Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021- 2022 and 2022-23 academic years) 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	The Whartons Primary School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020/21 to 2022/23
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Governing Body
Pupil premium lead	Julia Dickson
Governor / Trustee lead	Brian Queally

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,955 incl. £3,456 Tutoring grant
Recovery premium funding allocation this academic year	£3,335
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	£40,290

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, develop self-esteem and high prosocial skills alongside achieving high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by a range of vulnerable pupils, those with long- or short-term challenges and needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and a 'keeping up' ethos are 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support including school-based tutoring and through the National Tutoring Programme, for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, identified through robust tracking and targeted scrutiny. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged, set high expectations in the work that they engage in
- act early to intervene in a timely manner, through daily pre and post learning sessions, weekly focused teacher led interventions (FLT) to close gaps, be-spoke and effective SEMH group work
- To engage children in their community, building self-efficacy, self- esteem, confi-dence, cultural capital and a growth mindset.
- develop strong and productive relationships between school and home which support children in crisis
- adopt a whole school approach in which all staff take responsibility for disadvan-taged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of resilience and self-efficacy when approaching learning is detrimental to progress and greater depth understanding
2	Low emotional well-being of some children is impacting on their academic progress and future opportunities. Fluency in basic skills and KPIs (key performance indicators) for year-appropriate objectives are lower, impacting on future learning.
3	Persistent absence rate for some PP children is higher than that amongst non-PP children which reduces the time spent in school. This is detrimental to securing key skills and so progress overall.
4	Lower retention of key concepts learned at an advancing level, reduces the ability of children to build on their knowledge and understanding. This restricts development of mastery and the ability to move learning on to Greater Depth Fluency in basic skills and KPIs (key performance indicators) for year-appropriate objectives are lower, impacting on future learning
5	Slower phonics acquisition hampering reading fluency and leading to poorer spelling skills and limited consolidation of Key Instant Recall Facts (KIRFs) in maths are impacting on the overall quality of work
6	Some children's experiences are curtailed by financial constraints and situational barriers e.g., transport, reflection on cultural experiences. This can impact negatively on children's overall development
7	Some children do not engage in homework related to TT Rocks Stars and IDL, which consolidates learning in the classroom. This impacts on understanding, readiness for next steps and fluency of reading and key maths recall facts.
8	Restriction in developing reading skills for life and a love of reading through daily home and school practice, listening to stories being read, using reading skills in the wider world, exploring a wide range of reading genres which children can discuss and use to build preferences.
9	Following the lockdowns and bubble collapses during 2020 and 2021 many children developed gaps in knowledge. This was especially so with disadvantaged children, some who did not regularly access daily remote learning.

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
Higher levels of engagement in learning within the classroom. Pupils believe in their abilities to learn, show resilience and self-challenge. Children are motivated and enjoy school, they challenge themselves to achieve their very best. PP children to enjoy greater independence, learning-to-learn skills and a Growth Mindset, including having a toolbox of strategies they can use to approach challenges before seeking an adult's support. PP children will engage in strategies planned for Metacognition such as self-challenge, planning, monitoring and improving their work, using models and worked examples to scaffold their learning and engage in purposeful learning conversations	Most PP children to exhibit increased independence skills and resilience, as observed by staff and as documented in the pupil's own learning journals. Children will understand and embrace the concept of a 'Growth Mindset' and use resilience when approaching challenges in order to make good progress. Children will actively engage in learning conversations, seek to review and improve their work and challenge themselves to build their own understanding and outcomes.
PP children will build their emotional well-being and self-efficacy Focused children receive support in times of crisis or challenge which supports their emotional well-being and mental health. Teachers proactively identify children who are in need of support and liaise with the Learning Mentor and KS leaders to secure timely intervention. Children's well-being and confidence rises following effective intervention. They build coping strategies, and they engage fully in class learning. Through Youth Social Action projects PP children build self-esteem and self-belief. They feel a pride in their involvement in community improvements and a positive attitude to the impact of their school led actions. School builds effective and strong links with parents and carers which support children's well-being and reduce anxiety.	Termly focus children identified by teachers. Appropriate support staff and intervention secured by SLT (Senior Leadership Team) for the individual or group i.e. Nurture sessions, Seasons for Growth programme, daily Learning Mentor time, home school liaison plan, PSA and counselling sessions input through Cluster Targeted Services. Children show positive signs of improved engagement during sessions or class lessons and improved attitudes to school in general as identified by pupil questionnaires, My Health, My School Survey improved outcomes or teacher observed behaviour. Pupils express a more positive approach to challenging situations; signs of good mental health and well-being evident. PP children engage in and lead Youth Social Action (YSA) Projects through weekly participation in Action Groups.
Increased attendance rates and reduced persistent absence for PP children inline with peers within school and national averages	The majority of PP children to hit or reduce the gap between school target (97%) and personal attendance. Staff feedback will reflect that PP children have a positive attitude to being at school and a resilience in their approach to attendance.

