



Whitley Abbey Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2022 to 2023 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Whitley Abbey Primary School
Number of pupils in school	374
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2022 - 23
Date this statement was published	October 2022
Date on which it will be reviewed	July 2022
Statement authorised by	Robbie Walker
Pupil premium lead	Samantha Carter
Governor / Trustee lead	Keri Husband Sue Franklin

Pupil Premium cohort information 2021-2022

Characteristic	Number in group	Percentage of group
Total in Cohort		
Boys	48	48%
Girls	51	52%
SEN Support	28	29%
EHCP	1	1%
EAL	24	24%

Disadvantaged pupil progress scores

The progress scores reflect published data 2022

Measure	Score
Reading	-0.89
Writing	-3.42

Maths	-1.78
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	140,000 (including tutoring)
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	140,000

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is designed to provide Quality First Teaching and targeted support to ensure that the pupils of Whitley Abbey Primary school have an equitable access to education. We work to provide education and educational experiences that enable pupils to develop the skills, knowledge and cultural capital needed to succeed in further education and employment.

Our key principles are to:

- Provide evidence based support to maximise pupil progress and diminish the difference
- Prioritise Mental Health so that pupils are ready to learn and can access the full curriculum
- Prioritise Reading, Writing and Mathematical skills as these support them in accessing other areas of the curriculum
- Promote cultural capital and social mobility so that opportunities are limitless

We recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential. In addition to this the grant may be used to provide enrichment opportunities. Our pupil premium funding is used to address the greatest needs in school and makes specific links to the quality of teaching, inevitably benefiting non-eligible pupils as well.

Challenges

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

Challenge number	Detail of challenge
1	Some children enter Reception class with poor early language development, Poor speech sound development and poor learning behaviours often coupled with limited preschool experience.
2	Some pupils lack mathematical fluency and computation skills which affects their arithmetic and in turn their ability to select the appropriate strategies to support reasoning.
3	Some pupils lack the vocabulary and knowledge of different genres/ subjects to enable them to communicate effectively both orally and in writing.
4	Some pupils do not read widely enough or often enough and are therefore vocabulary poor or do not have access to high quality texts.
5	Some pupils attend school with Emotional, Social and Behavioural needs that impact on learning or have experienced ACES.
6	Some pupils do not attend school regularly enough or on time.
7	Some families have limited access to clubs, trips or experiences that enrich pupil's educational experiences and language development.

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
Early Language Development – The proportions of children reaching ARE in CLL are in-line with non-disadvantaged pupils nationally.	<ul style="list-style-type: none">• Early Years teachers create an environment that promotes the development of language.• WELCOM intervention is implemented to support target pupils.• Early Years practitioners provide high quality modelling of spoken language and support children to correct grammatical or colloquial errors in speech.• Pupils have access to an extensive range of high quality stories and rhymes.• Pupils from 3 can begin accessing Nursery provision at Whitley Abbey

	<ul style="list-style-type: none"> • Parents are engaged in learning through – access to support videos for phonics, home school reading communication, learning letters.
<p>Maths - The proportion of disadvantaged pupils reaching the expected standard in Maths is broadly in-line with or greater than national.</p>	<ul style="list-style-type: none"> • Implementation of anchor tasks to support making links between different areas of mathematics. • All Year 6 children have access to CGP materials to support their learning • Investment in resources to support the teaching of mathematics practically – rekenrek is provided for all KS1 classes and year 3 to support the development of early mathematical concepts. • School staff attend maths hub training to develop a mastery approach in school. • TTRS is actively used by pupils • Staff training supports the implementation of resources. • Staff training support planning of mathematics to ensure a balance of reasoning and fluency.
<p>Writing -</p> <p>The proportions of pupils reaching ARE in Writing compares favourably to non-disadvantaged peers nationally. Pupils who do not meet ARE show accelerated progress.</p>	<ul style="list-style-type: none"> • All children have access to QFT that supports the developments of spelling, vocabulary and grammar. • The Read to Write programme is consistently implemented in years 2-6 • RWI is consistently implemented in Years R-2 • Writing is a visible priority for the school demonstrated by displays and well populated learning walls. • Implementation of handwriting recovery programme to support the mechanics of writing. • Pupils who are off track have access to interventions tailored to address their specific weaknesses. • Vocabulary is explicitly taught in all lessons. • Forensic analysis of in school data ensures pupils 'off track' are swiftly identified and supported. • Teachers use high quality written examples to support pupils written language skills.

