# 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

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| Detail | Data |
| School name | East Whitby |
| Number of pupils in school | 205 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-23 |
| Date this statement was published | September 21 |
| Date on which it will be reviewed | July 22 |
| Statement authorised by | Jaimie Holbrook |
| Pupil premium lead | Simon Smith |
| Governor / Trustee lead | J. Holbrook/N.Harland |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | 58 x £1345 = £78010 |
| Recovery premium funding allocation this academic year | £7169 |
| 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 | £85179 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.*  *We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.*  *Principles*   * *We ensure that teaching and learning opportunities meet the needs of all the pupils* * *We 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* * *In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged* * *We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.* * *Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time*   *Ultimate Objectives*   * *To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.* * *For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE’s in English and Maths.*   *The range of provision the we consider making for this group include and would not be limited to:*   * 1. *To allocate a ‘Catch Up’ Teaching to each Year Group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning*   2. *Use of the Tutor Trust Tutors (where available locally)*   3. *Additional teaching and learning opportunities provided through trained LSAs or external agencies*   4. *All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.*   5. *Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations*   6. *Transition from primary to secondary and transition internally and into EYFS.*   7. *Additional learning support.*   8. *Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.*   9. *Support the funding of specialist learning software.*   *All members of staff and the governing body accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities that enable them to with fulfil their potential and be happy. Our ambition is that we support these pupils to go forward and be successful in education*  The Education Endowment Foundation states ‘*The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage*.’ It is for this reason that our plan is specific and precise.  We endorse the EEF’s view that the use of Pupil Premium funding will ‘*benefit other groups’* and that ‘*some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.’* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Those Children who did not attend school and also did not engage with online learning have led significant gaps in their learning |
| 2 | Impact on pupils learning behaviours/ resilience/teamwork/focus. Pupils have been impacted by the change in learning and reduced social learning. Language and communication skills. |
| 3 | Pupils broader learning experiences. Pupils have not experienced the broad range of experiences to support their learning, develop their language and vocabulary |
| 4 | Phonics and Early reading impact. Attainment in EYFS |
| 5 | Attendance and punctuality issues. Attendance of some of our vulnerable learners continues to be below average |

## 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.

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| Intended outcome | Success criteria |
| Children read regularly and make at least expected Progress in Reading | Achieve above national average progress scores in KS2 Reading (0) |
| Children to become more resilient and able to concentrate on learning and are able to self-regulate | Children make at least expected progress as a result of their excellent behaviour |
| Children have good attendance (in line with, or better than, national) with no children persistently absent | PP children’s attendance to be in-line with non-PP attendance. Children make accelerated learning because they are in school every day, receiving quality teaching, intervention and support (academic and social and emotional) |
| Progress in Writing. PP children have opportunities that will widen their vocabulary and improve writing | Achieve above national average progress scores in KS2 Writing. All PP children will have access to |
| Children have developed the successful building blocks fro reading through a consistent systematic phonic approach with targeted immediate intervention | Achieve above national average expected standard in PSC |
| Children develop age appropriate language skills and a wide vocabulary | As a result of children’s development in language, they make at least expected progress in Reading and Writing |

## 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: £ *[£15650]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *High Quality Phonics training for staff in school linked to accredited “Little Wandle” phonics program.*  *Training focused on phonics intervention to quickly address gaps* | The Education Endowment Foundation (EEF) states that ‘*Spending on improving teaching might include professional development*.’ It states ‘*Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be at the top priority for Pupil Premium spending*.’  EEF highlights the need for an effective systematic phonics program.    The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils.  Higher Level Teaching Assistant will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality. | 4 |
| Speech and language Wellcoms training for key EY staff and integration on Wellcoms approach Staff time to deliver approach | The Education Endowment Foundation (EEF) states that ‘*Spending on improving teaching might include professional development*.’ It states ‘*Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be at the top priority for Pupil Premium spending*.’ |  |
| Staff training through the Research hub exploring the impact of metacognition | *Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress andcan lead to learning gains of +7 months over the course of a year, when used well.* | 2 |
| Targeted intervention training exploring gaps in learning. This will be adaptive as the year progresses | The Education Endowment Foundation (EEF) states that ‘*Spending on improving teaching might include professional development*.’ It states ‘*Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be at the top priority for Pupil Premium spending*. | 1,2,4 |

