

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Whimple Primary
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Carole Shilston
Governor / Trustee lead	Linden Best

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,690
Recovery premium funding allocation this academic year	£3,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£15,240

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to try to ensure these children are emotionally and socially able to function in a class setting, and therefore make a good level of academic progress. 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.

Investment in staff CPD for Skills Builder, reading, phonics and early number sense will ensure high quality teaching within class.

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

### Challenges

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

Challenge number	Detail of challenge
1	Weak number fact knowledge, limited understanding of subitizing and related facts.
2	Limited phase 3, 4 and 5 phonic knowledge, alongside difficulties blending and segmenting to read unknown words making reading and understanding difficult.
3	Limited use and understanding of tier 2 vocabulary and reduced reading fluency impacting on inference and understanding of texts.
4	Attitudes and approaches to learning – limited resilience and willingness to try.
5	Safeguarding children where they have been exposed to often unstable environments.

## 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
Better number fact knowledge being applied in a range of contexts.	Improved outcomes in class sessions. Times table check passed. Increased scores in arithmetic papers (SATs/NFER)
Improved reading fluency and understanding.	Children able to answer a variety of questions, (including inferred meaning) using a range of texts.
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 Phonics check.
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 extra-curricular club in key stage 2.
All children feel safe and secure in school and have access to a trusted adult and time to talk.	School is able to support families and challenge where needed.

## 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
<i>Skills Builder training</i>		4
<i>Phonics/reading training</i>	Education Endowment Fund Data indicates need Teaching and Learning toolkits	2
<i>Number Sense CPD</i>	Education Endowment Fund Data indicates need Teaching and Learning toolkits	1
Teachers analyse data three times a year to take account of the teaching approaches to the Pupil Premium children	Teacher analysis of data to inform provision	1,2,3,4

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

Budgeted cost: £ 9,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Tutoring</i>	DfE recommendation Education Endowment Fund	1,2,3,4
<i>Small group intervention</i>	Education Endowment Fund	1,2,3,4,5

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

Budgeted cost: £3,800

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.	3,4,5
<i>EH4MH champion</i>	Extra 1.5 hr per week	4, 5

**Total budgeted cost: £16,130**

## 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 2020 to 2021 academic year.

Teacher assessments were undertaken throughout the school, this included an element of testing using NFER standardised teacher administered papers.

Pupil Premium      Year 6 (5 pupils, includes 1 service child)

Reading: 80% EXS+ (40%GDS)

Writing: 60% EXS+ (40%GDS)

Maths: 80% EXS+ (40%GDS)

Despite the recent disruption to their education, pupils attained well. Where attainment was not at expected standard (or above), progress was made but was more limited due to other non-educational events in their lives impacting significantly on attendance and more importantly their mental health/ability to learn.

### 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
Times Table Rockstars	TT Rockstars
Doodle Maths	Doodle
Spelling Shed	EdShed