

Pupil premium strategy statement – Whitwick St John the Baptist C of E Primary School.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Helen Noon Headteacher
Pupil premium lead	Louise Purdy
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,830
Recovery premium funding allocation this academic year	£9,500
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£116,330

Part A: Pupil premium strategy plan

Statement of intent

At Whitwick St John the Baptist Primary School our intention is that all children, regardless of their starting point, background or the challenges they face, make good progress and achieve to meet their potential across the curriculum.

The focus of the Pupil Premium Strategy is to:

- Narrow the progress gap between PP and non-PP pupils.
- Ensure that all PP children, regardless of their starting point, make progress in line with or better than non-PP children.
- Ensure a greater number of children achieve expected age-related attainment in writing.
- Support the emotional wellbeing of disadvantaged pupils, reducing their barriers to learning.
- Support the cultural development and enrichment of our PP children by ensuring access to a wide range of enrichment opportunities.

These targets will be addressed through quality first teaching, targeted intervention programmes, appropriate support for children with SEN, support from the school ELSA (Emotional Literacy Support Assistant), Rockhopper Club, enrichment opportunities and funding to support educational visits and visitors.

Challenges

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

Challenge number	Detail of challenge
1	Low aspirations resulting in a lack of parental engagement
2	Impact of missed education due to Covid-19
3	Access to technology and educational material including quality age-appropriate reading books
4	Poor speech and language skills, limited vocabulary and phonics knowledge
5	Issues with mental health, well-being and low self esteem
6	Lack of cultural opportunities

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
Narrow the progress gap between PP and non-PP pupils.	<p>Pupils eligible for PP identified as behind with progress in Reading, Writing or Maths make rapid progress by the end of the year so that the gaps close in % of ARE and Greater Depth between PP and non-PP pupils.</p> <p>Outcomes for PP children are broadly in line with those for non-PP pupils and in line with local and national outcomes.</p>
Ensure that all PP children, regardless of their starting point, make progress in line with or better than non-PP children.	<p>PP pupils SEN needs are identified and met through successful intervention or additional funding request.</p> <p>PP children make progress towards ISP targets / show progress using small steps tracking systems.</p> <p>PP children overcome barriers to learning resulting from behaviour issues especially those linked to SEN needs.</p> <p>PP children make expected or better than expected progress.</p> <p>Progress scores for PP children are in line or better than non-PP children at end of Key stage 2.</p>
Ensure a greater number of children achieve expected age-related attainment in reading.	<p>Teachers have a shared and consistent view of what the barriers are for the individuals.</p> <p>Staff will be able to identify PP children in their class.</p> <p>PP children will have access to a wide range of age-appropriate quality reading texts to read both in school and at home.</p> <p>Close gaps between PP and non-PP</p>

	<p>children in reading.</p> <p>Increase the number of children achieving ARE in reading as assessed by internal and external data.</p>
Support the emotional wellbeing of disadvantaged pupils, reducing their barriers to learning.	<p>There will be active engagement across the school with the work of the ELSA and SENCo.</p> <p>Consistent curriculum time will be given to the PSHE curriculum across the school.</p> <p>The school's Christian and 'root' values will be embedded across all year groups.</p>
Support the cultural development and enrichment of our PP children.	<p>To ensure that the breadth of the curriculum including educational visits are accessible to all.</p> <p>This will include musical opportunities through tuition and whole class ensemble teaching, forest schools, educational visits and visitors.</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: £ £66,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring quality first teaching for all pupils</p> <ul style="list-style-type: none"> • PP lead to work alongside class teachers to identify individual needs (<i>management time cover</i>) • PP lead to observe individuals and support class teachers in providing effective feedback (<i>management time cover</i>) • PP lead to track progress of disadvantaged children across the school and highlight where intervention is required. 	<p>Inconsistencies in prior knowledge and basic skills means that teaching needs to be tailored to the needs of the individuals. Use of assessment and effective feedback is paramount if this is to be executed effectively.</p> <p>The EEF notes that:</p> <p>Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation. Impact can be up to +6 months.</p>	1,2,3,4
<p>Reading focus</p> <ul style="list-style-type: none"> • Phonics training for all appropriate staff • Phonics support from assigned support staff • Reading Champion to work across the school • Reading buddies program set up and supervised by a 	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p>	4

member of support staff • Additional reading materials purchased	targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. Impact can be up to +6 months.	
• Identification of barriers and strategies for individuals. (<i>PP lead management time</i>) • SENDCo support for implementation of ISPs. (<i>SENDCo time</i>)	The EEF recognises that: Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Impact can be up to +4 months.	2,3,4