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

Budgeted cost: £ *[29420]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted daily focused one to one phonics interventions for pupils not on track. | EEF highlights the need for an effective systematic phonics program  Ensuring pupils are on track with their learning is key.  Immediate intervention allows us to ensure pupils are kept with their class and up with on going learning.  In school evidence in 20/21 found that 87% of pupils who had gaps in phonics knowledge were pupil premium.  Intervention in 20/21 raised number of PP on track for phonics expected from 47% to 76% (this was began partway through the year) | 4 |
| Pupil small group tutoring (pre and post teach model) delivered by class teacher or trained support staff focussed on assessment needs | Targeted focused use of intervention to allow pupils to access the curriculum has led to more pupils being engaged in their learning and | 1,2 |
| Additional 1:1 / small group Teaching Assistant support (this is subject to change following termly Pupil Progress review meetings) with interventions/support linked to regular assessment of need / gaps in learning and performance data.  Pre and Post-teach immediate intervention in Maths and Writing. Staff training. | The Education Endowment Foundation states that ‘*There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes’* and that ‘*well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ​‘catch-up’ with previously higher attaining pupils*.’ | 1,4 |
| School Led Tutoring – small groups and 1:1 sessions  *NB This is being introduced as part of the National Tutoring Programme.*  *A ring fenced grant will be received to source tutoring provision for disadvantaged or vulnerable pupils who have missed the most education during Covid.*  *Funding is allocated for around 60% of pupils eligible for pupil premium.*  *In 21/22 75% of this funding will be subsidised by the DfE and the remaining 25% will be funded by using our Recovery Premium funding.*  *Allocations will be paid on the basis that a 15 hour package of tuition will cost £270 at a rate of £18 per hour.* *Our plan is for 100% of children eligible for Pupil Premium funding to access this resource.* | The Education Endowment Foundation (EEF) states that ‘*Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement*.’ Targeted academic support may include structured interventions, small group  tuition and one to one support. Tuition is most beneficial when it is explicitly linked to classroom teaching and pupil’s specific needs:  • high quality and individualised feedback is essential to a pupil’s progress  • regular assessment and monitoring will ensure pupils remain on track and identify areas of focus  • short, regular and sustained tutoring sessions tend to have the greatest impact  • smaller group sizes lead to better outcomes for pupils  • tutoring is most effective when planned well, supported by teaching resources and has clear objectives for the course of delivery  • engagement can be increased by building good relationships between tutors, pupils and families (it is for this reason that East Whitby teaching staff will deliver the tutoring programme)  Research demonstrates that small group tuition is effective and, in general, the smaller the group size the better. We understand that that a group size of three pupils will allow us to ensure cost effectiveness whilst maximising outcomes for pupils.  We will prioritise support to pupils who have fallen behind in language, English and maths. Evidence indicates that tuition has better outcomes when focusing on one subject for a package (15 hours) of tutoring and so we will consider the subject in which a pupil would most benefit from support. However, in some cases, we may choose to split the package between two subjects.  The time of day for support will involve careful consideration to ensure that pupils do not miss out on core curriculum due to tutoring and that pupils with SEND or other additional needs do not miss out on specialist support. We will be flexible in their approach to timetabling to avoid this, for example by rotating tutoring session times or holding sessions during breakfast clubs. | 1,3,4 |
| The use of home learning programmes: Digital Phonics library, Times Table Rock Stars, Literacy/Spelling shed | We have seen from prior use of these programmes that they encourage children’s engagement with learning at home, enabling them to consolidate knowledge and practise skills. The use of these programmes enables parents who struggle to support their children academically to be a part of their learning. The vast majority of our families have positive attitudes towards learning and, because of this, children’s learning continues outside of the school day, thus impacting upon progress. | 2,3,4 |