	<ul style="list-style-type: none"> • Implementation of child friendly TAFs support pupil in identifying their personal targets. • Implementation of the daily sentence supported by Alan Peat Sentence types supports children in using a wide range of punctuation and grammar correctly. • Parents have access to supportive resources (knowledge organisers and events) which enable them to support their child at home.
<p>Phonics - The proportion of disadvantaged pupils reaching the expected standard in Phonics is broadly in-line with or greater than national at Year One.</p> <p>Pupils who do not meet the standard of the phonics screen are supported effectively until they are proficient (Meet the standard).</p>	<ul style="list-style-type: none"> • All pupils at the early stages of reading have access to phonics lessons tailored to their level of ability. • Pupils who are 'off track' have access to support through 1:1 or small group tutoring sessions. • All pupils who do not meet the expected standard in year One have access to highly personalised interventions or tutoring including Fresh Start Phonics. • Forensic analysis of in school data ensures pupils 'off track' are swiftly identified and supported.
<p>Reading - The proportion of disadvantaged pupils reaching the expected standard in Reading is broadly in-line with or greater than national.</p>	<ul style="list-style-type: none"> • RWI teaching and interventions support pupils to become fluent and accurate readers. • Children have books matched accurately to their reading ability. • Significant investment in school reading books to ensure that pupils have access to high quality texts. • GDS reading group for Year 6 established to challenge and support the most able readers. • Parents are actively involved in supporting their children's reading journey through home school reading records. • All children are heard read in school weekly. • Whole class reading consistently implemented in years 2-6 • Accelerated reader supports the identification of pupils off track to meet ARE and promotes • Parents have access to supportive resources (knowledge organisers and

	events) which enable them to support their child at home.
Reduction in Fixed Term exclusions and Improved learning behaviours	<ul style="list-style-type: none"> • Pupil surveys show that increasing numbers of pupils recognise that behaviour in school is good. • Behaviour in class does not disrupt the learning. • There are fewer behaviour incidents and sanctions needed/ recorded. • PIP plans are consistently implemented and reviewed to ensure that pupils have the support that they need to succeed. • Children requiring additional support from external services are quickly identified and support is commissioned. • Boxall profiles are completed for those children accessing additional pastoral support so that interventions are tailored to meet their needs and progress is measurable. • Leuven scales are successfully implemented to identify individuals requiring intervention. • Pupils with SEMH needs have access to school counsellor or Forest school intervention leading to fewer behaviour incidences. • The behaviour policy is consistently implemented to ensure expectations are clear and unacceptable behaviour is challenged. • Staff have received training on attachment friendly approaches and language to support children who are deregulated. • Pupil books demonstrate that pupils are industrious in lessons and proud of their work. • Staff implement the Whitley behaviour and participation strategies consistently. 'This is how we do it here'. • Staff CDP – Teacher champions are consistently implemented to support behaviour management and participation in class.

