

Pupil premium strategy statement – Whitley Chapel CE First School

School overview

Detail	Data
Number of pupils in school	33
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-4
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	K North – Head Teacher
Pupil premium lead	K North – Head Teacher
Governor / Trustee lead	A Patterson – Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4155
Recovery premium funding allocation this academic year	£1500
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£5,655

Part A: Pupil premium strategy plan

Statement of intent

At Whitley Chapel we want all children to achieve the best that they are capable of, irrespective of their background or the challenges they face, and to dispel the gap between disadvantaged children and their non-disadvantaged peers.

Overcoming barriers to their learning is at the heart of our Pupil Premium grant use.

We understand the needs and costs will differ depending on the areas being addressed and because of our small number of pupils receiving the PPG their needs are very individual and will be addressed as such.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure our strategies are effective we will:

- Ensuring all pupils receive quality first teaching each lesson
- Ensuring disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Address barriers such as attendance, cultural capital offer and well-being alongside academic interventions

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers .
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.
4	Disadvantaged pupils contribute to our persistent absence percentage for a small number of pupils in this grouping. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 reading attainment among disadvantaged pupils.	KS1 outcomes in 2023/24 show that the expected standards are met.
Improved maths attainment for disadvantaged pupils at the end of KS1.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2023/24 demonstrated by: <ul style="list-style-type: none">• qualitative data from pupil voice, pupil and parent surveys and teacher observations• attendance and participation in enrichment activities• pupils use strategies given to self-regulate
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2022/23 demonstrated by: <ul style="list-style-type: none">• the overall unauthorised absence rate for all pupils being no more than 5%• the percentage of all pupils who are persistently absent being below 5%

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: **£2000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a reading scheme to support the implementation of our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Training for staff to implement and time to incorporate materials into current scheme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>And Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Purchase of standardised diagnostic assessments for reading and maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	1, 2
<p>Improve the quality of social and emotional wellbeing (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training for SEL identified staff, and workshops for parents, on Zones of Regulation</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3, 4

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

Budgeted cost: **£3300**

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund Teacher/TA release time to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Early years and Key Stage 1 mathematics teaching EEF (educationendowmentfoundation.org.uk)</p>	2

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

Budgeted cost: **£355**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Contingency fund for acute issues, which could include:</p> <ul style="list-style-type: none"> -Enrichment financial support -School Uniform purchasing 	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1-4

Total budgeted cost: £5655

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The bulk of the funding was spent around increasing TA support to target individual areas of need within Literacy and Maths in KS1 and KS2. This has enabled most children to achieve expected outcomes at ARE.

100% KS2 achieved expected in Reading, Writing and Maths. 100% EYFS achieved their expected Early Learning goals.

Where more specialised teaching was required, the increased TA hours ensured that the teacher was able to give this input.

Externally provided programmes

Programme	Provider
None	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- training an ELSA to support the SEL focus.