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

Budgeted cost: £ 33049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of whom will be disadvantaged.	The EEF Toolkit notes significant gains in progress for pupils accessing small group tuition - +4 months. The EEF Toolkit also details significant gains in progress for pupils accessing 1:1 tuition - +5 months.	2

Subscription to online phonics tracking facility	This enables teachers to track progress and identify gaps in knowledge for all EYFS, KS1 and relevant year 3 pupils which informs future interventions.	4
Additional materials to support systematic teaching of phonics.	Consistent phonics teaching ensures impact is maximised.	4

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

Budgeted cost: £ 16,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA will work with pupils (and their families) identified as needing emotional wellbeing support, reducing their barriers to learning.	Appropriate intervention provides opportunities for social and emotional support, development of growth mind-set, improved emotional wellbeing and a reduction in barriers to learning.	1,2,5
Music tuition from private tutors and Leicestershire Music Service	All pupils will be given the opportunity to learn to play a music instrument and some (Y4-6) to be involved in a whole class ensemble. The aim is to improve confidence and self-esteem, boost brain development, verbal intelligence and listening skills. This should be reflected in a positive impact on classroom outcomes. The EEF Toolkit notes moderate gains in progress for pupils accessing the arts - +3 months.	4,5,6
Subsidised and funded educational visits and visitors and residential trips ensuring disadvantaged pupils	To promote wellbeing and increased self-esteem by enabling disadvantaged children to participate with their peers and gain valuable life experiences that they may otherwise miss.	5,6

have access to all such activities	The EEF Toolkit notes moderate gains in progress for pupils accessing the arts - +3 months.	
Subsidised wrap around care through Rockhopper Club	To support the families of disadvantaged children by providing safe, affordable structured wrap around care where children have access to stimulating activities.	1

Total budgeted cost: £ £116,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

In order to gauge the performance of our FSM eligible children we compared our results to those for FSM eligible children nationally.

Data from tests and assessments in KS2 demonstrate that an equal or higher percentage of FSM eligible children achieved age related expectations in the individual areas of maths, reading and SPaG, compared to both national data and percentages for NW Leics. In writing, a significantly higher FSM eligible children at our school were assessed at ARE or above than the percentages both nationally and for NW Leics at 73% for WSJTB compared to 60% and 55% respectively for national and NW Leics. Percentage of FSM eligible children achieving ARE in all areas was only slightly lower for children at our school compared to the percentage nationally, 40% compared to 43%, but slightly higher than the average for NW Leics which was 39%. While these results are pleasing, the attainment gap between children at our school who are eligible for FSM and those who are not, show that there is still work to be done to address this.

Data from end of KS1 assessments showed that the percentage of FSM eligible children at WSJTB achieving ARE in reading (50%) was slightly below the national percentage for disadvantaged children (54%) but were higher in writing (60% vs 44%) and maths (60% vs 56%).

The Year 1 phonics screen results show that 75% of FSM eligible children achieved a pass, compared to a national figure of 66% for FSM eligible children nationally. This figure of 75% also equals the pass rate of children at WSJTB who are not eligible for FSM. This shows the positive impact of the early reading focus in the Pupil Premium Strategy Report.

The role of the ELSA within school has had a positive impact on PP children with at least 20% of disadvantaged children receiving ongoing support into the 2024/23 academic year. Attendance of disadvantaged pupils is slightly below that of non-disadvantaged pupils and continues to be monitored by senior leadership. However, the attendance of some individual pupil premium children has improved significantly and this has led to better outcomes for those individuals, in terms of behaviour, wellbeing and attainment. This has been achieved through stronger home-school relationships, ELSA support, academic support

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information (optional)

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.