

## Pupil premium strategy statement

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	Whitchurch CE Junior Academy
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024 (Year 1 of 3)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Julie Rowlandson
Pupil premium lead	Julie Rowlandson
Governor / Trustee lead	Jason Wainwright

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,530.00
Recovery premium funding allocation this academic year	£11,455.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

### **Intent**

*"The Whitchurch Church of England Federation is committed to excellence and the maintenance of high standards. As a fully inclusive Federation we aim to facilitate access for all children to quality first teaching, additional support in each year group and specific programmes or targeted interventions and additional opportunities to enhance the curriculum e.g. enrichment visits / visitors.*

*The Federation adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is our top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component; as well as strategies that relate to non-academic factors, including providing enrichment opportunities and improving attendance, behaviour and social and emotional support.*

*As part of the additional provision made for pupils who belong to vulnerable groups, the Federation will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for our disadvantaged pupils, 'The Whitchurch Church of England Federation' recognises that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Federation has legitimately identified as being socially disadvantaged.*

*The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are at risk of under-performing. The Federation therefore focuses on these pupils just as much as pupils with low results."*

### **Main Aims**

- We will adopt a whole school outward facing approach to supporting disadvantaged pupils, developing a collective responsibility for addressing challenges, raising outcomes and a belief that all pupils can attain well. As a team, we will learn from effective practice and research evidence.
- Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, and pedagogy, and clear curriculum drivers, which form the consensus amongst our team over what is required to support all children.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Staff will identify pupils with the greatest need within each year group, therefore understanding

disadvantage in context.

- The majority of our work through the Pupil Premium funding this year will be aimed at focusing on the key challenges that are preventing our disadvantaged pupils from attaining well across reading, writing and maths, including additional challenges that have been identified as a consequence of school closures throughout 2020-2021. We will identify the likely challenges to learning for our identified disadvantaged children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them.
- We will take into account guidance detailed in the DfE publications: Education Recovery, support for early years' settings, schools and providers of 16-19 education, June 2021 and Teaching a broad and balanced curriculum for education recovery, June 2021. Our main focus will be ensuring pupils catch up with their reading and writing. Our priority in lower KS2 is the successful teaching of phonics using the Read, Write Inc. programme as reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential.
- The Pupil Premium funding will be allocated to a series of early interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. This year we will allocate funding to support oral language intervention through Talk Boost. We will continue to adopt a whole school approach to developing vocabulary using the Word Aware approach.
- Funded interventions will also include pastoral support where appropriate for example attendance support, family liaison, development of social skills, self – regulation and strategies to support those pupils displaying challenging, oppositional behaviours.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Dc Pro, Arbor, individual Intervention Impact Reports, Pupil Progress Meetings, diagnostic assessment and financial systems).

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment and progress in reading.</b> Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations. International research shows that reading attainment directly impacts on future academic