<p>Disadvantaged pupil attendance is 96% or above (meets the whole school expectation)</p>	<ul style="list-style-type: none"> • Monthly attendance meetings swiftly identify families which may benefit from Early Help support • Attendance updates ensure that parents are informed of school expectations surrounding term time holidays and attendance • Fewer pupils arrive late to school • There is a reduction in the number of pupils who are persistently absent from school • FSW works alongside families to offer additional support including attendance plans. • Greater numbers of pupils have 100% attendance • Attendance is celebrated during assemblies and rewards are given. • Pupils are given roles and responsibilities to motivate them to attend school on time.
<p>All Disadvantage pupils have access to clubs, visits and experiences that enrich the curriculum provided at school.</p>	<ul style="list-style-type: none"> • Funding is used to provide financial support to enable pupils' equality of access. • All disadvantaged children have access to subsidised trips and clubs. • Access to support with school uniform. • Access to free cool milk.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure high quality, 'enabling' Early Years provision (through significant investment in resources) that is designed to meet the needs of the individuals within the setting with a focus on language, shared stories and talk time.	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1
Open spaces for children in Nursery from 3 Years onwards	Beginning early years' education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning three make approximately six additional months' progress compared to those who start a year later. Positive effects have been detected for early reading outcomes in the first year of primary school and moderate to high effects have been detected for early language and number skills. There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families. EEF	1
Maths fluency CDP and provision of resources to facilitate the teaching of mathematical fluency including implementation of renerek and accompanying CPD.	Resources have an important role to play in allowing teachers to model or demonstrate representations of mathematical ideas, and in supporting children's developing mathematical understanding and thinking. Doreen Drews	2
Staff CPD (Maths Hub) mathematics planning and implementation of anchor tasks to secure mastery and AFL	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress. EEF	2
Embed whole class reading and comprehension teaching two week cycle	Reading comprehension strategies are high impact on average (+6 months). Reading comprehension strategies focus on the learners' understanding of written text. Pupils	4

	<p>learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p>	
<p><i>Secure quality first teaching through the successful delivery of a vocabulary rich curriculum and the implementation of Read to Write and CPD.</i></p>	<p>What we know from the EEF's research into effective teaching of writing is that children need explicit teaching of all components of the teaching sequence of writing. Read to Write helps teachers and children in understanding and explicitly teach and learn how writing works. The best writers in any class are almost always your best readers, in starting with quality literature and responding to it through an immersion in the text itself has had a significant impact on the writing that follows in schools that we work with. It has helped children notice language features and knowledge the writer needs to create effects on the reader. Literacy Counts</p>	3,4
<p><i>Direct instruction sentence intervention through daily sentence and Alan Peat sentence types, direct instruction reading intervention through precision teach</i></p>	<p>Of the many difficulties young writers may encounter when engaged in the complex act of writing, crafting sentences that accurately convey their intended meaning is particularly challenging. Sentence combining can provide systematic instruction in sentence-construction skills within an overall framework of the writing workshop. (international literacy association)</p> <p>The positive effects occur with students of all ability levels and social backgrounds. Students exposed to Direct Instruction also have greater self-esteem and self-confidence than students in other programs, primarily because they are learning more material and understand that they can be successful students.</p>	3,4,5
<p>Promote metacognition and self-regulation strategies including – teacher modelling, growth mind-set, self and peer reviewing and embedded high quality teacher feedback and implementation of child friendly TAFs to support metacognition and self regulation.</p>	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months' additional progress). Feedback studies tend to show high effects on learning. However, there are a wide range of effects and some studies show that feedback can have negative effects and make things worse.</p> <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>Many studies of feedback also include other practices. For example, mastery learning approaches combine feedback with additional support for pupils that are falling behind, while</p>	2,3,4

	approaches like formative assessment also include work to understand specific gaps in learning that need to be addressed and how the teacher wants the pupil to progress. EEF	
<i>Embed RWI and assessment cycle with staff training programme</i>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns. EEF</p>	4
<i>Implementation of whole class reading cycle and CPD.</i>	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF	4
<i>Attachment Friendly behaviour approaches, establishment of Inclusion team and Leuven/ Boxall assessments and targets</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF	5
<i>Handwriting Recovery Plan</i>	Handwriting is a skill that is often overlooked in order to focus on other areas of the curriculum. However, research indicates that handwriting is tied to academic achievement, especially composition and literacy skills. Researchgate.net	3

