



Whalton C of E Primary School



Aspire- Believe - Achieve... to be the very best that we can be

Hope - Honesty - Forgiveness - Friendship - Trust - Love

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	Whalton C of E Primary
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 - due to such small numbers
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022

Statement authorised by	N.Brannen Executive Headteacher
Pupil premium lead(s)	J.Campbell / D. Morris Federation Assistant Headteachers
Governor / Trustee lead	P.Truscott, lead for disadvantaged pupils

Funding overview

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

Detail	Amount
Pupil premium funding allocation this academic year	£1345
Recovery premium funding allocation this academic year	£2,000 but only £1167 in the financial year (floor payment as only have 1 eligible pupil = £145)
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	£3345

Part A: Pupil premium strategy plan

Context:

Due to the very small numbers of disadvantaged children at Whalton, we have looked carefully at the individual needs of all children throughout the school, whether in receipt of this pupil premium or not to see which children would benefit the most from additional targeted support based on a range of evidence. The targeted support is based on not just academic but emotional support too. We have chosen to focus on a small number of priorities in areas that aim to make the biggest difference using external evidence to inform decision making.

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve 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. When faced with a context where we have a very small minority of children in receipt of pupil premium, we ensure that we include all children in our approach, whether they are disadvantaged or not.

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, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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're 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, including non disadvantaged children too

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. As noted in our context, due to the very small minority of disadvantaged children at our school, we are including **all** children in this.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate areas of underdeveloped comprehension skills and vocabulary gaps among some pupils. These are evident from Reception through to KS2 and at times, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Our assessments, observations and discussions with parents, indicate that the wellbeing of some of our disadvantaged pupils have been impacted by homelife during the pandemic. These findings are supported by national studies. This has resulted in teacher referrals for pupils to support with social and emotional needs and support packages tailored in school

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	End of Reception and KS2 reading outcomes in 2024/25 show that all pupils met the expected standard.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> · qualitative data from student voice, student and parent surveys and teacher observations · a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
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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.

<p>Drawing for Talking training package for member of staff - Autumn 2021 - Spring 2022</p>	<p>Cost £250 plus weekly half hour sessions</p> <p>£9.98 x 0.5 hour plus 0.5 hour prep = 9.98 x 12 week programme</p> <p>£119.76 Total = £369.76</p>	<p>Weekly 1:1 session with individual children to support poor mental health and trauma - with parental permission</p>
<p>Additional reading sessions for EYFS children - Autumn 2021 and Spring 2022</p> <p>(using Reception Baseline Assessment, PM diagnostic assessments, RWI assessments, common exception words)</p>	<p>£9.41/hour</p> <p>1-3pm x 4 days = 8 hours</p> <p>£75.28 = 1 week Autumn term = 12 weeks Spring term = 12 weeks</p> <p>£75.28 x 24 = 1806.72</p>	<p>Daily reading sessions with targeted individual and small groups - focus on early phonics and comprehension as well as oracy</p>
<p>Catch up Literacy support for KS2 - Spring 2022</p> <p>(using PM diagnostic assessments, spelling age)</p>	<p>£1116.52 = 114 hours @ band 3 = 9.5 hrs/week for 12 weeks = 3 mornings</p>	<p>Targeted support catch up programme using Fresh Start for Literacy - comprehension, spelling and grammar</p> <p>3 times a week</p>
	<p>Total= £3293.03</p>	

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was inline with the previous years in key areas of the curriculum. This was due to the consistency of approach during covid 19 and our very small number of disadvantaged children.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources provided by staff on the school's 360 platform and ensuring that pupil premium children were invited back into school at every opportunity.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were overall impacted last year, primarily due to COVID-19-related issues, however, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.