	Attendance for each class will be measured through whole class involvement in the Otleyopoly game, while individual attendance will be tracked through School Information Management Systems (SIMs). Incidents of persistent absence will decrease for focus children
PP children's knowledge and understanding of synthetic phonics, spelling patterns and KIRFs to improve. Pupils will achieve age-appropriate spelling skills and KIRFs.	Most PP children will demonstrate significant progress in their phonetic and spelling skills, as measured through regular assessments by the No Nonsense bespoke spelling programme (which will be used to improve these skills). Most PP children reach expected standard in phonics screening by the end of year 2, in order that they have the phonetic knowledge base to support reading and spelling. Most PP children choose and use age-appropriate (Tier 1, 2 and 3) words in their writing, which are spelled correctly. Children's written work will be assessed through scrutiny against ARE in spellings and moderated with colleagues and by School Leadership Team (SLT). Most PP children will demonstrate significant progress in their acquisition of age appropriate KIRFs, including Times Tables, with PP children reaching ARE expectations in line with peers through the Year 4 Tables tests.
PP children's retention of key concepts will be secured through 'over learning' in small focus groups (revisiting concepts, repeating learning by breaking learning down in to chunks in order to consolidate understanding) and concept checking. PP children's foundations for learning will be strengthened enabling knowledge to be built upon and higher order understanding secured through challenging questioning. The embedding of differentiated success criteria, which are referred to throughout the lesson, will secure children's use to self-regulate and challenge. Carefully planned pre and post learning sessions will ensure concepts are secure over time. Gaps developed in learning over successive bubble collapses and remote learning, in comparison to peers will be narrowed.	Through regular concept checking any gaps in knowledge and understanding of key concepts (identified against Target Tracker statements and Year group progression maps in foundation subjects) will be identified. PP children will build a firm understanding of the key concepts appropriate for their year group and will progress at the same rate as their peers, assessed against Target Tracker Statements and knowledge organisers The percentage of children in receipt of PP funding reaching greater depth/mastery understanding by the end of the year will rise. Focus Learning Time interventions alongside daily pre/post learning and recovery curriculum will narrow gaps in learning and disadvantaged children will close end of year gaps with peers so that 80+ are in line with ARE.