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

Budgeted cost: £ *[38500]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted Breakfast club provision for pupils with ongoing attendance issues | The Education Endowment Foundation (EEF) states that ‘*Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.*’  Ensuring PP pupils are in school and on time is vital. Targetted breakfast club provision has been used to support a range of PP pupils where issues of lateness and attendance compounded learning issues. This has had an impact both in terms of progress (Pupils not missing learning) but also attitude and resilience to learning. | 5 |
| Introduction of Commando Joes Character Education Programme | Researchgate study linked to the EEF  *The purpose of this study was to investigate the effect of a twelve-month, military-ethos physical activity intervention on educational attainment, attendance and behaviour. Methods: Seven primary (five intervention) and five secondary schools (four intervention) were recruited and 228 primary school (152 intervention; 9.8±0.4 yrs) and 167 secondary school pupils (97 intervention; 13.8±0.4 yrs) participated. Attainment, attendance and behaviour ratings were collected at baseline, 3-, 6- and 12-months and analysed using multilevel modelling. Results: Significant intervention effects were found at 3 months for Maths, 3 and 6 months in English, 6 months for attendance and across time for both positive social and problem behaviours. Effects were independent of sex and school level. Conclusions: Findings support the utility of the Commando Joe’s intervention as a whole-school strategy to enhance educational and behavioural outcomes.* | 2,3,5 |
| Re-establish pledge program in school ensuring pupils benefit from a wide range of experiences that enhance and further their education.  Broaden experiences through a range of visits and vistors. | Significant gaps around, experience language and vocabulary were identified between PP children and their peers. The past 18 months has seen that exacerbated as a number have had significantly reduced experiences  This has had a noticeable impact on pupils breadth of knowledge/experience and most noticeably their vocabulary.  Pledge system previously effected supported pupils in the development of a broad range of core knowledge and experiences.  Money will be used to support PP in accessing those experiences. (This may include funding access to outside clubs, visit cost, partial funding for visits) | 1,3 |
| Develop the GOAL (Game of Actual Life) program in school that supports pupils in understanding key learning concepts such as democracy/financial management/ career choice etc | The Education Endowment Foundation (EEF) states that ‘*Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.*’ | 2,3,5 |
| Access to after school clubs and enrichment activities | The Education Endowment Foundation (EEF) states that ‘*Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.*’ |  |
| Program of Parental curriculum workshops and support session to help parents help their children with their learning | Research suggests that ‘*The more parents are engaged in the education of their children, the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement’ (Review of best practice in parental engagement Research Report DFE-RR156)* | 2,3,4 |

**Total budgeted cost: £** *[85070]*

# 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.

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| *Pupil Premium spending focused on three key areas in the academic year 20-21*  *The first focus was on developing our phonics approach. This was carried out in conjunction with the local literacy hub. The PP was used to support with cost around significant staff training/purchasing appropriate phonics books and resources and ensuring that there was a focused immediate intervention program in place that quickly addressed gaps. (87% of pupils requiring intervention support were PP)*  *All staff from Nursery to Year 6 have received phonics training and this has led to improved consistency of language and approach across school*  *The change in phonics approach has had a significant impact on the pupils and their phonics ability. Intervention focussed on daily short burst intervention around two key areas GPC recognition and blending of sounds. This has led to 90% of Reception pupils being secure in Phase 2 and 70% in Phase 3. This has also led to an improved phonics Tracker level with 86% of Y1 children achieving the expected standard by the end of Year 1 (actual phonics check to be carried out November 21)*  *Families have received (and continue to receive) external support from a variety of agencies in order to address complex needs and create a safe environment for children.*  *Children’s attendance has improved (outside of the period around Christmas where parents kept children out of school so they would not “ruin” Christmas), showing an upward trajectory. It is good and at least in line with national, with a significant reduction in the percentage of children who are persistently absent, this being lower than national. The real challenge will now be maintaining attendance now that families will once again start taking term-time holidays*  *Pupil premium was also used to support families during the lockdowns, ensuring pupils had internet connections and devices to access online learning as well as providing access to online libraries and learning resources. This led to effective learning across the lockdown with 95% of pupils accessing live teaching and completing work.*  *An evaluation of the effectiveness of planned actions demonstrates that the strategically planned use of Pupil Premium funding had a positive impact upon the social, emotional and academic progress of children during 2020/21.* |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |