# 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

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| Detail | Data |
| School name | Whitchurch Primary |
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 30.2% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 |
| Date this statement was published | 5.10.21 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | C Hornsby |
| Pupil premium lead | C Hornsby |
| Governor / Trustee lead | C Dyer |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 62455 |
| Recovery premium funding allocation this academic year | £ 6235 |
| 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 | £ 68690 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * Our ultimate objective for our pupil premium and disadvantaged children is that we want them to achieve academically, socially and emotionally in line with their peers. Disadvantage should not be a hindrance to a child in any of these areas, whether it being a child hungry or tired and distressed, to simply not being able to afford a school trip or essential. In short, we want all children at our school (and those from outside our school who may need a new establishment) to ‘Achieve their best together’. * We have analysed through professional judgement and classroom observation the factors that challenge children in our school, and therefore place them at disadvantage. Such factors hinder the children educationally, socially and emotionally, and in terms of health. Our pupil premium is spent to help in all these areas, striving for children who are well educated, happy and healthy. * The key principle of our plan is to provide disadvantaged children with educational support, through additional classroom support and teaching; emotional support, chiefly through our ELSA and Thrive interventions, and social support, allowing all children at Whitchurch Primary School to enjoy all events. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Social, mental and emotion health/ well being barriers. |
| 2 | Low household income= enrichment barrier. |
| 3 | Families needing social service intervention and support. |
| 4 | Ill health in the Whitchurch Area (Office for National Statistics shows 3% of the Whitchurch area rate their health as very bad, compared to 0.9% in BANES, 1.3% in Bristol and 1.2% nationally). |
| 5 | Attendance. |
| All of the above factors contribute to a barrier to 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.

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| Intended outcome | Success criteria |
| SMEH/ well being barriers to have been addressed. | Termly reduction in CPOMs incidents relating to SMEH/ Well being needs. |
| All children able to access all enrichment opportunities. | 100% attendance on school excursions and experiences. All disadvantaged children to attend a school club/ extra curricula activity. |
| All relevant stakeholders to have an awareness of social service intervention | A termly updated register of children benefitting from social service intervention. |
| Children to attend school on time, every day. | Attendance to be above National of 96.7% and persistent absence to be below 9.9% |
| All disadvantaged children to be learning to their full potential at Whitchurch Primary School | Children in disadvantaged groups to be performing above national averages. |

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: £38475.62

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teacher and LSA led sessions  (To calculate we took our LSA hour cost, and broke this down into how much time they spent with PP children in each class.)  £ *24,602.50* | |  |  |  |  | | --- | --- | --- | --- | | KS2 results  (PP in red) | Reading | Writing | Maths | | 2017 | 70% | 73% | 76% | | 2018 | 55% | 71% | 71% | | 2019 | 80% | 80% | 90% | | All |
| 1:1 support for particularly disadvantaged children.  (£5873.62+ £2000) | Children with particular needs have made progress against relevant targets. | 1,2,3`. |
| National Mentor  £6000 | During lockdown disadvantaged children were supported with our covid catch up curriculum. | 1 |

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

Budgeted cost: £11011.56

(\*To calculate this we took the cost of the entire intervention, divided it by the number of children in our school and then multiplied it by the number of PP children. The figure shown is the result of this calculation).

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Dyslexia training X2 Teachers  \*£136 | 21 children from Y3-6 in need of assessment. Parental/teacher concern. Support for provision to support provision and learning. Marc Rowland Improving outcomes for disadvantaged learners-The gap is 27% less progress with regards to language, vocabulary and learning for children from a disadvantaged background. | All |
| Speech and Language Specialist and follow up teacher  £5060+ £5109.56 | As above. Children from a disadvantaged background are also 15-16% more likely to develop additional learning needs such as S&L, Hyperactivity or other SEN’s.  Total 22 chn, 11% in school  S&L specialist once a week 3 hours  LSA 2.5 days interventions across the school | All |
| Educational Psychologist 12 chn  £600 Per session/assessment  50% PP children  Whole school SEN 20% | To support on-going provision for SEMH, S&L, ELSA, Thrive and in class small group support. Most vulnerable children. Reports inform teaching practice to personalise learning more accurately for the child’s additional needs. Used as evidence for EHCP applications. BANES/Bristol and Somerset have different expectations, EP report adds academic weight beyond parent/teacher expertise surrounding unique learning needs.  4 X EHCP applications in Y5 (2pp)  1 X EHCP App Y6  2 X Y4 SEN investigation (1X LAC) (2pp)  2 X Y2 SEN investigation (1pp)  2 X Y1 SEN investigation (1pp)  1 X EYFS SEN investigation (1pp) | 1 |
| LSP Inclusion Officer.  \*£106 | Advice and training on working with Disadvantaged children. | 1 |

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

Budgeted cost: £ *23415.15*

(\*To calculate this we took the cost of the entire intervention, divided it by the number of children in our school and then multiplied it by the number of PP children. The figure shown is the result of this calculation).