	achievement, wellbeing and success in life.																
	Autumn 2021																
	Disadvantaged	Non-disadvantaged															
Year 3	42.1% EXP or above	76% EXP or above															
Year 4	50.1% EXP or above	76.4% EXP or above															
Year 5	54.8% EXP or above	69.9% EXP or above															
Year 6	29.4% EXP or above	58.6% EXP or above															
2	<p><b>Attainment and progress in writing.</b></p> <p>Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations.</p> <p>Autumn 2021</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>42.1% EXP or above</td> <td>68.5% EXP or above</td> </tr> <tr> <td>Year 4</td> <td>37.6% EXP or above</td> <td>63.6% EXP or above</td> </tr> <tr> <td>Year 5</td> <td>45.1% EXP or above</td> <td>57.1% EXP or above</td> </tr> <tr> <td>Year 6</td> <td>41.2% EXP or above</td> <td>62% EXP or above</td> </tr> </tbody> </table>			Disadvantaged	Non-disadvantaged	Year 3	42.1% EXP or above	68.5% EXP or above	Year 4	37.6% EXP or above	63.6% EXP or above	Year 5	45.1% EXP or above	57.1% EXP or above	Year 6	41.2% EXP or above	62% EXP or above
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3	<p><b>Attainment and progress in maths.</b></p> <p>Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations.</p> <p>Autumn 2021</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>36.8% EXP or above</td> <td>81.5% EXP or above</td> </tr> <tr> <td>Year 4</td> <td>43.8% EXP or above</td> <td>56.3% EXP or above</td> </tr> <tr> <td>Year 5</td> <td>48.4% EXP or above</td> <td>63.5% EXP or above</td> </tr> <tr> <td>Year 6</td> <td>47.1% EXP or above</td> <td>55.2% EXP or above</td> </tr> </tbody> </table>			Disadvantaged	Non-disadvantaged	Year 3	36.8% EXP or above	81.5% EXP or above	Year 4	43.8% EXP or above	56.3% EXP or above	Year 5	48.4% EXP or above	63.5% EXP or above	Year 6	47.1% EXP or above	55.2% EXP or above
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4	<p><b>Oracy, language and communication skills</b></p> <p>Underdevelopment of oracy skills means children are less confident, curious and resilient and are unable to access the curriculum. Poor vocabulary impacts on children's ability to perform to ARE in reading assessments.</p>																

	<p>Baseline assessments show 53% of pupils in Y3 and Y4 have a low average or moderately low BPVS score and 75% of pupils in Y5 and Y6 have a low average or moderately low BPVS score.</p> <p>In PiRA reading assessments in Autumn 2021 highlighted the difference in average vocabulary performance.</p> <table border="1" data-bbox="359 347 1394 674"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>38%</td> <td>46%</td> </tr> <tr> <td>Year 4</td> <td>52%</td> <td>53%</td> </tr> <tr> <td>Year 5</td> <td>43%</td> <td>52%</td> </tr> <tr> <td>Year 6</td> <td>48%</td> <td>51%</td> </tr> </tbody> </table>		Disadvantaged	Non-disadvantaged	Year 3	38%	46%	Year 4	52%	53%	Year 5	43%	52%	Year 6	48%	51%
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5	<p><b>Attendance</b></p> <p>Some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Analysis of attendance confirms that some disadvantaged families need ongoing additional support to sustain better punctuality and attendance.</p> <p>In Autumn 2021 attendance for disadvantaged pupils was 95.7% compared to non-disadvantaged which was 97.2%</p> <p>In Autumn 2021 persistent absence was 20% in disadvantaged pupils whereas persistent absence in non-disadvantaged pupils was 15.8%</p> <p><a href="#">Pupil attendance in Autumn 2020</a></p>															
6	<p><b>Supporting social, emotional and mental health needs of pupils</b></p> <p>Some disadvantaged children have social, emotional and mental health needs and this has a detrimental effect on their ability to engage with learning.</p> <p>In Autumn 2021/22 72% of disadvantaged pupils were identified as being vulnerable.</p> <p>In Autumn 2021/22 22% of disadvantaged pupils were identified as having SEMH needs with 9% of disadvantaged pupils on the SEN register for SEMH needs.</p> <p>In Autumn 2021/22 13% of disadvantaged pupils were placed on behaviour charts due to a lack of ability to regulate emotions.</p> <p>In Autumn 2021/22 16 days of education for disadvantaged pupils were lost as a result of fixed term exclusions (3 pupils)</p>															

