

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	403
Proportion (%) of pupil premium eligible pupils	45%
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	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs S Thorpe Head Teacher
Pupil premium lead	Mr M Cuthbertson Assistant Head Teacher
Governor / Trustee lead	Mrs L Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,402
Recovery premium funding allocation this academic year	£24,650
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	£273,052

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 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 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 & work scrutiny. 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: £174,000

Activity	Evidence that supports continuing this approach	Challenge number(s) addressed
Four additional 0.6 teachers to teach a third mixed ability class for English and Maths in KS1 and KS2 ensuring lower pupil numbers in each class.	Data shows 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. TeachingandlearningToolkit/EEF educationendowmentfund.org.uk Sutton Trust: quality first teaching has a direct impact on pupil outcomes.	1, 2
Additional TAs to support children to catch up and keep up.	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. Phonics Toolkit Strand Education Endowment Foundation EEF	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. TeachingandlearningToolkit/EEF educationendowmentfund.org.uk	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: £68,500

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
Additional reading and phonics sessions targeted at disadvantaged pupils who require additional support in Y2 – Y6.	Significant gaps in reading outcomes and early reading skills. Children targeted to close gaps for the bottom 20%. SmallGroupTuition/ToolkitStrand/EEF	5
Additional phonics sessions targeted at disadvantaged pupils who require further support in Reception & Y1.	There is a strong evidence base indicating that phonic strategies have a positive impact on pupil progress, particularly for those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered regularly over a period up to 12 weeks. Phonics/ToolkitStrand/EEF educationendowmentfund.org.uk	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
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,875

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
Additional Therapeutic Support	Individual, targeted support to address social, emotional and behavioural issues which impact on learning. External provision for identified pupils. SocialandEmotionalLearning/ToolkitStrand/EEF	8,9

Total budgeted cost: £294,375

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 2022 to 2023 academic year in Years 2 & 6, the statutory assessment year groups. In reading at KS1, our disadvantaged pupils were behind national other by 18.3%. At the end of KS2 the gap had been narrowed to our disadvantaged being ahead of national other by 2.9%. In maths at KS1 the gap between our disadvantaged children and national other was 20.5%. At the end of KS2 the gap between our disadvantaged children and national other had exceeded national other by 1.7%. For our combined figure, our disadvantaged children were 11% behind national other at the end of KS1. At the end of KS2 the gap was 13.2%.

KS1 2023 % <u>Teacher Assessments</u> expected standard +		
Reading	% School	% National (2023)
ALL	68.9	68.3
Disadvantaged pupils	54.5	53.9
Other pupils	76.9	72.8
Writing	% School	% National (2023)
ALL	63.9	60.1
Disadvantaged pupils	50.0	44.4
Other pupils	71.8	65.0
Maths	% School	% National (2023)
ALL	63.9	70.4
Disadvantaged pupils	54.5	55.7
Other pupils	69.2	75.0
Reading, Writing & Maths	% School	% National (2023)
ALL	59.0	56.0

Disadvantaged pupils	50.0	40.1
Other pupils	64.1	61.0

Attainment in KS1 for disadvantaged children in school is above the figure for the same group nationally in all areas except maths where the gap is -1.2%.

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

KS2 2023 % expected standard +

Reading	% School	% National (2023)
ALL	78.1	72.9
Disadvantaged pupils	75.0	60.2
Other pupils	82.1	77.9

Writing (TA)	% School	% National (2023)
ALL	73.4	71.6
Disadvantaged pupils	63.9	58.3
Other pupils	85.7	77.1

English grammar, punctuation & spelling	% School	% National (2023)
ALL	84.4	72.4
Disadvantaged pupils	80.6	59.1
Other pupils	89.3	78.0

Maths	% School	% National (2023)
ALL	81.3	73.0
Disadvantaged pupils	80.6	58.9
Other pupils	82.1	78.9

Reading, Writing & Maths	% School	% National (2023)
ALL	59.4	59.5
Disadvantaged pupils	52.8	44.1
Other pupils	67.9	66.0

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. This is the case in English grammar, punctuation and spelling and in maths.

We have narrowed the gap considerably between disadvantaged pupils and other pupils within school in reading -7.1% and maths -1.5% (1 child).

