

Pupil premium strategy statement 2021-22 through to 2023-24

This statement details our school's use of pupil premium over a 3 academic year period (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	Whitchurch CE Infant & Nursery Academy part of The Whitchurch CE Federation
Number of pupils in school	38/239 (2021-22 allocation)
Proportion (%) of pupil premium eligible pupils	15.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 22 to 2023/24 (Year 1 of 3)
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Cope
Pupil premium lead	Sarah Cope
Governor / Trustee lead	Jason Wainwright

Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	£51 110
Recovery premium funding allocation this academic year	£5 510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Intent

"The Whitchurch Church of England Federation is committed to excellence and the maintenance of high standards. As a fully inclusive Federation we aim to facilitate access for all children to quality first teaching, additional support in each year group and specific programmes or targeted interventions and additional opportunities to enhance the curriculum e.g. enrichment visits / visitors.

The Federation adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is our top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

As part of the additional provision made for pupils who belong to vulnerable groups, the Federation will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for our disadvantaged pupils, 'The Whitchurch Church of England Federation' recognises that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Federation has legitimately identified as being socially disadvantaged.

The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are at risk of under-performing. The Federation therefore focuses on these pupils just as much as pupils with low results."

Main Aims

- We will adopt a whole school outward facing approach to supporting disadvantaged pupils, developing a collective responsibility for addressing challenges, raising outcomes and a belief that all pupils can attain well. As a team, we will learn from effective practice and research evidence.
- Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, and pedagogy, and clear curriculum drivers, which form the consensus amongst our team over what is required to support all children.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Staff will identify pupils with the

greatest need within each year group, therefore understanding disadvantage in context.

- For KS1 pupils, who are all entitled to receive Universal Free School Meals, we will liaise with the Local Authority to identify those who are eligible for Pupil Premium funding, and make this clear to parents and carers of pupils in EYFS and KS1, especially where they mistakenly believe that eligibility for EYPP will carry forward.
- The majority of our work through the Pupil Premium funding this year will be aimed at focusing on the key challenges that are preventing our disadvantaged pupils from attaining well across reading, writing and maths, including additional challenges that have been identified as a consequence of school closures throughout 2020-2021. We will identify the likely challenges to learning for our identified disadvantaged children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them.
- We will take into account guidance detailed in the DfE publications, Education Recovery, support for early years' settings, schools and providers of 16-19 education, June 2021, and Teaching a broad and balanced curriculum for education recovery, June 2021. Our main focus will be ensuring pupils catch up with their reading, with our priority being the successful teaching of phonics using the Read, Write Inc. programme. As reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential.
- The Pupil Premium funding will be allocated to a series of early interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. This year we will allocate funding to support reception pupils to access Nuffield Early Language Intervention (NELI) together with other oral language intervention through Talk Boost. We will continue to adopt a whole school approach to developing vocabulary using the Word Aware approach.
- Funded interventions will also include pastoral support where appropriate for example attendance support, family liaison, development of social skills, self-regulation and strategies to support those pupils displaying challenging, oppositional behaviours.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Dc Pro, Arbor, individual Intervention Impact Reports, Pupil Progress Meetings, diagnostic assessment and financial systems).

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments of pupils decoding skills show 59% of disadvantaged pupils attained the expectations of the phonics screening check during Autumn Term 2020, compared to 80% of other pupils, which will in turn impact on their ability to read fluently. Read, Write Inc. Assessment data at Autumn Term 2021 shows that 41% of Y1 disadvantaged pupils and 36% of Year 2 disadvantaged pupils

