

Whitley Village School



3 Year Pupil Premium Strategy (2022 - 2025)



Updated September 2023

Whitley Village School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

This statement has been reviewed September 2023 but our challenges and outcomes remain the same for the course of the 3 year cycle.

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	Whitley Village School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	10.7% (8 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2021 Updated September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Hannah Broom
Pupil premium lead	Nicola Downey
Governor / Trustee lead	Sue Jones, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 7 x £1455 = 10,1895 1 x £2,530	£12,715
Recovery premium funding allocation this academic year	£1,305
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	£14,020

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs and engages them.

Our ultimate objectives are to:

- *Remove barriers to learning created by family economic insufficiency, family circumstance and background*
- *Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally*
- *Ensure ALL pupils are able to read fluently and with good understanding to*
- *enable them to access the breadth of the curriculum.*
- *Develop confidence in their ability to communicate effectively in a wide range of*
- *contexts*
- *Enable pupils to look after their social and emotional wellbeing and to develop*
- *resilience.*
- *Access a wide range of opportunities to develop their knowledge and understanding of the world so that their cultural collateral is on a par with other learners.*

Our Context:

- *Our small school serves a geographically diverse student body with quite large income disparities.*

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- *Provide all teachers with high quality specific CPD for their personal development pathway to ensure that pupils access effective quality first teaching*
- *Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition and computer based systems that utilise AI.*
- *Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.*
- *Provide opportunities for all pupils to participate in enrichment activities Including sport, music and school drama productions (see our YouTube Channel)*
- *Provide appropriate nurture support to support pupils in their emotional and social development where needs are identified through surveys and conferencing.*

This is not an exhaustive list and strategies will change and develop based on the needs of individuals and our termly review and operational constraints of a small school. We will aim to be agile and decisive if our pupil progress meetings if they fail to indicate the desired rate of progress.

Key Principals

We will ensure quality teaching that pays careful regard to effect sizes and their relativity of impact. ([Hattie 2018](#)). We aim to ensure that learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will be supported to identify needs through the class pupil premium plan. Collaborative discussions will then formulate the response needed and the specific intervention and support needed. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults if needed. We will also amplify our response in this regard by judiciously using our Sports Premium to ensure there is total fidelity to our strategic aims to ensure maximum traction of school ambition to this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Every pupil Premium pupil has been affected differently by years of Covid-19 School interruption.
2	Too many Pupil Premium children are not having enough opportunity to recall taught knowledge. This leads to learning loss at a greater rate than non-pupil premium children.
3	Not all Pupil Premium Learners have maintained their attainment trajectory based on pre Covid achievement history.
4	Pupils vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to build a knowledge schema, and comprehend and read fluently.
5	Opportunities to take part in extra-curricular activities are unequally distributed.
6	Receptive and expressive language of learners across the curriculum

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
Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2.	Reduce the gap between non PP and PP pupils achieving Greater Depth in Reading, Writing and Maths at the end of KS2. Pupil data from the end of KS2 shows an upward trend of PP pupils achieving a Greater Depth standard.
All pupils without other complicating factors are confident readers by the end of KS1. In house tracking data indicates that pupils are successfully moving through the AR book bands and are working on ARE books in preparation for KS2.	All pupils without other complicating factors are confident readers by the end of KS1. In house tracking data indicates that pupils are successfully moving through the book bands and are working on ARE and beyond in preparation for KS2.
Pupils are able to self-regulate and manage emotions in appropriate way to maximise formal and informal learning opportunities.	Behaviour for learning supports effective engagement and disruption is extremely rare. (Evidence from drop-ins, learning walks and staff discussions)
Pupils achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained. RAG data shows the PP pupils perform broadly in line with PP children. Pupil voice shows a greater understanding of the world around them.	Pupils achievement in wider curriculum subjects is in line with non PP pupils and cultural capital is developed and sustained. RAG data shows the PP pupils perform broadly in line with PP children. Pupil voice shows a greater understanding of the world around them.
Attendance for pupil premium children improves and persistent absence reduces. Attendance data indicates improvements from present point and is sustained.	Attendance for pupil premium children improves and persistent absence reduces. Attendance data indicates that the gap with non-Pupil Premium closes year on year.
<p>A wide range of experiences are available for all pupils, especially those who are disadvantaged</p> <p>Min-Y-Don cost: £135.40 per pupil 9 x pupils: £1218.60</p> <p>Total: £1218.60</p>	<p>Every child in Y2/3 (every other year), Y4 and Y6 has been provided with an opportunity for overnight trips which provide rich and varied activities</p> <p>Children have a rich choice of extra-curricular provision, provided both within and after school hours</p> <p>Classroom experiences are often used to promote learning across the curriculum</p> <p>Staff have at their disposal a range of resources which they can draw upon to support the planning of quality experiences</p>

