved.
- There are 170 children in the FSM cohort and their attendance is 4.1% better than the latest published national figures for the cohort.
- There are two children with EHCP's at Whinney Banks and 64 children receiving SEN Support. The attendance of both groups of children is above national average figures.

Wellbeing:

Increased intervention by EWO, counselling services and Pupil and Parent Support team to offer targeted support for disadvantaged children and families including those who were adversely affected by the pandemic.

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
Third Space Learning	Third Space Learning

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.