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentor & Emotional Literacy Support Assistant (ELSA) | 100% of PP children identified as needing emotional literacy support received it. | 1, 5. |
| THRIVE Assessment  (ELSA and Thrive= £13230.80 | 100% of PP children identified as needing emotional literacy support received it. | 1, 5 |
| Sporting Family Change  \*£266 | OFSTED recognised impact of this. Disadvantaged pupils attend at similar levels to pupils nationally. | 1, 2, 3, 4, 5. |
| New Playground equipment.  \*£6989 | 100% of PP children are given the opportunity to access high quality play equipment. | 2, 4, 5 |
| Cooking  \*£43 | 100% of PP children can attend enrichment sessions. | 2, 3, 4, 5 |
| YR Chicks  \*£81 | 100% of PP children can attend enrichment sessions. | 1, 2. |
| Scrapstore  \*£188 | 100% of PP children have access to outdoor learning through play resources. | 1, 2, 3, 4, 5. |
| Friends Intervention  £1449 | This NHS service supports a class each year in SEMH relationships. | 1 |
| Behaviour Panel  £386 | Through a panel of experts we are able to allocate support to particular children. | 1, 2, 3, 4, 5. |
| Translation Services  £72.35 | This allows EAL parents/carers to engage with helping their child learn at home. | 3 |
| Forces Premium transfer  £750 | This was the remainder of a Forces child’s money over their 7 years at our school. We transferred it to their secondary school. | 1 |

**Total budgeted cost: £** *72902.33*

# 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.

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| **Teaching impact:** All disadvantaged children were offered a place in school throughout every week day of the pandemic. During non-lock down months disadvantaged children benefitted from additional teachers and teaching support.  **Targeted Academic support:** Disadvantaged children were able to access a higher proportion of Learning Support Assistants, as well as Post and Pre teach sessions. Our national mentor worked with groups of children and for two terms we were able to divide a class into two to increase teacher/ pupil ratios.  **Speech and language, Dyslexia and Educational Psychologist** assessments have been used to produce reports for children who have been placed at a disadvantage, particularly due to the pandemic. These reports are being used to support children.  **SEMH** ELSA and Thrive have been used to support children at a disadvantage following lockdown. We have had increased concern and contact from parents which we are able to assist with through this.  **Play and Lunch time support** – We are able to support disadvantaged children following their return from lockdown, supporting them at times when they are more vulnerable than most.  **Wider strategies**  **Additional spend:** We have used strategies to encourage children to come to school, in order to increase the attendance of disadvantaged children.  **Additional well being support for staff and parents-**We have been able to support those with the Anxieties of returning to work, staff absence and additional training for new or recently employed staff |

## Externally provided programmes

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| Programme | Provider |
| Sporting Family Change | https://sportingfamilychange.co.uk/ |
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## Service pupil premium funding (optional)

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Go Ape Experience  Laptop |
| What was the impact of that spending on service pupil premium eligible pupils? | Agreed with parent.  Laptop supported homework, on-line learning and communication with absent parent when on duty. |

# Further information (optional)

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| **Lunch Bunch**- Nurture Group at lunch time to support vulnerable groups. Run daily by the DHT children with EHCP, SEN, PP, L20% or other vulnerable groups welcome.  Current annual cost 2.5 hours per week £5700 based on an hourly rate.  Impact of this supports behaviour in the hall with eating, manners, expectations at meal time and helps maintain routine and avoid difficulties later in the lunch hour such as disputes, emotional upset, arguments and falling out. This has been running for 2 years.  **Library Club**-daily reading with a member of SLT/teacher for 30 mins a day. Different year groups/classes each day. Children to have the opportunity to explore reading for pleasure with other peers encouraging discussion and exploring different texts. |