3-year trend and averages:

		Non-Disadvantaged				Disadvantaged			
		2021*	2022	2023	2 or 3 Yr Avg	2021*	2022	2023	2 or 3 Yr Avg
EYFS GLD			61	64	63		43	50	47
Y1 Phonics			67	73	70		52	68	60
KS1	Reading	83	77	77	79	63	46	55	55
	Writing	79	71	72	74	40	39	50	43
	Maths	79	77	69	75	57	46	55	53
	RWM	75	66	64	68	30	35	50	38
KS2	Reading	84	93	82	86	64	82	75	74
	Writing	81	96	86	86	54	61	64	60
	Maths	90	96	82	89	68	73	81	74
	GPS	78	96	89	88	43	73	81	66
	RWM	75	89	68	77	46	58	53	52

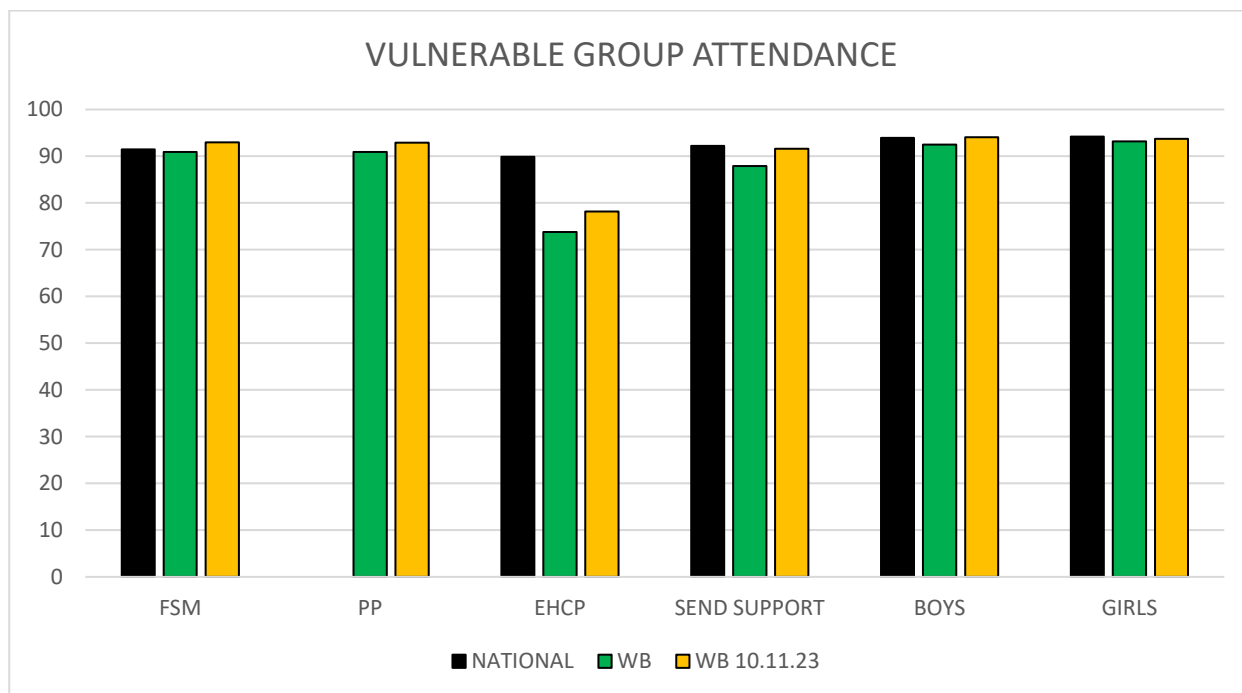
2021* School internal data. No submission to DfE due to Covid

2022 Data source Keypas 2023 Data source Keypas (Provisional Oct 23)

Closing the gap between these groups (PP and Non-PP) continues to be a constant challenge in school. Additional staffing, adaptive teaching and carefully targeted interventions which are specific, timed and measurable aim to address need and help children to keep up with their peers.

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 primary schools nationally for the period autumn and spring terms 2022-23 and is compared to Whinney Banks during the same period of time. The third column shows the up to date attendance at Whinney Banks for these groups (10.11.23).



	NATIONAL	WB	WB 2023
FSM	91.5	90.9	93
PP	-	90.9	92.9
EHCP	89.9	73.8	78.2

SEND SUPPORT	92.2	87.9	91.6
BOYS	93.9	92.5	94.1
GIRLS	94.2	93.2	93.7

- The attendance of all vulnerable groups at Whinney Banks are showing an improvement. The figures shown include all children on roll including non-statutory age children with the exception of the girls/ boys cohort which is statutory school age only.
- There were 3 children with an EHCP at Whinney Banks during Autumn and Spring terms last academic year. This number has increased to 9 children and attendance overall for this group is improving.
- There has been a decrease in the number of children with SEND Support in place from 68 to 52. Attendance has significantly increased for this cohort by 3.7%.
- There are no current national average figures for pupil premium attendance. The cohort size at Whinney Banks is currently 151 children.

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
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?	Funding received where applicable incorporated into whole Pupil Premium funding.
What was the impact of that spending on service pupil premium eligible pupils?	Case studies available where applicable.

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.