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: £ 3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve the Pedagogical Content Knowledge (PCK through the use of carefully designed schemes.</p>	<p>“great teaching is the most important lever schools have to improve outcomes for their pupils” EEF.</p> <p>Lee Shulman L. He argued that, on top of subject knowledge and general pedagogical skills, teachers must know how to teach topics in ways that learners can understand. So they need to know what makes learning specific topics easy or difficult. This includes appreciating what preconceptions students might have and knowing the best strategies to address any misconceptions.</p>	<p>3</p>
<p>To deploy educational technology to facilitate timely assessment and bespoke learning pathways.</p> <p>Purchase Century Subscription.</p> <p>Century Subscription - £1200</p> <p>Accelerated Reader Mathletics (FOWS)</p> <p>Timetables Rock Stars £122.64</p> <p>Spelling Shed £62.75</p>	<p>The testing effect</p> <p>One of the best ways to build active retrieval practice into teaching is through the use of formative assessments, for example low-stakes quizzes and questioning. Study carried out by cognitive Roediger, H. L.; Karpicke, J. D. (2006). "Test-Enhanced Learning: Taking Memory Tests Improves Long-Term Retention" (PDF). <i>Psychological Science</i>. 17 (3):</p>	<p>1 & 2</p>
<p>Purchase DfE validated phonic scheme. Little Wandle Letters and Sounds Revised</p> <p>Cost £300</p> <p>Ongoing subscription</p> <p>Purchase more Accelerated reader books for more able readers.</p>	<p>Department for Education (DfE) criteria for an effective systematic synthetic phonics (SSP) programme ensures the scheme will deliver the objectives of the NC 2014.</p> <p>Reading engagement of more than 15 minutes per day adds accelerated progress. Qualifying reading material is essential for pupil buy in.</p>	<p>3</p>

<p>Ensure staff have high quality intelligently designed wider curriculum schemes .</p> <p>Scheme Purchase DT, Art Design Technology and French. Addition purchase of PHSE scheme as suggested in recent deep dive.</p> <p>£649</p> <p>Snap Science £1050</p> <p>Purple Mash Computing Scheme - £600</p>	<p>Quality scheme resources is predicated on the notion that these elements interact in complex patterns of dependency and cause (Morris P & Auld E 2013). This in turn suggests that no national curriculum specification can be considered in isolation from other elements of the system – such as learning resources and schemes.</p>	<p>6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of school based tutors and outside expert review (First4Maths and The Literacy Company) of pupil books and evidence of outcomes.</i></p> <p>3 sessions per year: First4Maths: £900 Literacy Company: £975</p> <p>First4Maths Academy £625</p>	<p>Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year. 2 & 6 9 Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”</p>	<p>3</p>
<p><i>Use of 1:1 support to address gaps in learning/ pre learning and challenge for more able pupils</i></p> <p>Salary for TA £13.91 hourly rate £1838.22</p>	<p>Analysis of pupil performance for the academic year 2022/2023 suggests that many pupils need to make accelerated progress in Reading and Writing to achieve EXS at the end of their current year.</p> <p>Therefore, 1:1 or small group tuition will be focussed on these areas. The impact of 1:1 tutoring can be found within the EEF toolkit.</p>	<p>1,3</p>

<p>To deploy a speech and language Therapist once a week.</p> <p>Daily rate: £187.43 Total for the year: £5,018.79</p>	<p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year (EEF)</p>	<p>6</p>
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School based extracurricular activities to increase enjoyment and opportunity to enjoy a range of extra activities For example, STEM, Netball, Scottish Dancing, Craft Club, Mindfulness and Football</p>	<p>Other Extra-curricular clubs and trip support. “Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Unequal Playing Field report</p>	<p>5</p>

Total budgeted cost: £14,020

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.

11 children	EXS	WTS	GD
Reading	7 64%	1 9%	3 27%
Writing	7 64%	2 18%	2 18%
Maths	5 45%	3 27%	3 27%

Data is not always appropriate to publish in more detail due to small cohorts and keeping data anonymous. Data from Teacher assessment and verified by the use of summative assessments (SAT Past Papers & Termly assessments.)

End of KS2 data is pleasing with just one pupil not achieving the expected standard in mathematics. All other year 6 pupils achieved the expected standard or above in all three subjects. There is no significant gaps between our disadvantaged and other pupils.

	National expected standard		Whitley
	PP	Other pupils	PP
Reading	60%	78%	100%
Writing	58%	77%	100%
Maths	59%	79%	67%

The use of school based Tutors helped to ensure that pupils could make more rapid progress. School based pupils were TAs who were tasked with working with small groups. Provision was mapped to known needs from diagnostic assessments from Third Space Mathematics.

Attendance has been an issue for a pupil premium pupil in year 6. This has been addressed through our rigorous systems. We did see an improvement during the summer term.

One pupil at year 1 passed the phonics screening check.

All children in year 4 and 6 have attended a school residential. All PP children have attended an extra-curricular club during the course of the year.

First4Maths feedback has stated how well pupil, no matter their starting point, access the curriculum. Moderation meetings have been positive and where areas of improvement have been identified, additional support has been implemented.

The Literacy Company feedback has evidenced the strong assessment of teachers at Whitley and how well staff responded to moderation sessions to meet the needs of all learners.

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
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Service pupil premium funding (Non Applicable Presently)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Non Applicable
What was the impact of that spending on service pupil premium eligible pupils?	Non Applicable

Further information

We use a system of Peer mentoring (Buddy System) to support the wellbeing and positive socialisation of our new children. This also ensure that new arrivals feel secure and happy in less directed times like lunch and break times.

The school staff team work very hard to promote a culture of collective teacher efficacy. This ensures that can make the most of our small team. Our expectations of ourselves is high and we try to measure and question our impact in our dialogue with each other.