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>WELCOM</i>	Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their	1

	spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	
<i>Small Group tuition + 1:1 tutoring</i>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>EEF</p>	2,3,4
<i>CGP Home work books</i>	On average homework can positively impact progress by 5+ months per year. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work. EEF	2,3,4
Maths Power of 1. Plus 2 interventions.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Effective tuition can seem pupils progress by 5+ months compared to those not receiving tuition. EEF	2
<i>Fresh Start Phonics programme in KS2</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	4
<i>1:1 Phonic Tutoring</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	4
<i>Counsellor</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF	5
<i>Forest Schools Intervention</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF	5
<i>Accelerated Reader</i>	AR produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University.	4

	<p>"The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."</p> <p>AR provides an opportunity for individualised instruction - , individualised instruction approaches have an impact of 4 months' additional progress.</p>	
<i>Times Table Rock Stars</i>	Times table rock stars provides individualised instruction tailored to each child's stage of learning. On average, individualised instruction approaches have an impact of 4 months' additional progress.	2
<i>RWI and RWI 1:1 Tutoring</i>	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading . EEF	4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewed behaviour policy with attachment friendly approaches embedded new awards and stars	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school.</p>	5
<p>Implementation of teach like a champion behaviour management and engagement strategies.</p> <p>Implementation of CPD 'when the adults change'</p> <p>PIP Plans</p> <p>Positive affirmation logs</p> <p>Roles and responsibilities for children</p>	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. EEF	5
Attendance Team monthly meetings.	When students are not frequently absent, their grades and reading skills often improve—even among those students who are struggling in school. Students who frequently attend school feel more connected to their community and develop	6

	<p>strong social skills and friendships, which are important life skills. The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	
<p><i>Continue to provide challenge and support through Early Help and family support worker to address poor attendance and lateness</i></p>	<p>When students are not frequently absent, their grades and reading skills often improve—even among those students who are struggling in school. Students who frequently attend school feel more connected to their community and develop strong social skills and friendships, which are important life skills. The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	6
<p><i>Increase opportunities for parental engagement through parental workshops and careers events.</i></p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	1,2,3,4
<p><i>Financial support to ensure equity of access to school trips, visits and clubs.</i></p>	<p>Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged. Financial support ensures that all children have equality of access to enrichment opportunities.</p>	7
<p><i>Implementation of Whitley Abbey everyone does programme</i></p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p>	7

<i>Family Support Worker</i>	effective pastoral care can: improve students' attendance and retention rates. foster an orderly atmosphere in which all students can access opportunities, and enhance their academic achievements. promote tolerance, especially in students and teachers with due regard for protected characteristics. bera.ac.uk	5,6,7

Total budgeted cost: £ 140,000

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.

EOKS2 results comparison

PP and NPP Children Progress Comparison					
		PP Children 14		NPP Children 42	
	ALL	WA	LA	WA	LA
Reading	+1.8	-0.89	-0.52	+2.9	+0.7
Writing	-1.9	-3.42	-0.81	-1.18	+0.2
Mathematics	+0.6	-1.78	-0.88	+1.63	+0.9
Evaluation					
<ul style="list-style-type: none">The 14 WA PP children made less progress than the LA PP children in all areas but especially writingThe WA NPP made better progress than the LANPP children in reading and mathematics					

Of the 14 pupil premium children 8 had comorbidities including 6 send, 1 EHCP and 2 new to learning English.

Of those pupil who were Non SEND Pupil Premium at the EOKS2

Maths	Reading	Writing	Spag
100%	71%	85%	85%

EOKS1 Pupil Premium outcomes

Maths	Reading	Writing
84%	68%	64%

As a result of our Pupil Premium funding 13 pupils accessed school-based counselling resulting in a reduction in exclusions, improved mental-health and wellbeing and improved learning behaviours.

60% of Pupil premium children accessed afterschool clubs and 100% enrichment opportunities including careers day, residential trips, visits and visitors.

How we measure the impact of the Pupil Premium funding Additional provision is monitored session by session by those staff. The overall effectiveness and impact is evaluated regularly during termly Pupil Progress meetings which involve representatives from the SLT. In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- Pupils books
- Anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

Impact data is formally shared with Governors on a termly basis and our strategy reviewed and approved. We track the progress of all of our pupils in school using ongoing formative assessment and summative each term.