

Withinfields Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Withinfields Primary School
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	23.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen York
Pupil premium lead	Roxanne Rothery
Governor / Trustee lead	Victoria Percival / Shirley Sunderland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,000
Recovery premium funding allocation this academic year	£11,000
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	£117,000

Part A: Pupil premium strategy plan

Statement of intent

At Withinfields, all members of staff and the governing body are committed to meeting the academic, pastoral and social needs of disadvantaged pupils, within our happy and inclusive environment. We endeavour to ensure that each child develops a love for learning and develops the skills and aspirations needed to fulfil their potential. Our pupil premium strategy outlines our focus on improving quality first teaching, fostering a love of reading and enabling our pupils to be independent learners.

Challenges

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

Challenge number	Detail of challenge
1	Less independent learners, therefore more reliant on quality first teaching and targeted intervention to make accelerated progress.
2	Attendance and / or punctuality of our disadvantaged children.
3	Limited experiences and vocabulary, especially in areas wider than everyday life.
4	Lower rates of home reading, at times accompanied by a lack of access to books.
5	Pastoral, family and home-related issues (e.g. emotional and relationship difficulties, lower academic aspirations, housing and transport challenges).
6	Lack of pre-school nutrition leading to a reduction in readiness for learning.

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
Quality first teaching impacts positively on pupil progress measures	Disadvantaged pupils make accelerated progress in reading, writing and maths. Targeted intervention monitoring shows that those who are underachieving catch up quickly.
Improved attendance	Attendance data for disadvantaged pupils is in line with or better than non-disadvantaged pupils / national average.

Increased independence as a result of high-quality teaching and learning opportunities	Formal observations, work scrutiny and pupil voice evidence highly effective teaching, where disadvantaged pupils are a focus.
Staff foster a love of reading	Children articulate enthusiasm for their favourite books and are listened to and read to regularly. Stories, poems, rhymes and non-fiction are chosen deliberately by staff; pupils can articulate their enjoyment and familiarity for a wide range of reading material. Children choose a Bedtime Reader / Reading for Pleasure book to share with adults at home, regardless of their reading age.
Increased parental confidence and interactions with school	Increased attendance at parent support groups and information sessions. Increased communication via ClassDojo or other means in relation to children's learning and well-being.
Pupils are ready to learn after receiving a nutritious breakfast	Adequate before school nutrition is provided to disadvantaged pupils, leading to increased concentration within lesson observations.
Effective teaching of phonics and early reading	Books match the sounds children know, if still progressing through our phonics programme, allowing children to confidently read. All staff are experts in early reading and given CPD to facilitate this. Pupils who fall behind in our phonics programme catch up quickly. % of disadvantaged pupils passing the phonics screening check is in line or above our non-disadvantaged pupils. Pupils read with accuracy, automaticity, understanding and prosody. Observations show that the Read, Write, Inc. phonics programme is taught with fidelity, consistency, and continuity. Clear expectations of pupils' phonics progress, term by term.
Pre-taught vocabulary is used effectively by pupils, in context	Vocabulary domains in Reading assessments are well answered, with a high proportion of pupils answering these questions well. Subject leader interviews show pre-taught vocabulary is appropriately articulated.
Strong pastoral support promotes enhanced wellbeing for disadvantaged pupils and their families	Parent questionnaire shows that they feel supported by school systems. High percentage of disadvantaged parent/carer questionnaire responses. Family and home-related issues are swiftly addressed by expert professionals.
Children's needs are identified early within the EYFS unit.	Children catch up quickly because timely intervention is provided.

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD / training - focus on QFT, early identification of need, target setting, monitoring of impact, graduated approach for SEND</i>	EEF: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. High quality teaching that is effective for disadvantaged learners is providing effective teaching for all.	1
<i>Read, Write, Inc. Fresh Start CPD for targeted staff in KS2; Read, Write, Inc. phonics refresher for all staff</i>	Pedagogical expertise is a key component of successful teaching of early reading - EEF. Estimated +3 months progress. Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.	1, 4
<i>Attachment-aware training for SLT</i>	Pupils with attachment difficulties more prevalent; recommended on NASENCo qualification training and Attachment-lead training.	5
<i>Additional teaching staff in year 6 to support teaching of reading</i>	In-school evidence supports continuation of this strategy: End of the academic years 2021 and 2022 had positive progress measures in Reading.	1, 3, 4
<i>NCETM Maths Mastery CPD focussing on number sense</i>	'Mastery learning appears to be a promising strategy for narrowing the gap' EEF recommended strategy.	1
<i>Clicker 8 CPD</i>	Clicker 7 has had previous positive impact and positive feedback from pupils and staff. Previous inspection found the software to have a positive impact on pupils' attitude towards writing and their writing outcomes.	1
<i>'Analysis of reading skills/ability' intervention approach CPD</i>	Ofsted promote this approach to a consistent phonics approach that has fidelity and matches the needs of pupils who are yet to crack the phonics code. Venn diagram approach has been successful with staff previously. Improved understanding of automaticity, accuracy and independent understanding.	1, 4

<i>Support for Early Career Teachers</i>	Strategy supports the government's teacher retention strategy. Direct, explicit instruction and coaching given to ECTs from experienced staff.	1
<i>CPD - writing conferencing & feedback; Craft of Writing</i>	Very positive outcomes for cohorts who trialled this approach to developing writing skills. EEF found that this approach may be beneficial for increasing the creativity of disadvantaged children.	1
<i>Teaching assistant continual CPD / review</i>	EEF recommendations: Continued CPD on the effectiveness of LSAs within the classroom to promote independent learning skills. Training will focus on prioritising ownership of tasks rather than task completion. Retaining high-quality teaching interventions by ensuring they are brief, intensive and structured. Sufficient time allocated for LSA training and for meetings out of class to enable necessary lesson preparation and feedback.	1, 4
<i>Early identification of need, particularly within EYFS unit</i>	Early identification allows quicker catch-up intervention and strategies to be identified and implemented.	1