	achieve expectations compared to 65% of Y1 non-disadvantaged pupils and 56% of Y2 non-disadvantaged pupils. In 2019 disadvantaged pupils were attaining in line with other pupils and ahead of the attainment of other pupils nationally.
2	Baseline assessments indicate that 43% of disadvantaged pupils on entry to our reception class have communication and language skills that do not meet age-related expectations in listening, attention and understanding and 29% do not meet expectations in Speaking, BPVS assessments demonstrate that 60% of our current Year 1 disadvantaged pupils and 80% of our Year 2 disadvantaged pupils score below their actual age equivalent expectations.
3	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class 36% of our disadvantaged pupils do not have a strong grounding in number. The gap in attainment in Year One is 31.7% and 15.3% in Year Two.
4	Internal assessments indicate that writing attainment particularly among current Y1 disadvantaged pupils is significantly below that of non-disadvantaged pupils with a current gap in attainment of 36.6%.
5	<p>Learning walks, discussions and observations have identified social emotional and self-regulation / self-awareness issues impacting on behaviour for some disadvantaged pupils.</p> <p>Reception Baseline data indicates that 50% of disadvantaged pupils are not meeting age expectations on entry for Self-regulation, with 36% assessed at below expectations for Building Relationships and 43% assessed at below expectations for Managing Self.</p> <p>Within the academy, 52% of disadvantaged pupils have been identified as needing additional support with social emotional needs, scoring Low or Very Low using REST assessments (JIGSAW PSHE Scheme -Resilience and Engagement Scale and Toolkit).</p> <p>Staff report that a significant proportion of children are demonstrating noticeably poorer interpersonal skills and self-regulation skills. Specifically, children were increasingly struggling to take turns, resolve conflicts and attempt activities independently. Support is also needed to use self-calming strategies and positive self-talk to help deal with intense emotions. Some children are identified with attachment disorder and ACE.</p>
6	<p>Analysis of attendance confirms that some disadvantaged families need ongoing additional support to sustain better punctuality and attendance.</p> <p>During 2020-21 20% (9/45) of our pupils eligible for PP fell within the persistent absentee category, whilst this reflects the position nationally (Autumn Term 2020 data 23.1% for all school types), the position remains unacceptable. The gap between Pupil premium pupils classed as persistently absent and other pupils is 15.8% for the academic year 2020-21, higher than national statistics (14.2%).</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england-autumn-term</p>

Intended outcomes

Intended outcome	Success criteria
<p>Ensure high quality systematic teaching of phonics so that every child becomes a fluent reader.</p>	<p>KS1 phonics assessments and RWI teaching reflect a widening of the attainment gap between disadvantaged pupils and their peers. Autumn Term PSC indicated that 59% of eligible pupils met the expected standard, compared to 80% of other pupils. The academy holds the ambition that disadvantaged pupils' attainment returns to pre-pandemic levels (90%+) by the end of this strategy action plan.</p> <p>Internal assessment for reading at the end of the 2021 academic year evidence that the attainment gap for disadvantaged pupils and other pupils nationally has widened from 11% to 40%. By the end of this strategy action plan, we aim to reduce the gap back to at least pre-pandemic levels or better.</p> <p><i>(Measured through RWI attainment and progress data, learning walks, pupil progress meetings, PSC outcomes, IDSR).</i></p>
<p>Improved oral language for disadvantaged pupils</p>	<ol style="list-style-type: none"> 1. Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS1. (Unless identified SEN Communication & Language needs are identified). 2. Disadvantaged pupils will achieve the expected standard in the communication and language early learning goals in line with national average. (Unless identified SEN Communication & Language needs are identified). <p><i>(Measured through diagnostic testing (BPVS/Talk Boost/NELI), attainment and progress data for reading / writing/ maths, EYFS – Communication and Language, lesson observations, work scrutiny, pupil voice, pupil progress meetings).</i></p>
<p>Improved maths attainment for disadvantaged pupils at the end of year KS1.</p>	<ul style="list-style-type: none"> • KS1 maths outcomes by the end of this action plan will show that attainment of disadvantaged pupils is in line with the national average expected standard for similar pupils. (At least 62%+ 2019 data). • The attainment gap between PP and other pupils will narrow at the end of

