

Pupil premium strategy statement

Whimble Primary School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	7.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Mrs Carole Shilston, Headteacher
Pupil premium lead	Mrs Carole Shilston
Governor lead	Mrs Linden Best, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,425
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£15,425

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all children are emotionally and socially able to function appropriately in school and beyond, irrespective of their background or challenges they face, and therefore make a good level of progress across all aspects of the curriculum. Our ultimate objective is for disadvantaged pupils to be progressing and attaining in line with non-pp pupils in the same cohort.

We support our pupils' mental wellbeing and social skills through our PSHE curriculum. This is supported by our EH4MH Champions who have designated time to support children individually or in small groups. In partnership with Skills Builder, we have started to use their framework, alongside the school's 6Rs, to teach and support children to develop the essential skills they require in order to promote achievement in school and improve job prospects.

High quality teaching is key to supporting all children to achieve their goals. 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. Investment in staff CPD for Skills Builder, reading, phonics and early number sense will ensure high quality teaching within class supporting both academic and emotionally outcomes.

The use of tailored appropriate interventions, which may include tutoring, will also be used to support individuals/small groups and provide targeted academic support identified through robust diagnostic assessments.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils demonstrate a weaker number fact knowledge across the four operations, including limited understanding of subitising and related facts. This is impacting on their mathematical fluency and ability to problem solve effectively.
2	Limited phase 3, 4 and 5 phonic knowledge, alongside difficulties blending and segmenting to read unknown words making reading and understanding difficult.
3	Internal and external assessments indicate that spelling, grammar and handwriting among disadvantaged pupils is impacting on writing outcomes.
4	Our assessment, observations and discussions with pupil and families have indicated that the education and wellbeing of many of our disadvantaged pupils continues to be affected by ACEs which is further impacting the knowledge gaps due to partial school closures.

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 number fact knowledge being applied in a range of contexts.	Improved outcomes in class sessions, including fluency and problem-solving. Times table check passed. Increased scores in arithmetic papers (SATs/NFER)
Increased knowledge and use of phase 3-5 phonics improving reading and writing.	Children able to read and use all sounds in reading and writing tasks. Children passing Y1/Y2 Phonics check. Improved outcomes in summative reading and writing assessments.
Improved understanding of the skills that make good learners to support achievement in academic and non-academic Skills Builder	Increased resilience to challenges in learning, improves outcomes in maths and English.
Children will be healthy active and well - adjusted members of the community. Children have a wide variety of enrichment opportunities available to ensure their interests and talents can be developed.	Children volunteering for roles of responsibility in school. Children having an improved understanding in how to develop the skills to aid learning. All children to take part in at least one extracurricular club in Key Stage 2.
All children feel safe and secure in school and have access to a trusted adult and time to talk. Time spent with EH4MH champion supports improved behaviour and therefore learning attitudes.	School is able to support families and challenge where needed. Attendance positively impacted.

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading	2, 3, 4

<p>programme to secure stronger phonics teaching for all pupils. Purchase Little Wandle - online access, resources and phonics aligned texts. Support with Keep up and Catch up – training and resources.</p>	<p>(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Number Sense resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 4

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

Budgeted cost: £10,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics 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</p>	2, 4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 4

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

Budgeted cost: £2,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum enrichment for all Days trips / residential trips (Ensuring that the trips are a variety of physical and cultural experiences) After school club attendance.	Children learn best when they can have first-hand experiences. Trips and visits support curricular learning and provide opportunities these children would not have. The Health & Safety Executive fully recognises that learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence. It also helps pupils develop their risk awareness and prepares them for their future working lives.	4
Allocated time with EH4MH champion to support mental health, wellbeing, attendance and attitude to learning.	Based on our experiences, we have seen this has positively impacted on the pupils and families in our school.	4

Total budgeted cost: £15,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

It is difficult to identify trends due to very low numbers of PP children in the school. Data from tests and assessments suggest that there are some strong individual performances, although the progress and attainment of some of the school's disadvantaged pupils in 2021/22 was below that of their peers.

Our analysis suggests that the main reason for this is primarily the impact of changing family circumstances, sometimes linked to adverse childhood experiences (ACEs) along with the ongoing impact of lost schooling due to COVID-19. Some of this Attendance was impacted significantly throughout the school year, mainly due to illness, including Covid, consequently some of the planned catch-up to boost outcomes for disadvantaged pupils had less impact than anticipated.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Number Stacks	

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.