## 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
<p>All disadvantaged pupils are fluent readers by the end of KS2.</p>	<p>Pupils are assessed using standardised tests, which are used to inform next steps.</p> <p>Children on the SEND register meet their personal targets in reading.</p> <p>End of KS outcomes and internal data show that gap between disadvantaged and non-disadvantaged pupils performing at age related expectations is narrowing.</p> <p>Reading fluency will improve as assessed using multi-dimensional fluency rubric.</p> <p>Children will demonstrate a love of reading and literature.</p> <p>Gaps in phonic knowledge will be identified and closed through RWI teaching and intervention.</p> <p>Children will be exposed to a range of high quality texts, authors and subject specific vocabulary to build on their language use and understanding.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p>
<p>Basic knowledge and understanding of key mathematical concepts is secure.</p>	<p>End of Key Stage outcomes and internal data show the gap between disadvantaged and non-disadvantaged national performing at ARE is narrowing.</p> <p>Pupils are assessed against national standards using PUMA assessments to inform next steps.</p> <p>Pupils will demonstrate fluent recall of mathematical facts and apply this knowledge to more complex problem solving.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p>
<p>Improved writing attainment for disadvantaged pupil by the end of KS2.</p>	<p>End of Key Stage outcomes and internal data show the gap between disadvantaged and non-disadvantaged national performing at</p>

	<p>ARE is narrowing, in line with national figures.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p>
<p>Pupils have better developed oracy, language and communication skills.</p>	<p>Children will show improved dispositions for learning, for example confidence, resilience and curiosity, and the ability to access the curriculum, following the intervention.</p> <p><i>(Measured through Inclusion Expert 360)</i></p>
<p>There is an improvement in the attendance of disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils is at least 96% each half term.</p> <p>There is a reduction in the number of disadvantaged children who are persistently absent and is at least in line with National non disadvantage.</p> <p><i>Measured through MIS attendance data, IDSR/ASP)</i></p>
<p>Social, emotional and mental health needs of disadvantaged pupils are rapidly identified and support is put in place.</p>	<p>There is a reduction in the number of behaviour incidents for disadvantaged pupils.</p> <p>The majority of children display appropriate learning behaviours and engage fully with their learning.</p> <p>The majority of disadvantaged pupils will demonstrate awareness of and implement self-regulation strategies and can talk about their emotions.</p> <p>Then number of sanctions / incidents / exclusions will reduce.</p> <p>Appropriate early identification/ support is in place for all disadvantaged pupils with SEMH needs including those with SEND.</p> <p><i>(Measured through CPOMS reports, learning walks, staff/parent/pupil voice.)</i></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: £ 77298

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a programme of high quality CPD rooted in research, including support for early careers teachers.</p>	<p><a href="#">EEF Effective Professional Development</a></p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p><a href="#">The effects of high quality professional development on teachers and students</a></p> <p>“High-quality CPD for teachers has a significant effect on pupils’ learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years’ experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). “</p>	<p>1, 2, 3, 4</p>
<p>Ensure identified staff have accessed professional development for RWI phonics and Fresh start, including instructional coaching.</p>	<p><a href="#">Phonics EEF</a></p> <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><a href="#">EEF Making Best Use of Teaching Assistants</a></p>	<p>1</p>

	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress	
Purchase of high quality phonetically decodable / age appropriate texts for phonics / Fresh start sessions and home readers matched to rwin phonics / Fresh start.	<a href="#">Phonics EEF</a> "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."	1
Ongoing enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Our Maths subject leader will have access to St Bart's Trust Maths Hub 'Core Five' resources and CPD. Purchase of manipulatives to support development of the CPA approach.	<a href="#">EEF Improving Mathematics in Key Stages 2 and 3</a> "The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught."	3
Ongoing enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. Our English subject leader will have access to St Bart's Trust English Hub 'Core Five' resources and CPD.	<a href="#">EEF Improving Literacy in KS2</a> "The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."	1, 2
Embed Pathways schemes (Reading, Writing and Spelling) throughout the academy)	<a href="#">EEF Improving Literacy in KS2</a> "The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."	1, 2, 4

Purchase and implement Pathways to progress to provide targeted intervention for writing.	<a href="#">EEF Improving Literacy in KS2</a> "The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."	2
ELSA training  De-escalation training	<a href="#">EEF Improving Social and Emotional Learning in Primary Schools</a>	6
Behaviour Management training	<a href="#">EEF Improving Behaviour in Schools</a>	6
Purchase of standardised diagnostic assessments to identify pupil needs, inform teaching & learning and targeted academic intervention	<a href="#">EEF diagnostic assessments</a>	1,3