A comprehensive programme of experiences developed for each child's journey through the Whartons. The experiences build cultural capital and widen encounters, which develop all children, including those in receipt of PP funding, to become confident and rounded citizens. All children, including those in receipt of PP funding, are facilitated in engaging with outside school or extended school activities. Barriers to participation, engagement, experience and are removed. Self-esteem and ambition for the future is enhanced for PP children.	All children during their journey through the Whartons will experience a wide range of cultural, inspiring and enriching experiences. These experiences build confidence, awe and wonder, understanding of the diversity in society and foster an ability to develop opinions and preferences. Higher attendance rates for PP children at enrichment, extended school activities, at least in line with peers.
PP children engage with homework activities which consolidate classroom learning and build confidence. Key skills such as the acquisition of times tables knowledge, spelling improvements and reading fluency are improved to inline with ARE for most PP children.	Understanding, readiness for next steps and fluency of reading and key maths recall facts improved. The vast majority of PP children can access leaning in the classroom through well-developed key skills 80%+ PP children read fluently, in line with ARE. 80%+ PP children read expected standard in the national multiplication tests 80%+ PP children can read and spell in line with ARE
All children, including those in receipt of PP funding, express a love of reading. Children talk knowledgably about books they have read and enjoyed. They can discuss the elements which make the books a 'good one' and understand how authors draw the reader in to the plot or make the information interesting and accessible. Children express an opinion on the types of books they like and do not like to read	Children are introduced to a range of authors and genre of books across each school year and their journey through The Whartons Time is allocated for children to read, and be read to, for pleasure both daily and weekly. Children acquire, through planned teaching, the skills necessary to access increasingly challenging texts, understand their construct and be able to discuss their merits. Children choose to read in their spare time and talk enthusiastically about what they have read.

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: £ *[15,500]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a additional reading books to supplement the phonics based reading scheme Bug Club Phonics Bug Club Phonics Scheme	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	5
Purchase of Jane Considine The Write Stuff writing programme and staff training in utilising the programme The Write Stuff	Evidence review published by EEF suggests that to improve writing a series of well planned procedures support progress and impact include: Implementing a process approach to writing Creating routines that ensure that students write frequently. Designing instructional routines in which students compose together EEF Writing Approaches Review	1,2,4
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	4.5,7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by the class's qualified teacher in addition to her normal hours of work	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	5

Learning Mentor employed to work together with focus children and families to secure strategies which raise attendance. Learning Mentor timetabled to work with individual PP children and their families or small groups of children. Teachers, Inclusion Manager (HT) and the SENDCo, will identify key children each half term who need targeted support from the learning mentor. This will take the form of daily catch-up sessions, daily liaison with parents/carers, in class support or regular nurture sessions. Learning Mentor and HT trained in Leading Early Help Plans to support vulnerable families	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over an academic year. EEF Teachers Toolkit SEL Parental engagement has a positive impact on average of 4 months' additional progress and EEF state that it is crucial to consider how to engage with all parents to avoid widening attainment gaps. School should consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. EEF Teaching and learning toolkit Parental Engagement	1,2,3

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

Budgeted cost: £ *[20,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the School Led Tutoring Pro-gramme to provide a blend of small group tuition and boostering, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling be-hind, both one-to-one: One to one tuition	EEF (educa-tionendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1, 2, 4, 8
Subscription to and membership of Otley, Pool and Bramhope Cluster. Through this cluster school will secure TAMHS counselling, Parent Support Adviser intervention, Speech and Language support to address individual need for children and families, a large	Government funded and researched based TAMHs counselling shows research backed positive impact from Wave 3 therapeutic intervention to support children and families with or at risk of experiencing problems Department for Children Schools and Families Targeted Mental Health in Schools Project	3

proportion of whom are disadvantaged	Also, Parental engagement has a positive impact on average of 4 months' additional progress and EEF state that it is crucial to consider how to engage with all parents to avoid widening attainment gaps. School should consider how to tailor school communications to encourage positive dialogue about learning. EEF Teaching and learning toolkit Parental Engagement	
Teacher led, out-of-class Focus Learning Time interventions twice weekly, to close learning gaps with peers and ARE. All other intervention work will be same day, pre/post learning in the classroom. Daily 'keep up' sessions and annotated planning will facilitate timely in class support.	EEF research suggests there is good evidence that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. These tuition groups can have an average impact of four months' additional progress over the course of a year. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. EEF Teaching and Learning Toolkit Small group focused tuition	4,7,9