	<p>KS1, in line with national figures. (Below 17% 2019 data). (Measured through attainment and progress data, pupil voice, lesson observations and work scrutiny, pupil progress meetings, KS1 outcomes, ASP/IDSR).</p>
<p>Improved writing attainment for disadvantaged pupils at the end of year KS1.</p>	<ul style="list-style-type: none"> • KS1 writing outcomes in 2023/24 show that attainment of disadvantaged pupils is in line with the national average expected standard for similar pupils. (At least 55%+ 2019 data). • The attainment gap between PP and other pupils will narrow at the end of KS1, in line with national figures. (Below 18% 2019 data). (Measured through attainment and progress data, pupil voice, lesson observations and work scrutiny, pupil progress meetings, KS1 outcomes, ASP/IDSR).
<p>Develop strategies to support emotional health and well-being, promote social emotional development and manage self-awareness and self-regulation/ self-calming techniques.</p>	<ul style="list-style-type: none"> • An increasing number of disadvantaged pupils demonstrate positive attitudes and commitment to their education. They are highly motivated, persistent in the face of difficulties and take a pride in their achievements. • The majority of disadvantaged pupils demonstrate awareness and implementation of self-regulation / self-calming strategies and can articulate their emotions. • The majority of pupils display exemplary learning behaviours. Others show improvements in their learning behaviours. • Number of sanctions/incidents reduces throughout the year. • Disadvantaged pupils will demonstrate knowledge and understanding of support and consequences in respect of behavioural expectations. • Improved quality of relationships, behaviour and attitudes enable identified children to be ready for school and to access learning independently.

	<ul style="list-style-type: none"> REST scores for the majority of disadvantaged pupils improve to “expected” levels at the end of KS1. <p><i>(Measured through learning walks, lesson observations, results of staff / pupil / parent surveys).</i></p>
Improve the attendance of disadvantaged pupils	<ul style="list-style-type: none"> Attendance structures are rigorously implemented and monitored. Attendance will improve so that it is >96% (in line with the national average for schools with a similar level of deprivation 4.11%.) Focus on persistent absence of disadvantaged pupils so that it is at least in line with the national average of non-disadvantaged pupils in NC Year2 and below at 9.4%. <p><i>(Measured through MIS attendance data, IDSR/ASP)</i></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: £ 37 635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a programme of high quality CPD rooted in research, including support for early careers teachers.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice, highlights seven distinct ‘building blocks of success’ including: “High quality teaching for all – emphasise ‘quality first teaching’ and provide consistently high standards by setting</p>	1,2,3,4,5

	<p><i>expectations, monitoring performance and sharing best practice."</i></p> <p>The EEF Attainment Gap Report 2018 states that "Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</p>	
Ensure all staff have accessed professional development for RWI phonics, including instructional coaching and working with external consultant	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p>	1
Ongoing enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Our Maths subject leader will have access to Stoke Maths Hub resources and CPD.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3
Purchase of additional RWI decodable home reading books matched to developing phonic knowledge	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p>	1
<p><i>Embed Pathways schemes (Reading, Writing, Spelling and Progress) throughout the academy)</i></p> <p><i>Access Pathways Community professional development and instructional coaching from Vice Principal</i></p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p>	4
Purchase of standardised diagnostic assessments to identify pupil needs, inform teaching & learning and	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf</p>	1,2,3,4

targeted academic intervention		
Secure additional CPD (including ELSA training) to include in class coaching and mentoring to support staff to manage SEL / SEMH needs. External professionals to work with children exhibiting physically challenging behaviour to support them with de-escalation.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term#nav-download-the-guidance-report-and-poster https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	5

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

Budgeted cost: £ 6 241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (1:1)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Nuffield Early Language Intervention	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	2
Talk Boost Intervention	https://ican.org.uk/media/2970/actt_report.pdf	2
Shine Intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	3
Pathways to Progress Intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4
School Led Tutoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2

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

Budgeted cost: £ 12 114

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Family Support Assistant to support families with attendance, punctuality</p> <p>Ongoing liaison with Local Authority Education Access Team with a particular focus on Persistent Absentees</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Guidance Report.pdf</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012</i></p>	<p>4</p>

Total budgeted cost: £ 56 165

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes in 2020/21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.</p> <p>A number of our planned strategies were not fully implemented due to Coved 19 restrictions and partial school closures, this mainly impacted on targeted interventions and enrichment activities. Our resources were diverted to support acute and un-planned need including frequent staff absences arising from the pandemic.</p>

Although national assessments were cancelled in 2020/21, our internal assessments demonstrated that across key stage one, disadvantaged pupils attained as follows:

