



Wharncliffe Side Primary School

Pupil Premium Strategy Statement

Autumn 2021

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 | Wharncliffe Side Primary School |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| 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 | November 2022 |
| Statement authorised by | Matt Gaughan (Headteacher) |
| Pupil premium lead | Matt Gaughan |
| Governor lead | Sandy Glossop |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £43,040 |
| Recovery premium funding allocation this academic year | £5,571 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £48,611 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium and Recovery Premium are additional streams of funding provided to schools to support children who may underachieve and to support the narrowing of the achievement gap, which is sometimes called 'catch up'.

Our key objectives in relation to spending the funding are as follows:

- Raising standards for eligible pupils to close the gap on national outcomes (including targeted post COVID catch up where applicable)
- Increasing the attendance and decreasing the persistent absence of all pupils
- Improving and maintaining the quality of teaching for all pupils
- Overcoming the learning barriers of all pupils, with a particular focus on those who are disadvantaged
- Maximising the engagement and readiness to learn for all pupils

This funding is provided to schools in addition to the main school funding grant. It is allocated according to the number of pupils on roll in the following categories:

- Pupils who are eligible for free school meals (FSM) or have been eligible for free school meals within the last 6 years
- Pupils in local authority care for 6 months or more
- Pupils from service families

The Pupil Premium grant has led to improved levels of attainment in reading, writing and maths for targeted pupils. It has also enabled wider experiences for pupils which have inspired and motivated them.

The information in this document gives detail as to how our Pupil Premium funding is being spent in order to improve pupil outcomes. A significant amount of the funding is being spent on staffing costs. As a school, we believe that timely and appropriate additional input from skilled professionals, in line with EEF recommendations¹, is the best method of diminishing the differences in terms of knowledge and understanding between different groups of children. Our Teaching Assistants (TAs) are carefully planned into all lessons, by class teachers, so that they are used to help raise the attainment of identified groups and individuals. Whilst some research has shown that additional TA support is not a cost effective method of raising pupil attainment, our outcomes demonstrate that, as a result of effective deployment and training, the strategy is successfully improving outcomes for targeted groups.

¹ A summary of Education Endowment Foundation recommendations can be found in the *Making Best Use of Teaching Assistants – Recommendations* document (although sections V and VI are particularly relevant) accessible at <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> (last accessed 7th October 2021).

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Many of our pupils eligible for Pupil Premium have additional vulnerabilities (e.g. SEND) |
| 2 | Identified gaps in learning are hindering progress for some pupils |
| 3 | Social and emotional barriers for vulnerable pupils can cause a negative impact on progress, attainment and behaviour |
| 4 | Some pupils are at risk of becoming persistent absentees (having less than 90% attendance) |

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 |
|---|--|
| <ul style="list-style-type: none"> All disadvantaged pupils receive the support they need to make good or better progress when compared to children who are not classed as disadvantaged. This will include an up to date specific plan (called a Support Plan) where pupils also have SEND. | <ul style="list-style-type: none"> Overall, disadvantaged pupils make as much progress (or more than) pupils who are not disadvantaged. Support plans are in place for all pupils that need them and these are shared with, and understood by, Parents and Carers. |
| <ul style="list-style-type: none"> Reasonable adjustments (for example, changes to how we teach children or the equipment we use) are made for all pupils that need them. | <ul style="list-style-type: none"> 100% of identified pupils successfully access the curriculum, with reasonable adjustments in place where needed. |
| <ul style="list-style-type: none"> Gaps in learning are addressed effectively both at home and in school, leading to successful catch up. | <ul style="list-style-type: none"> All children who need some extra support get that support, for example extra work in a small group to help them catch up. These small group sessions are called 'interventions' in school and leaders will have checked to make sure these are working well and leading to more progress. When they aren't working so well, leaders in school will have made changes to make sure they work more effectively, for example by changing the intervention or giving extra training to staff. |
| <ul style="list-style-type: none"> Quality first teaching informed by robust and accurate assessments. | <ul style="list-style-type: none"> Learning Support reports are produced as soon as possible for children that need them. The information in the reports is shared with parents and used to plan in class (and small group) activities and interventions. |

| | |
|--|---|
| <ul style="list-style-type: none"> • School staff are more able to support children with emotional and or mental health needs. | <ul style="list-style-type: none"> • Most pupils with identified emotional or mental health needs receive in school support that supports their wellbeing. |
| <ul style="list-style-type: none"> • Targeted funding increases pupils' ability to take part in out of hours learning and educational visits etc. therefore supporting growth in social skills, confidence, and positive mental health. | <ul style="list-style-type: none"> • All pupils are able to take part in events, activities and visits that they want to join in with. |
| <ul style="list-style-type: none"> • Families value the need for regular attendance and make sure their children attend school every day. | <ul style="list-style-type: none"> • All targeted pupils are not classed as persistent absentees (so they are in school more than 90% of the time). • Most targeted pupils have attendance that is the same or better than the school's average attendance (so they are in school more than 95% of the time). |

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: £500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|---|-------------------------------|
| Trauma Informed Schools Training | Evidence Base (traumainformedschools.co.uk) NB This is a DfE approved programme. It is being accessed through a subsidised route and so only partial costs are being paid from the Pupil Premium Grant. | 3 |

