

# 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	Whitchurch CE Junior Academy
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Sarah Walsh
Pupil premium lead	Sarah Walsh
Governor / Trustee lead	Jason Wainwright

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,255.00
Recovery premium funding allocation this academic year	£11,455.00
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 providing enrichment opportunities and 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.
- 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 and writing. Our priority in lower KS2 is 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 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).

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment and progress in reading.</b></p> <p>Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations and are underperforming</p>

	<p>compared to their non-disadvantaged peers.</p> <p>Autumn 2021</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>42.1% EXP or above</td> <td>76% EXP or above</td> </tr> <tr> <td>Year 4</td> <td>50.1% EXP or above</td> <td>76.4% EXP or above</td> </tr> <tr> <td>Year 5</td> <td>54.8% EXP or above</td> <td>69.9% EXP or above</td> </tr> <tr> <td>Year 6</td> <td>29.4% EXP or above</td> <td>58.6% EXP or above</td> </tr> </tbody> </table>				Disadvantaged	Non-disadvantaged	Year 3	42.1% EXP or above	76% EXP or above	Year 4	50.1% EXP or above	76.4% EXP or above	Year 5	54.8% EXP or above	69.9% EXP or above	Year 6	29.4% EXP or above	58.6% EXP or above
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4	<p><b>Oracy, language and communication skills</b></p> <p>Underdevelopment of oracy skills means children are less confident, curious and resilient and are unable to access the curriculum. Poor vocabulary impacts on children's ability to perform to ARE in reading assessments.</p> <p>Baseline assessments show 53% of pupils in Y3 and Y4 have a low</p>																	

	<p>average or moderately low BPVS score and 75% of pupils in Y5 and Y6 have a low average or moderately low BPVS score.</p> <p>In PiRA reading assessments in Autumn 2021 highlighted the difference in average vocabulary performance.</p> <table border="1" data-bbox="360 309 1394 629"> <thead> <tr> <th data-bbox="360 309 708 371"></th> <th data-bbox="708 309 1027 371">Disadvantaged</th> <th data-bbox="1027 309 1394 371">Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td data-bbox="360 371 708 434">Year 3</td> <td data-bbox="708 371 1027 434">38%</td> <td data-bbox="1027 371 1394 434">46%</td> </tr> <tr> <td data-bbox="360 434 708 497">Year 4</td> <td data-bbox="708 434 1027 497">52%</td> <td data-bbox="1027 434 1394 497">53%</td> </tr> <tr> <td data-bbox="360 497 708 560">Year 5</td> <td data-bbox="708 497 1027 560">43%</td> <td data-bbox="1027 497 1394 560">52%</td> </tr> <tr> <td data-bbox="360 560 708 629">Year 6</td> <td data-bbox="708 560 1027 629">48%</td> <td data-bbox="1027 560 1394 629">51%</td> </tr> </tbody> </table>		Disadvantaged	Non-disadvantaged	Year 3	38%	46%	Year 4	52%	53%	Year 5	43%	52%	Year 6	48%	51%
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5	<p><b>Attendance</b></p> <p>Some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Analysis of attendance confirms that some disadvantaged families need ongoing additional support to sustain better punctuality and attendance.</p> <p>In Autumn 2021 attendance for disadvantaged pupils was 95.7% compared to non-disadvantaged which was 97.2%</p> <p>In Autumn 2021 persistent absence was 20% in disadvantaged pupils whereas persistent absence in non-disadvantaged pupils was 15.8%</p> <p><a href="#">Pupil attendance in Autumn 2020</a></p>															
6	<p><b>Supporting social, emotional and mental health needs of pupils</b></p> <p>Some disadvantaged children have social, emotional and mental health needs and this has a detrimental effect on their ability to engage with learning.</p> <p>In Autumn 2021/22 72% of disadvantaged pupils were identified as being vulnerable.</p> <p>In Autumn 2021/22 22% of disadvantaged pupils were identified as having SEMH needs with 9% of disadvantaged pupils on the SEN register for SEMH needs.</p> <p>In Autumn 2021/22 13% of disadvantaged pupils were placed on behaviour charts due to a lack of ability to regulate emotions.</p> <p>In Autumn 2021/22 16 days of education for disadvantaged pupils were lost as a result of fixed term exclusions (3 pupils)</p>															