	<i>Pupils eligible for PP (your school) 2020-2021</i>	<i>Pupils eligible for PP (your school) 2018-19</i>	<i>Pupils not eligible for PP (national average) 2018-19</i>
% achieving the expected standard in reading	38%	67%	78%
% achieving the expected standard in writing	38%	52%	73%
% achieving the expected standard in maths	38%	57%	79%
% achieving the expected standard in phonics check	59%	91%	85%
% achieving a Good Level of Development	25%	60%	75%

It is clear that a significant amount of work needs to be undertaken to support the widening gaps in attainment caused by the Covid-19 closures. This pattern of attainment for disadvantaged pupils is evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and intervention to the degree we had intended. In Autumn Term 2021, staff have identified individual barriers to learning through the use of Pupil Premium passports. Half termly staff meetings to discuss approaches have been arranged. Pupil progress meetings and intervention support will prioritise disadvantaged children.

It should be stated that throughout the closure periods, our disadvantaged children were prioritised. Vulnerable families were offered attendance in school although only 16 families accessed the provision, albeit not all took up places at the start of Lockdown but following support and encouragement. All families were supported through remote learning and laptops and iPads were offered to support children to access learning. 4 families took up the offer of a device. 6 families did not engage / access home learning despite phone calls/ offer of places / offer of devices.

Edenred vouchers were provided to support food purchases and additional funding was allocated for uniform purchases. Despite receiving electronic vouchers, 14 families did not redeem these.

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
BPVS	GL Assessment

PIRA / PUMA	Hodder Education
Read, Write Inc	Ruth Miskin
Pathways (Read, Write, Progress)	The Literacy Company
NELI	Nuffield Foundation
Talk Boost	Ican
Shine	Hodder Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

Following access to professional development through St Bart's Multi-Academy Trust and Marc Rowland, Unity Research School, we evaluated the current number of strategies and in particular interventions we were employing to tackle our approach to the disadvantage gap. The training also helped us to gain external perspectives and other approaches to the use of funding.

A Pupil Premium Review, commissioned in February 2020, just before the pandemic identified that there was a strong commitment to ensuring that pupils are very well supported both academically and socially, however, we felt that some of our strategies were too wide reaching and did not focus on the controllable factors impacting on learning sufficiently. We have taken into account the EEF guidance, *Using your pupil premium funding effectively*, and recognise that we need to focus on effective implementation of evidence based approaches to both high quality teaching and intervention.

https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&utm_medium=search&utm_campaign=site_searchh&search_term

We have been influenced by the publication of both the DfE publications, *Education Recovery, support for early years' settings, schools and providers of 16-19 education*, June 2021, and *Teaching a broad and balanced curriculum for education recovery*, June 2021, as well as *The reading framework, Teaching the foundations of literacy*, July 2021 which confirms our decision to focus on early reading as a priority.

In his foreward, The Rt. Hon Nick Gibb MP states; *Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background. In 2000, results from the OECD's Programme for International Student Assessment (PISA) showed that: "while the degree of engagement in reading varies considerably from country to country, 15-year-olds whose parents have the lowest occupational status but who are highly engaged in reading obtain higher average reading scores in PISA than students whose parents have high or medium occupational status but who report to be poorly engaged in reading. This suggests that finding ways to engage students in reading may be one of the most effective ways to leverage social change."*

This finding remains pertinent, with a 2021 OECD report stating that "PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status". Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children's progress at 16 of regularly reading books and newspapers and visiting the library "four times greater than the advantage children gained from having a parent with a degree". In short, reading can achieve something teachers and policymakers have been attempting for decades: to lessen or even eliminate the impact of early life disadvantage.

Evidence in <https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment> confirms that the biggest gaps, particularly in KS1 nationally have arisen in reading. In Spring 2021 this was around 3 months, with disadvantaged pupils being around a further 7 months behind their peers.

Maths and writing attainment and progress has also been adversely affected by school closures during 2020 and 2021 with many of our disadvantaged pupils impacted to a greater extent than for other pupils.

We looked at reports and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage.

We have used the EEF's implementation guidance to set out our plans, and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.