

Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and use of the 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	Whitstone CP School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	H Mould
Pupil premium lead	H Mould
Governor / Trustee lead	V.Bragg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,225
Recovery premium funding allocation this academic year	£2,000
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	£18,225

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Low phonics attainment for Early Years and Key Stage 1 disadvantaged pupils
2	Low attainment in Maths, Reading and Writing in some disadvantaged pupils
3	Challenges to attendance and engagement
4	Social, Emotional Mental Health challenges

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 (<u>how</u> you will measure this)
Improve pupil outcomes in phonics: PP pupils to achieve at least their chronological reading age	The gap in phonics attainment between Pupil Premium children and other children is closing. The gap is below the national gap. From their starting points in FS, Pupil Premium children make good or better progress by the end of KS1 and KS2. RWI teaching of phonics is quality first teaching with high quality interventions.
Improve attainment in KS2 Reading: PP pupils to achieve at least their chronological reading age	Pupil premium children are making good or better progress in reading. End of KS2 data shows the gap has narrowed in reading between Pupil Premium children and peers. KS2 Pupil Premium children read widely and demonstrate an increasing use of vocabulary across the curriculum. High quality interventions show positive impact on Pupil Premium pupils' progress and attainment.

<p>Improve attainment in KS2 Writing: PP pupils to demonstrate strong progress in Writing</p>	<p>Pupil premium children's writing shows progress and stamina for writing. Their writing demonstrates improvements in handwriting, presentation, spelling, and punctuation. Writing interventions alongside quality first teaching and support in class leads to progress and improvements in writing.</p>
<p>Increased attendance levels: PP pupils attendance to be in line with national averages</p>	<p>Attendance and punctuality of PP pupils is closely matched to national and the gap between PP and non-PP pupils is closed. Pupil Premium children are engaged in their learning and enjoy school. Intervention and support is offered to families where attendance declines.</p>
<p>Opportunities for enhancing 'cultural capital' through enrichment and experiences</p>	<p>Enrichments through the curriculum and enrichments activities provided in and out of school, broaden Pupil Premium children's experiences and enjoyment of learning. Children's vocabulary and aspirations in life are developed and prepare them for the next stage of their education and life.</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1 & 2
Phonics and Reading Comprehension Teaching.	EEF Teaching and Learning Toolkit 'Phonics' and 'Reading Comprehension' both high impact strategies.	1 & 2
Talk for Writing staff training and delivery.	Talk for Writing approach impacts upon raising writing achievement for all children regardless of gender, ethnic background and ability. Christopher Fox, Talk for Writing.	1 & 2

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

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic mentor to teach PP pupils 1:1 and small groups.	Evidence indicates that one to one and small group tuition can be very effective (EEF 2020)	1 & 2
Lightning Squad intervention programme	'Pupils make reading gains of between 3 and 5 months' (EEF)	1 & 2

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club and afterschool club offer	EEF Teaching and Learning Toolkit 'Extending school time' +3 impact.	3 & 4

	Develop additional personal and social skills. Helps with attendance and engagement with school.	
Experiences linked to Curriculum	'Cultural enrichment opportunities' DfE research to understand successful approaches to supporting disadvantaged pupils.	3 & 4

Total budgeted cost: £16,225

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 2022 to 2023 academic year.

Phonics and Reading Comprehension

Staff training in RWI and refresher training has ensured quality teaching of phonics in EYFS & KS1. PP children in KS1 passed the Phonics Screening. Progress in reading made by all KS1 PP children and increased GD achievement. Reading comprehension research and staff training taken place followed by implementation of programme in KS2 alongside RWI fresh start interventions. KS2 PP children made consistent progress throughout year in reading.

Provide meaningful support to pupils with Social Emotional Mental Health problems

Specific interventions took place to provide 1:1 or small group support for PP children identified as needed extra support for SMH. This supported pupils in accessing day to day lessons in the classroom and attendance at school every day. Staff training and implementation of Jigsaw PSHE curriculum has developed wider understanding of social and emotional health problems and supported PP pupils through the curriculum.

Improve attendance and engagement levels

PP children who attended our daily breakfast club were more engaged in lessons and built relationships outside their class. The offer of free after school clubs and free surfing lessons had a high uptake and we saw an improvement in engagement in school as a result. Improved attendance and punctuality with children attending clubs.

Monitoring reading age of pupils and delivering research based intervention

PIRA testing programme continues to give accurate assessment of reading age in order to target teaching and pan interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
RWI Phonics & Fresh Start	Ruth Miskin
PIRA Testing and Scores	Hodder Education
Jigsaw	PHSE Curriculum