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 maths intervention delivered by year 6 teacher 3 afternoons per week</i>	1:1 tuition has moderate impact July 2021, Y6 cohort achieved +2.468 positive progress measure from KS1 results.	1
<i>Read, Write, Inc. phonics catch up groups / intervention</i>	Consistently high %s of pupils achieving a pass in the phonics screening check. Plans to further streamline phonics provision in KS2 to match the offer in EYFS/KS1 is supported by recent guidance from NEYH region webinar series.	1, 4, 3
<i>Read, Write, Inc. Fresh Start booster sessions / intervention</i>	EEF trial currently underway shows promising results. Qualified teachers tend to get better results when delivering phonics interventions.	1, 4, 3
<i>Reading records promote parental engagement</i>	EEF Guidance: 'For young children, promoting shared book reading should be a central component of any parental engagement approach. Tips, support and resources can make home activities more effective for example prompting longer and more frequent conversations during book reading.'	3, 4, 5

<i>Maths booster for year 6 pupils focussed on arithmetic</i>	Positive results from these approaches in terms of % of disadvantaged children achieving a scaled score of 100 by July. Marked improvement in vocabulary acquisition of these pupils compared to their starting points on BPVS.	1
<i>Reading booster for year 6 pupils focussed on VIPERS</i>		1, 3, 4
<i>IDL Cloud reading and spelling online intervention programme</i>	Considers recommendations from EEF: Careful timetabling in place to ensure consistent delivery.	1
<i>Peer tutoring</i>	Recommended by EEF Toolkit. Cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee. Evidence that lowest attaining pupils have the most significant impact. Questioning frames and training for tutors and staff to be carefully considered to maximise impact. Careful consideration to be given to consolidating existing learning. Peer tutoring increases the amount of verbal feedback given to disadvantaged children.	1
<i>Talk Boost</i>	Early years interventions highly recommended by EEF.	3
<i>Pre-teaching of topic vocabulary</i>	Vocabulary knowledge is a predictor of achievement and often related to socioeconomic status. Focus on vocabulary acquisition has led to a positive impact in previous years on the number of pupils correctly answering vocabulary based questions on reading papers.	3
<i>Technology improvements</i>	Pupil interviews show that technology has been engaging and motivating for many pupils. EEF Guidance suggests that technology is useful for self-quizzing and increasing retention of key knowledge - the nature of intervention programmes delivered using technology matches this. Teacher workload supported by access to staff drives and add-ons such as Clicker 8.	1
<i>Dedicated member of staff promoting love of reading at Get Set Go club</i>	Previous positive impact of staff spending time having conversations around reading and reading to children. Supports children who have limited 1:1 reading with an adult at home.	4, 3
<i>CGP</i>	Has supported children who find accessing online materials, well, in previous years. Parents have been positive about being able to access these materials.	1
<i>Practical maths resources to support maths mastery approach - rekenrek</i>	Consistent approach across school to be strengthened.	1
<i>Small group maths interventions using Mastering Number</i>	Supports theory on improving working memory - staff to revisit content taught in maths lessons to promote overlearning and confidence, as per peer mentor strategy.	1

<i>Phonics-based UKS2 spelling</i>	Control group had positive results and is now being implemented across school after extensive training with staff.	1, 3
<i>Writing conferencing to improve feedback</i>	Feedback to focus on the process of writing and on pupils' self-management of their learning. EEF Toolkit suggests some areas of the curriculum benefit more from feedback than others and that writing indicates gains of 8 months / 'very positive effects on learning'.	1
<i>Range of 1:1 interventions</i>	Connections made between out of class learning and classroom teaching. Highly structured supporting resources with assessment used to track progress carefully. Learning support assistants receive extensive training on interventions provided.	1

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Get Set Go club</i>	Improved attendance and readiness to learn in disadvantaged groups (in years where Get Set Go has run, prior to COVID-19).	6, 2
<i>Free access to wider-curricular activities and clubs; residential activities</i>	Positive feedback from parents	3, 2
<i>Raising aspirations events</i>	Success in previous year during lockdown. Children struggle to articulate their future aspirations and have little knowledge regarding career paths. Links to people within our local community, who spoke to pupils and added to their understanding of which knowledge, personal attributes and skills are needed, improved aspirations of previous cohorts. Focus on members of the community who overcame adversity or celebrated 'difference' within their lives had the biggest impact.	5
<i>PE kit</i>	All disadvantaged pupils are able to access their full entitlement to our PE curriculum.	5, 6
<i>Parent voice group</i>	EEF guidance - Effective parental engagement can lead to learning gains of +3 months of the course of a year. Evidence suggests talking to less involved parents about support they would find helpful.	5

<i>Targeted support for children with identified SEMH needs, including calm club, Boxall profiling, DSL support, EMHP support</i>	Extremely positive uptake from disadvantaged children for calm club. Reduced number of behaviour incidents since this provision was established. Electronic health needs assessment outlines need for targeted support.	5
---	---	---

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 2021 to 2022 academic year.

See pupil premium impact report on school website for full evaluation of intended outcomes.

