



Pupil Premium Strategy Statement 2021-22

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	Whickham Parochial C of E Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	2.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	15/11/21
Date on which it will be reviewed	15/7/22
Statement authorised by	R Walton
Pupil premium lead	R Walton
Governor / Trustee lead	Gillian Surtees

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,725 until April 2022
Recovery premium funding allocation this academic year	£2000
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	£8,725



Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Parents work long hours and have limited free time.
2	Some pupils have low starting points and / or attain less well than their peers
3	Very few PP children attend clubs / extra-curricular school activities
4	In some cases, access to technology is limited

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
Pupils attain as well as non-PP peers	Statutory and internal data evidences pupils meeting age related expectations
Pupils progress as well as non-PP peer	Statutory and internal data evidences pupils demonstrating similar or better progress than non-pp peers
Disadvantaged pupils access extra-curricular activities	All pupils are accessing peripatetic music and at least one extra-curricular club.
Disadvantaged pupils have equal access to technology at home	All disadvantaged pupils can access online support including anything provided for remote learning, Reading Plus, Times Tables Rockstars and Purple Mash. Impact of this should be seen in reading attainment and maths scores.



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: £715

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in metacognition and memory	EEF Toolkit tells us that implementing strategies to engage children in the process of their own learning has very high impact (+7 months) for low cost. metacognition-and-self-regulation	2
Phonic updates for new staff and TAs	EEF Toolkit tells us that the teaching of systematic phonics that is matched well to the pupil's current phonemic awareness has a high impact (+5 months) for low cost. phonics	2
Update on best practice for teaching reading comprehension strategies	EEF Toolkit tells us the explicit teaching of reading comprehension strategies has a high impact (+5 months) for low cost. reading-comprehension-strategies	2

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

Budgeted cost: £8070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework Club – a TA will attend the out of hours provision and read with children most in need of support while others use our iPads to access Reading Plus and TT Rock Stars. Attendance at the club is paid for by school during these sessions. iPads will be bought for this purpose.	EEF suggests that homework that is closely linked to maths and English skills can potentially have a positive impact in primary (+3 months). For our most disadvantaged pupils, this is combined with individualised instruction as our TA applies Reading Partnership strategies to support progress in reading. homework individualised-instruction	1 and 4
Fostering Fluency – a TA was trained last year in providing this small group intervention.	EEF suggests that small group tuition that is specifically targeted at the children's gaps in learning has a moderate to high impact (+ 4 months) small-group-tuition	2



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Phonic intervention – providing catch-up phonics for children at risk of not meeting age related expectations.	EEF suggests that small group tuition that is specifically targeted at the children's gaps in learning has a moderate to high impact (+ 4 months) phonics small-group-tuition	2
Reading Plus Club – an opportunity for pupils to use our tech devices in a quiet setting to access the Reading Plus programme.	There is no specific EEF evidence for this, however, we feel that the evidence that homework involving a digital intervention has a positive (+6 months) impact applies. homework	1 and 4

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

Budgeted cost: £2380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accessing music tuition	EEF evidence suggests that arts participation has a moderate but positive effect on academic progress (+3 months). We also hope that it will contribute to cultural capital and raise self-esteem and resilience. arts-participation	3
Accessing at least one extra-curricular club	A recent government funded study showed that participation in extra-curricular activity is often under-accessed by disadvantaged pupils. Access to sports and arts clubs can increase wellbeing, improve social mobility, widen access to employment and improve educational outcomes. Unequal Playing Field report.pdf	3
Providing a laptop for Year 5/6 PP children	EEF evidence tells us accessing homework which has a digital element adds to the value of homework, raising the potential impact to +6 months. homework	1 and 4

Total budgeted cost: £11,165



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.

Priority	Outcome
Priority 1 For all pupils receiving pupil premium to reach nationally expected levels in statutory testing and for pupils in other year groups to meet age appropriate expectations by Summer 2021	No statutory testing. All pupils were measured against the 'Ready to Progress' statements released by the local authority. All children accessing PP who were not also on the SEND register had equivalent attainment to non-SEND, non-PP peers.
Priority 2 For all pupils receiving pupil premium to make at least expected progress during this academic year (2020-21)	Not measurable against previously held data.
Priority 3 For all pupils receiving pupil premium to achieve attendance which is comparable with their non-pupil premium peers	This was a difficult year in which to assess attendance – however, overall our pupil premium children came in at 95.5% which was slightly lower than our overall figure of 98.2%

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions