

PUPIL PREMIUM STRATEGY STATEMENT

Whimble Primary School
September 2022 to July 2025

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 [September 2022 to July 2023].

1] School overview

Detail	Data
Number of pupils in school [September 2023]	134
Proportion (%) of pupil premium eligible pupils	6% (13% inc. service children)
Academic year/years that our current pupil premium strategy plan covers	2022/3 to 2024/5
Date this statement was published	1 st January 2024
Date on which it will be reviewed	1 st November 2024
Statement authorised by	John Jolliffe
Pupil premium lead	Carole Shilston
Governor lead	Louise Parry

2] Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,095
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years <small>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</small>	£0
Total budget for this academic year	£15,095

Part A: Pupil premium strategy plan

1] Statement of intent

Our vision statement is *"In a creative, caring environment, we all support and challenge each other to develop confidence and independence. As active global citizens, we are inspired to discover and succeed in lifelong learning."* We believe that this vision is important for every child in our schools, irrespective of their background or the challenges they face. Our ambition is that every child is thriving in our schools every day and our intention is that every child makes good progress and achieves 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 believe that the principles of Relational Practice and Policy are at the heart of building positive relationships with children and recognise that sometimes, this is the biggest area of disadvantage for some of our vulnerable children. For this reason, emotional and well-being support is considered to be every bit as important as academic progress. We consider the challenges faced by vulnerable pupils, such as those who have a social worker or are young carers with particular care and ensure that appropriate support is given to these children in particular.

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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic. This additional funding has been used to provide targeted support for disadvantaged children through additional Teaching Assistant/Teacher hours providing Early Help for Mental Health support/strategies. We believe that our well-qualified and experienced TAs are better placed to support children who may be anxious or worried, rather than someone they do not know.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

2] Challenges

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

Challenge	Detail of challenge
1	Our observations indicate that many disadvantaged children begin school from lower start points than their peers. Some PPG pupils are significantly below age related expectations in Communication and Language, Understanding and Speech. Assessments, observations and discussions with children suggest that oral language skills and vocabulary is under-developed in our disadvantaged children.
2	We have noticed that many disadvantaged children come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments. This is evident from early years onwards, where some disadvantaged children have greater difficulties with phonics than their peers, which has a negative impact on their development as readers.
3	Our assessment data analysis shows that fewer disadvantaged pupils are working at greater depth in reading, writing and maths by the end of KS2 than their non-disadvantaged peers [EVF data, 2023: 0% PPG at the end of Year 6, compared with 16% of non-PPG children]
4	Attendance data shows that disadvantaged children's attendance is lower than that of their peers [School data: 90.6% PPG attendance compared to 96.06% non-PPG attendance in 2022/3]. This is influenced by the attendance of a few children who face additional challenges but is an area we monitor closely as our data indicated that absenteeism is negatively impacting some disadvantaged pupils' progress.
5	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our younger 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our observations and discussions with children and families have identified social and emotional issues for many children and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment and ability to draw on cultural experiences to write at a greater depth or make links to other areas of the curriculum [concept of 'sticky learning' where children who know more, remember more and learn more].

3] 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
1. To improve oral language skills and vocabulary by the end of Reception Year	Outcomes in Communication and Language, Understanding and Speech are significantly improved and evidence from work, child conferences and teacher assessments and observations confirm they are close to, or the same as, non PPG children by 2024/5
2. To improve reading attainment and progress amongst disadvantaged children	EY reading, Year 1 phonics, Year 6 outcomes are in line with, or better than, national outcomes for disadvantaged children by 2024/5
3. To improve outcomes in reading, writing and maths for disadvantaged children in Year 6.	Disadvantaged children attain the same outcomes in reading, writing and maths at ARE as their peers in Year 6 by 2024/5
4. Attendance for disadvantaged children is in line with school attendance for all children. All children feel safe and secure in school and have access to a trusted adult and time to talk.	Attendance for disadvantaged children is in line with school attendance for all children [taking into account the additional medical needs of some disadvantaged children] by 2024/5. Time spent with MH lead/EH4MH champion supports improved behaviour and therefore learning attitudes.
5. To achieve and sustain improved well-being and confidence for disadvantaged children improving their understanding of the skills that make good learners to support achievement in academic and non-academic subjects.	Evidence from teachers' assessments and observations [and reports from Pupil Progress Meetings] and child conferences show that disadvantaged children are well-supported and have caught up and kept up with their peers by 2024/5. Children are able to discuss their strengths and weaknesses linked to skill steps taught.
6. To achieve and sustain improved cultural experiences for disadvantaged children.	Child conferences [especially Year 6 exit interviews, including Civic Award/Skills Builder Activity Passport] show that children have had a good range of cultural experiences and have attended clubs, enrichment activities and residential visits alongside their peers by 2024/5.

4] 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. Senior leaders read and reported on EEF toolkit findings on 8th November 2022 and verified that the activities planned for this year meet the EEF recommendations.

Teaching		
Budgeted cost: £2,400		
Activity	Evidence that supports this approach	Challenge [A2]
Ensure a close match in Phonics Phase teaching and books sent home to practise reading for children in EY, Year 1 and beyond if needed. Purchase books to support transition from Phonics Scheme to free reading	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	1,2,3

Federation wide focus on vocabulary, with CPD for teachers. Direct vocabulary teaching and vocabulary rich environments, focusing on vocabulary relating to learning projects	Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,2,3
Ensure appropriate levels of challenge in maths for more able disadvantaged children through appropriate use of Hamilton Trust maths materials	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Complete Curriculum design work to ensure that the curriculum in all subjects is fully embedded so that pupils know and remember more over time	Building a cohesive and incrementally more demanding curriculum is fundamental to developing children's knowledge and understanding. Ofsted Education Inspection framework [Quality of Education] Education inspection framework - GOV.UK (www.gov.uk) and Whimble Ofsted report [part of Exe Valley Federation] 13/12/22 Ofsted Search	3
Staff training and CPD to introduce and implement Relational Practice and Policy across the EVF and revise Behaviour Policy to reflect principles of RPP	The RPP programme was written in response to well documented concerns regarding young people's mental health and well-being and long standing national trends which show the disproportionate exclusion of children from vulnerable groups. Establishing and maintaining systems and practice in line with Relational Policy involves whole school approaches and ongoing commitment via CPD through on-line learning modules and support from Devon Education Services Behaviour Support Team. Quick guide to developing relational practice and policy - Support for schools and settings (devon.gov.uk)	4

Targeted academic support		
Budgeted cost: £7,925		
Activity	Evidence that supports this approach	Challenge [A2]
Speech and Language intervention for EYFS and KS1 children	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Daily Phonics sessions and regular interventions allowing children to catch up and keep up	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	2

Daily reading support for disadvantaged less able readers with familiar Teaching Assistant	School-based evidence shows that some disadvantaged children are not given opportunities to read at home so dedicated reading time with a familiar adult promotes fluency and builds confidence	2,3
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.	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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3,
Focused intervention to improve writing stamina, spelling and handwriting	Evidence from KS2 outcomes for disadvantaged children shows that writing at a higher level was lower than their peers and this trend is replicated in pupil progress meeting reports to senior leaders	3
Mathematical pre-teaching ahead of main lesson content to give confidence to disadvantaged children if necessary	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3

Wider strategies		
Budgeted cost: £4,770		
Activity	Evidence that supports this approach	Challenge [A2]
Planned support for children who have experienced or are preparing for bereavement and loss. Additional support for children who are anxious or worried about the impact of the pandemic, either on themselves and their families or the wider world	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) Based on our experiences, we have seen that having allocated time with our EH4MH champion or Mental Health Lead Practitioner has positively impacted on the pupils and families in our school.	5
Improve attendance for disadvantaged children through monthly checks and swift communication with families where attendance rates are of concern. Cultural traditions and a low priority on education have led to pockets of poor attendance amongst disadvantaged children	Maximising attendance is fundamental to our belief that every child should thrive in our schools every day. Evidence from SIMS shows that attendance for disadvantaged children is lower than other children. We have put in place a very robust system of communicating with parents when attendance drops below 95% and re-enforced the 'every child, every day' message to all parents. The EVF is working to embed the principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk)	4

Build cultural capital and raise self-esteem through attendance at clubs, educational and residential visits, subsidised uniform, music tuition and joining school bands	We know that disadvantaged children do not always have the same cultural opportunities as their peers so have fewer experiences to draw on when linking knowledge. Funding will enable disadvantaged children to attend clubs, school bands, residential visits and have music tuition to enable them to gain experiences beyond the National Curriculum	6
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Total budgeted cost: £15,095

Part B: Review of the previous academic year

1. Outcomes for disadvantaged pupils

As the numbers of children in our school are very small, percentages are difficult to compare.

Early Years: the funding allocation date did not show any children who were eligible for PPG in Reception. However, the issues identified in Part A of this report are relevant for this academic year as they are based on teacher observation and professional judgement.

Year 1 Phonics: Our disadvantaged child did not pass the Phonics screening assessment in 2023, although missed by one mark. Our service child did pass with a score of 38.

Year 2 SATs: With 2 disadvantaged children and 1 service child. All three achieved ARE in reading, with two achieving ARE in writing and maths. The service child achieved ARE across RWM.

Year 6 SATs: Five disadvantaged children in the cohort. Two achieved ARE or better in RWM; 3 children (60% achieved ARE in reading, writing and maths, but not across all three areas. One child, a Ukrainian who started with us in October 22, achieved ARE in maths and narrowly missed ARE in reading.

Percentages are difficult to compare due to small numbers, however, the biggest difference in achievement in GDS maths as there were not in our disadvantaged group compared to nearly 30% in the Year 6 cohort.

Attendance: the attendance of all children at Whimble was 95.09% in the academic year 2022-23. The attendance of the PPG group of children was 90.64% for the same period. There has been an improvement in overall attendance compared to previous years but this has not yet improved the attendance of children eligible for PPG. Improving attendance for all children is a focus for senior leaders for 2023-24.

2. Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Our observations and focus on service pupil premium children showed that emotional support and well-being was the most important area for support. The funding provided was used to support providing hot meals and small group intervention particularly in phonics, reading and maths. It was also used to provide some one-to-one emotional support.
The impact of that spending on service pupil premium eligible pupils
As a result of this work, children are more confident in talking about their feelings and dealing with challenges at home and at school. This has included recognition of the role of a young carer in service families, as well as managing parental absence due to overseas postings. Academic achievement was also improved through additional support. (Year 2 ARE in RWM and a near pass in Phonics screening).