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

Budgeted cost: £ *[12,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing additional learning mentor hours to support attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

through building relationships with children and families.		
Funding for breakfast and after school club places alongside extra-curricular activities run by external agencies. This will support positive attendance for vulnerable families and widen cultural capital and social opportunities		3,6
Develop an experiences 'map' for children at the Whartons which includes cultural experiences eg theatre trips; widening horizons eg Diversity workshops and careers and aspirations week; developing life skills eg traveling by public transport and outdoor adventures and embedding a programme of opportunities to debate and hone self-confident opinions	The Chartered College of Teaching discussed in their Impact issue 4, Impact Journal Issue 4 Designing a Curriculum, the importance of providing knowledge beyond a child's own experiences, which can support social mobility. This alongside a set of rich engaging experiences planned across year groups supports whole child development and prepares children to access successfully for their next steps.	6
Continuation of Youth Social Action Programme across school.\n\nTime for staff training and resources to facilitate the children's focus actions. Funding for transport or additional support staff hours.	Chartered College of Teaching Impact Journal Impact Journal Special Issue 2020\n\n'Youth Social Action' identifies both the prosocial and attainment advantages of engagement with community action projects. These impacts were especially apparent for disadvantaged children.	1

Total budgeted cost: £ *[47,500+]*

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils rose in relation to the previous years in key areas of the curriculum, thus narrowing the gaps. The outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore realised.

The introduction of Youth Social Action Projects in 2021-22 supported all children, but especially our disadvantaged children, in quickly regaining confidence and positive learning behaviours in the classroom. This was identified in the analysis of outcomes for children in classroom\group engagement, end of year assessments and from pupil group interviews; where children shared that they felt proud of their achievements, it had made them more confident and had supported them in learning new skills.

Gaps in learning were quickly identified and focused interventions closed the gaps in knowledge from the previous year; enabling the children to access learning in line with age related expectations for their current year group.

End of Key Stage Results showed that:

At the end of reception the % of children reaching age related expectation was 80%, 15% higher than national and 3% higher than pre pandemic scores.

In Y1 93% of all children reached the phonics threshold and 100% of disadvantaged children, this was 17% above national and 14% above 2019 scores

KS1 SATs scores show 71.4% of children reached age related expectation in reading, writing and maths combined. This was 18% above national levels .
For disadvantaged children 67% reached ARE in reading, writing and maths which is in line with the cohort.

KS2 SATs showed 60% of children reached ARE which was just above national levels and inline with 2019 scores. However, this was largely due to different children missing out on one subject area. For individual subjects scores were higher than national by 10% in reading, 6% in writing and 18% in maths. Reading 85% ARE, writing 75% ARE Maths and grammar, punctuation and spelling 90% ARE. Disadvantaged children -80% ARE in Reading, GPS and maths; 40% in writing reached ARE.

With the exception of writing scores were below 2019 or pre pandemic levels, largely due to a loss of stamina and practice writing at length, especially for disadvantaged children. This will be a focus for next year. See Purchase, training and implementation of Jane Considine's 'The Write Stuff' activity from this academic year p7 section 2 which addresses challenges 1,2&4.

In the year 2021-22 the actions taken over the time of this strategy have shown an impact in diminishing the gaps in attainment and progress between groups of children alongside raising outcomes to pre pandemic levels.

The deployment of teaching assistants and the learning mentor, who all ran daily keep up interventions in key skills or nurture interventions to support vulnerable children had a very positive impact on children's engagement and progress.

Overall attendance in 2021/22 was in line with FFT Aspire National figures at 93,4%, although it was lower than the previous year. Attendance among disadvantaged pupils was 5% lower than their peers and persistent absence higher. These gaps are in line with the previous year and slightly above FFT national. However, for some key individual children absence rates fell in the summer term due to the interventions put in place. Attendance continues to be a focus of our current plan.

Attendance in the autumn term of 2022-23 has risen again to 95%, 2+ above FFT National. Attendance for disadvantaged children has risen to 92% which is 1% above FFT national and closer to the rest of the school.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Bug Club Phonics scheme was purchased alongside replenishment and supplementary books to ensure all children could access reading books in line with the phonics stage they are being taught.

Staff training ensured fidelity to the scheme secured consistency of strong teaching and learning and learning in phonics. Outcomes showed 93% of Y1 pupils reached the threshold in the phonics screening tests and 100% of children in receipt of PP funding reached this threshold.