

Pupil premium strategy statement – White Laith 21-22

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	White Laith
Number of pupils in school	209 (232 incl. nursery)
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Nicola Sheerin
Pupil premium lead	Nicola Sheerin
Governor / Trustee lead	Terry Eddleston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,550
Recovery premium funding allocation this academic year	£10,730
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	£119,280

Part A: Pupil premium strategy plan

Statement of intent

Key principles

- All our children will make progress if the right support is in place – we aim to ensure that teaching and learning opportunities meet the needs of all pupils.
- All adults in school are equipped to provide emotional support thereby providing a supportive learning environment in which our children thrive
- All teaching staff are involved in the analysis of data and ongoing assessment information so that they are fully aware of strengths and weaknesses
- 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
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of

Achieving these objectives

The range of provision the governors consider making for this group include and would not be limited to:

- The provision of additional adults in class to enable teachers to work effectively and flexibly in class during whole class quality first teaching sessions
- The provision of additional adults to provide access to small group intervention led by trained teaching assistants, tutors or the class teacher
- Termly review during pupil progress meetings with oversight by the SENCO/Inclusion lead
- The provision of experienced, trained teaching assistants to provide behaviour, nurture and emotional support within the classroom setting and during lunchtime
- Access to play therapists and counselling through involvement with local cluster provision

- Access to Speech and Language therapist support and ongoing access to in-house SLT training for staff
- Opportunities to attend afterschool music sessions
- Access to all enrichment activities through subsidies thus ensuring children have first-hand experiences to draw from and use in the learning in and out of the classroom

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills – limited vocabulary
2	Low attainment on entry to EYFS in all areas but especially in listening, attention, understanding and speaking
3	As a result of school closure many children received limited support to complete home-learning tasks and lacked of enrichment experiences (which extend vocabulary) outside school.
4	A growing number of children are vulnerable to social, emotional and mental health difficulties as a result of witnessing domestic violence, living with the effects of drug/alcohol abuse and/or separation
5	Whilst attendance has improved in recent years attendance of pp pupils is below that of non-pp pupils

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
<i>Progress in Reading</i>	Achieve above national progress scores in KS2 Reading (0)
<i>Progress in Writing</i>	Achieve above national progress scores in KS2 Writing (0)
<i>Progress in Maths</i>	Achieve above national progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

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: £ 41,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and language Therapist (£20,200)</i></p> <p>To screen all children on entry and bespoke programmes put in place. SALT to provide ongoing advice, support and training for staff</p>	<p>Majority of EYFS enter with delayed in skills. Most children in 22-36 months band and unlikely to have a breadth of vocabulary.</p> <p>Increasing number of children access SALT in Nursery and Reception</p>	1,2
<p>To upskill all staff with appropriate approaches and pedagogy eg maths vocabulary, phonics, speech and language approaches (Elklan) and programmes eg NELI, Talk Boost</p> <p>(SENCO lead 40% £16,000) Training £2000</p> <p>To continue to use PPM meetings to identify and signpost support</p>	<p>High quality CPD is essential to follow EEF principles. This is followed up during staff meetings and inset. We also work with Trust colleagues to ensure that principles discussed during shared training are implemented across school consistently and coherently</p>	1,2
<p>Purchase reading book bags £700</p> <p>Replenish reading books £3000</p> <p>Ensure resources are effective and aligned to phonics phases</p>	<p>Limited engagement with online reading books during remote learning.</p> <p>Daily in-class reading (introduced last year) across school ensures that reading is high profile and all children are developing fluency.</p> <p>July 2021 internal data (unpublished) Year 1 – 92% phonics Year 2 -76% and 33% GDS</p>	1,2,3

Ensure high quality texts at appropriate levels for all pupils	Year 6 – 93% and 43% GDS	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 58,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA's across school £23,965</p> <p>Increase capacity of adults in every year group to provide a more favourable staff:pupil ratio in order to work flexibly and provide targeted support at all levels eg during whole class teaching, small group intervention, 1-1 tuition.</p> <p>To continue to provide termly 1-1 Assertive Mentoring session for all pupils to provide opportunity for them to review their own learning and targets with the class teacher</p>	<p>Pupils have been working remotely for a considerable time over the past year and as result have gaps in learning – however these gaps are not the same for all pupils.</p> <p>Teachers use ongoing diagnostic assessment eg through 'hinge questions' or quizzing and are then able to adapt teaching, adjust level of challenge, deploy staff flexibly to provide additional, targeted support eg pre-teaching, review, re-teaching , mastery teaching</p> <p>Daily class-teacher feedback is further supported by termly mentoring sessions which support pupils to reflect and take ownership/responsibility for their learning and targets</p>	<p>1,2,3</p> <p>1,2,3</p> <p>3</p>
<p>Employ computing teacher to release class teacher opportunity for pre-teaching and small group targeted teacher intervention</p> <p>Capacity to provide technical support for staff and parents (ICT teacher x3 per week 40% £28,000)</p>	<p>Class teachers are able to deliver small group targeted sessions. The focus of these sessions alter in response to diagnostic assessment and are prioritised according to need.</p>	<p>1,2,3</p>
<p>School led Tuition</p> <p>25% of cost of school-led tuition</p>	<p>Use of Inference Training Resources – established programme to deliberately teaching comprehension skills.</p>	<p>1,2,3</p>

£2000	Children who accessed this intervention in previous years could be seen to make progress within reading and this programme contributed towards them making good progress towards end of year targets	
NTP FFT Lightning Squad X30 pupils Reading/phonics £2,475	FFT established programme – 3-4 months progress over 6 weeks	1,3
White Rose maths X16 pupils £2160	Children who accessed this intervention in previous year could be seen to make progress within maths and this programme contributed towards them making good progress towards end of year targets	1,3

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cluster Services £14,000 are bought in by the Family of Schools to support school	Whilst overall attendance is improved in recent years attendance of PP pupils is below non-pp pupils. There are an increasing number of children who are living with the effects of DV, alcohol/drug abuse and increased anxiety. The cluster services allows us access to support with regard to attendance services, mental health services (playtherapy and counselling) and family support.	4,5
To enhance pupils' cultural capital by providing breadth of experiences Ukuleles £1000 Enrichment £4000	Continue to develop our provision for visits/visitors and provide funding to ensure all children can access these opportunities Ensure all children have the opportunity to learn a musical instrument	3

Total budgeted cost: £ 119,500

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.

- Review of last year's aims and outcomes (no national data available for 2021)
- Measure 1: Disadvantaged pupils with diagnosed SLT issues should make progress against SLT objectives
- Progress against objectives noted on individual SLT IEPs
- Measure 2: %Fdn pupils achieving communications strand in line with national data
- 73%
- Measure 3: All children progressing towards reaching and exceeding end of year targets (ARE or differentiated)
- 86% year 2 pupils who took year 1 phonics in November 2020 passed – increase from 77% previous year
 - 92% year 1 pupils who took year 1 phonics test in June 2021 passed
 - KS2 SATS Reading EXS 93% (all pupils) 92% (pupil premium)
 - KS2 SATS Reading GDS 23% (all pupils) 31% (pupil premium)
 - KS2 SATS Maths EXS 93% (all pupils) 92% (pupil premium)
 - KS2 SATS Maths GDS 46% (all pupils) 15% (pupil premium)

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
XTables Rockstars	TT Rockstars
Spelling Shed	EdShed