## 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
<p>Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS2</p>	<p>End of Key Stage outcomes and internal data show the gap between disadvantaged and non-disadvantaged national performing at ARE is narrowing.</p> <p>Pupils are assessed against national standards using PiRa and PUMA assessments to inform next steps.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP.)</i></p>
<p>Pupils have better developed oracy, language and communication skills.</p>	<p>Children will show improved dispositions for learning, for example confidence, resilience and curiosity, and the ability to access the curriculum, following the intervention.</p> <p><i>(Measured through Inclusion Expert 360)</i></p>
<p>There is an improvement in the attendance of disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils is at least 96% each half term.</p> <p>There is a reduction in the number of disadvantaged children with &lt;90% attendance.</p> <p><i>(Measured through MIS attendance data, IDSR/ASP)</i></p>
<p>Social, emotional and mental health needs of disadvantaged pupils are rapidly identified and support is put in place.</p>	<p>Children with SEMH will better engage with their learning.</p> <p>SEN pupils with SEMH needs will access ELSA or Learning Mentor support.</p> <p>There is a reduction in the number of behaviour incidents for disadvantaged pupils.</p> <p>There is a reduction in the number of disadvantaged pupils on behaviour charts.</p> <p>There is a reduction in the number of days of education lost to exclusion in disadvantaged pupils.</p> <p><i>(Measured through CPOMS reports.)</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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a programme of high quality CPD rooted in research, including support for early careers teachers.</p>	<p><a href="#">EEF Effective Professional Development</a></p> <p>“Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p><a href="#">The effects of high quality professional development on teachers and students</a></p> <p>“High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). “</p>	<p>1, 2, 3</p>
<p>Ensure identified staff have accessed professional development for RWI phonics, including instructional coaching</p>	<p><a href="#">Phonics EEF</a></p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p><a href="#">EEF Making Best Use of Teaching Assistants</a></p> <p>Research on TAs delivering targeted</p>	<p>1</p>



	interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	
Ongoing enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Our Maths subject leader will have access to St Bart's Trust Maths Hub 'Core Five' resources and CPD.	<a href="#">EEF Improving Mathematics in Key Stages 2 and 3</a> "The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught."	3
Ongoing enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. Our English subject leader will have access to St Bart's Trust English Hub 'Core Five' resources and CPD.	<a href="#">EEF Improving Literacy in KS2</a> "The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."	1, 2
Embed Pathways schemes (Reading, Writing and Spelling) throughout the academy) Access Pathways Community professional development and instructional coaching from Vice Principal	<a href="#">EEF Improving Literacy in KS2</a> "The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."	1, 2
ELSA training  De-escalation training	<a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a>	5
Behaviour Management training	<a href="#">EEF Improving Behaviour in Schools</a>	5
Purchase of standardised diagnostic assessments to	<a href="#">EEF diagnostic assessments</a>	1,3

identify pupil needs, inform teaching & learning and targeted academic intervention		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Intervention	<a href="#">Talk Boost</a>	2
Shine Intervention	<a href="#">Small Group tuition</a>	1
	<a href="#">One-to-one tuition</a>	1

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, nurture, play therapy.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning</a>	6
Employ a Family Support Assistant to support families with attendance, punctuality	<a href="#">EEF Parental Engagement</a>  NFER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer	4

<p>Ongoing liaison with Local Authority Education Access Team with a particular focus on Persistent Absentees</p>	<p>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 <b>absence issues often come from disadvantaged backgrounds.</b> 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>	
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**Total budgeted cost: £117,710.00**

## 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 lower than in the previous 2 years in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As 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 targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of national lockdown and partial closure. This was facilitated through the access to laptops which ensured every child had access to remote learning. High quality teaching was strengthened through high quality digital CPD for teachers and teaching assistants. Pupils in receipt of pupil premium received academic and welfare phone calls from class teachers and the family support officer to ensure children were accessing and engaging in remote learning and parents/carers had the support they needed.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Working within the confines of 'bubbles', we ensured that we prioritised mental health, building positive relationships, resilience and stamina. We targeted interventions based on need in order to accelerate/ secure basic skills. Data shows that this approach helped to secure clear progress for the majority of disadvantaged pupils. Pupils whose progress was adversely impacted have been identified and prioritised in 2021/22.

#### Attainment in Reading

##### Autumn 2020

	Disadvantaged	Non-disadvantaged
Year 3	43.8% EXP or above	74.6% EXP or above
Year 4	46.7% EXP or above	68.8% EXP or above
Year 5	31.3% EXP or above	50% EXP or above
Year 6	50% EXP or above	47.2% EXP or above

Nationally 73% Year 6 achieved expected standards

#### Attainment in Writing

Autumn 2020

	Disadvantaged	Non-disadvantaged
Year 3	31.3% EXP or above	60% EXP or above
Year 4	46.6% EXP or above	55.7% EXP or above
Year 5	37.5% EXP or above	60.3% EXP or above
Year 6	37.5% EXP or above	22.7% EXP or above

Nationally 78% Year 6 achieved expected standards

#### Attainment in Maths

Autumn 2020

	Disadvantaged	Non-disadvantaged
Year 3	31.3% EXP or above	65.5% EXP or above
Year 4	43.3% EXP or above	62.3% EXP or above
Year 5	31.3% EXP or above	46.6% EXP or above
Year 6	41.6% EXP or above	49.1% EXP or above

Nationally 79% Year 6 achieved expected standards

#### Attendance

Attendance was regularly monitored throughout 2020/21 and the Inclusion Team worked closely with the EWO to improve attendance of disadvantaged pupils.

In Autumn 2020 attendance for disadvantaged pupils was 95.9% compared to non-disadvantaged which was 97.2%

In Autumn 2020 persistent absence was 10.9% in disadvantaged pupils whereas persistent absence in non-disadvantaged pupils was 4%.