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

Budgeted cost: £43,111

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Contribution towards cost of Teaching Assistant posts | <ol style="list-style-type: none"> Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) | 1, 2, 3 |
| Pupil Premium Champion (named member of staff to provide additional support for eligible children) – support with metacognition and self-regulation | As above; plus: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 1, 2, 3 |
| Learning Support Assessments | SEND Code of Practice January 2015.pdf (publishing.service.gov.uk) NB This is an essential part of the graduated response. | 1, 2 |
| Additional equipment and resources to support targeted interventions | <ol style="list-style-type: none"> Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 2, 3 |

| | | |
|--|---|--|
| | <ol style="list-style-type: none"> 4. Phonics EEF (educationendowmentfoundation.org.uk) 5. One to one tuition EEF (educationendowmentfoundation.org.uk) | |
|--|---|--|

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

Budgeted cost: £5000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Team Teach Training | https://www.teamteach.co.uk/accreditations/ Team Teach have over 20 years' experience as an accredited, award-winning provider of positive behaviour training, working with both education and health and social care settings. https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf A consistent whole-school approach to behaviour is recommended by the EEF. | 3 |
| Contribution towards the cost of a new lunch-time supervisor | https://www.nuffieldfoundation.org/wp-content/uploads/2019/05/Final-report-School-break-and-lunch-times-and-young-peoples-lives-A-follow-up-national-study.pdf Increase supervision on the Key Stage 2 yard – reduce the likelihood of minor behaviour incidents impacting learning. | 3, 4 |
| Contribution towards the cost of educational visits and breakfast club | <ol style="list-style-type: none"> 1. Ofsted: Learning outside the classroom - How far should you go? (nationalarchives.gov.uk) 2. https://www.evidence.nhs.uk/search?q=school+breakfast+clubs | 3, 4 |
| Headteacher, admin assistant and PP Champion time to tackle attendance issues | <ol style="list-style-type: none"> 1. Absence and attainment at key stages 2 and 4: - GOV.UK (www.gov.uk) 2. Just one day off can hamper children's life chances - GOV.UK (www.gov.uk) | 4 |

Total budgeted cost: £48,611

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.

- Attendance for 2020/21 was **86.8%** amongst our Pupil Premium children. This was severely affected by the ongoing COVID-19 pandemic (parental attitudes towards sending their children into school). It was down from the previous year (89.8% up to March) but in line with the National Average.
- Many of our PP children attended school during the Spring lockdown. Those that didn't were offered laptops to access lessons via 'Zoom' and contacted regularly by staff to ensure their safety and wellbeing. Parents were very positive about our remote learning offer; with **96.6%** rating the lessons as 'effective' or 'very effective' (report available)
- Maintaining positive mental health and wellbeing was a major focus of this academic year. Teachers used the Leuven Wellbeing & Involvement scales to assess pupils in September and again in July. We saw an increase of 0.4 in both across the year; giving us average scores of 4.2 and 3.9 respectively (out of 5).
- We were contacted by Education City to write a testimonial for their platform due to our 'high usage' during the COVID-19 lockdown. They extended our subscription as a thank you for doing this.
- With an otherwise very tight budget, the contribution towards class-based TAs enabled us to operate effectively during a very challenging year – meaning we were able to accommodate all children who needed places and offer equal provision for those in and out of school. We didn't have to close bubbles / send children home due to lack of staffing.
- Attainment for *all* children was affected by the COVID-19 pandemic; with only 41% of our children achieving ARE in Reading, Writing & Maths combined. This figure was significantly lower for PP children. Of the 31 PP children at our school in July 2021, 19 were also on the SEND register. Of the remaining 12, **25%** achieved ARE in Reading, Writing & Maths (**58%** in Reading).
- We delivered food parcels and processed food vouchers for our PP families throughout the year (during National lockdowns and bubble closures). Again, parents were very appreciate of this. As part of our MAT, we set up a 'Bags of Kindness' initiative to collect and distribute food to those in need. This has continued in 2021/22.
- We had 16 new starters join us during the academic year, giving us an overall mobility of **17.2%** (above the Sheffield average of 10.6%). Of these 16 children, 13 were on the Pupil Premium register (2 of the other 3 had SEND). This led to increased workload for the Headteacher and Pupil Premium Champion.
- PP families started to access Breakfast Club but not in the numbers we had hoped for.
- We had a very successful external review of our provision for disadvantaged learners. This took place in June 2021 and was conducted by Marc Rowland on behalf of Learn Sheffield / Peak Edge Multi-Academy Trust.

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 |
|---|----------|
| Literacy and Numeracy catch-up programme & dyscalculia screener | IDL |

Further information

- We have worked with an external consultant (Marc Rowland) to develop our provision for disadvantaged learners. We work collaboratively with the other schools in our trust to maximise learning potential and secure best value for money (where appropriate).
- We have a named governor with responsibility for overseeing this work. He is in regular dialogue with school and has carried out face-to-face and virtual monitoring activities.
- We are a small school with mixed-age classes and high numbers of children with SEND. We value the contributions made by our teaching assistants – they are vital to the successful integration and inclusion of *all* pupils.
- We welcome the change in format to this strategy document. A three-year strategy enables us to plan ahead and make lasting changes to the lives of our most vulnerable children. We will, however, review this strategy each year to ensure it continues to meet the needs of our pupils.