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

Budgeted cost: £ 28,272.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost Intervention	<a href="#">Talk Boost</a>	2, 4
Shine Reading Intervention	<a href="#">Small Group tuition</a>	1
	<a href="#">One-to-one tuition</a>	1
RWINC fast track phonics (LKS2) Fresh start (UKS2)	<a href="#">Phonics EEF</a>	1
Pathways to progress intervention	<a href="#">Small Group tuition</a>	2, 4

Additional reading fluency sessions.	<a href="#">Small Group tuition</a> <a href="#">EEF Improving Literacy in KS2</a>	1, 4
Regular, 1:1 additional reading with an adult for identified children who are unable to read at home and are at risk of underachieving.	<a href="#">DfE The reading framework</a> Section 4	1, 4

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

Budgeted cost: £ 12415

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA, nurture.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning</a>	6
Employ a Family Support Assistant to support families with attendance, punctuality  Ongoing liaison with Local Authority Education Access Team with a particular focus on Persistent Absentees	<a href="#">EEF Parental Engagement</a>  NFER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".  <i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing <b>absence issues often come from disadvantaged backgrounds.</b> These children may start school behind</i>	5

	<p><i>their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012</i></p>	
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**Total budgeted cost: £117,985.00**

## 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.

*Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.*

*Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of national lockdown and partial closure. This was facilitated through the access to laptops which ensured every child had access to remote learning. High quality teaching was strengthened through high quality digital CPD for teachers and teaching assistants. Pupils in receipt of pupil premium received academic and welfare phone calls from class teachers and the family support officer to ensure children were accessing and engaging in remote learning and parents/carers had the support they needed.*

*Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. Working within the confines of 'bubbles', we ensured that we prioritised mental health, building positive relationships, resilience and stamina. We targeted interventions based on*

need in order to accelerate/ secure basic skills. Data shows that this approach helped to secure clear progress for the majority of disadvantaged pupils. Pupils whose progress was adversely impacted have been identified and prioritised in 2021/22.

#### *Attainment in Reading*

*Autumn 2020*

*Disadvantaged Non-disadvantaged*

*Year 3 43.8% EXP or above 74.6% EXP or above*

*Year 4 46.7% EXP or above 68.8% EXP or above*

*Year 5 31.3% EXP or above 50% EXP or above*

*Year 6 50% EXP or above 47.2% EXP or above*

*13*

*Nationally 73% Year 6 achieved expected standards*

#### *Attainment in Writing*

*Autumn 2020*

*Disadvantaged Non-disadvantaged*

*Year 3 31.3% EXP or above 60% EXP or above*

*Year 4 46.6% EXP or above 55.7% EXP or above*

*Year 5 37.5% EXP or above 60.3% EXP or above*

*Year 6 37.5% EXP or above 22.7% EXP or above*

*Nationally 78% Year 6 achieved expected standards*

#### *Attainment in Maths*

*Autumn 2020*

*Disadvantaged Non-disadvantaged*

*Year 3 31.3% EXP or above 65.5% EXP or above*

*Year 4 43.3% EXP or above 62.3% EXP or above*

Year 5 31.3% EXP or above 46.6% EXP or above

Year 6 41.6% EXP or above 49.1% EXP or above

Nationally 79% Year 6 achieved expected standards

#### Attendance

Attendance was regularly monitored throughout 2020/21 and the Inclusion Team worked closely with the EWO to improve attendance of disadvantaged pupils.

In Autumn 2020 attendance for disadvantaged pupils was 95.9% compared to non-disadvantaged which was 97.2%

In Autumn 2020 persistent absence was 10.9% in disadvantaged pupils whereas persistent absence in non-disadvantaged pupils was 4%.

### Externally provided programmes

Programme	Provider
BPVS	GL Assessment
PIRA/PUMA	Hodder Education
RWINC phonics, Fast track and Fresh Start	Ruth Miskin
Pathways to (Read, Write, Spell and Progress	The Literacy company
Talk Boost KS2	I Can
Shine	Hodder Education