

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	Whitecote Primary School
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	47.6% (R-6)
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022.
Statement authorised by	Frances Stead Susan Hawkshaw
Pupil premium lead	Daniel Sheffrin
Governor / Trustee lead	Suzi.Delahunty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£279,169
Recovery premium funding allocation this academic year	£43,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£322,449

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

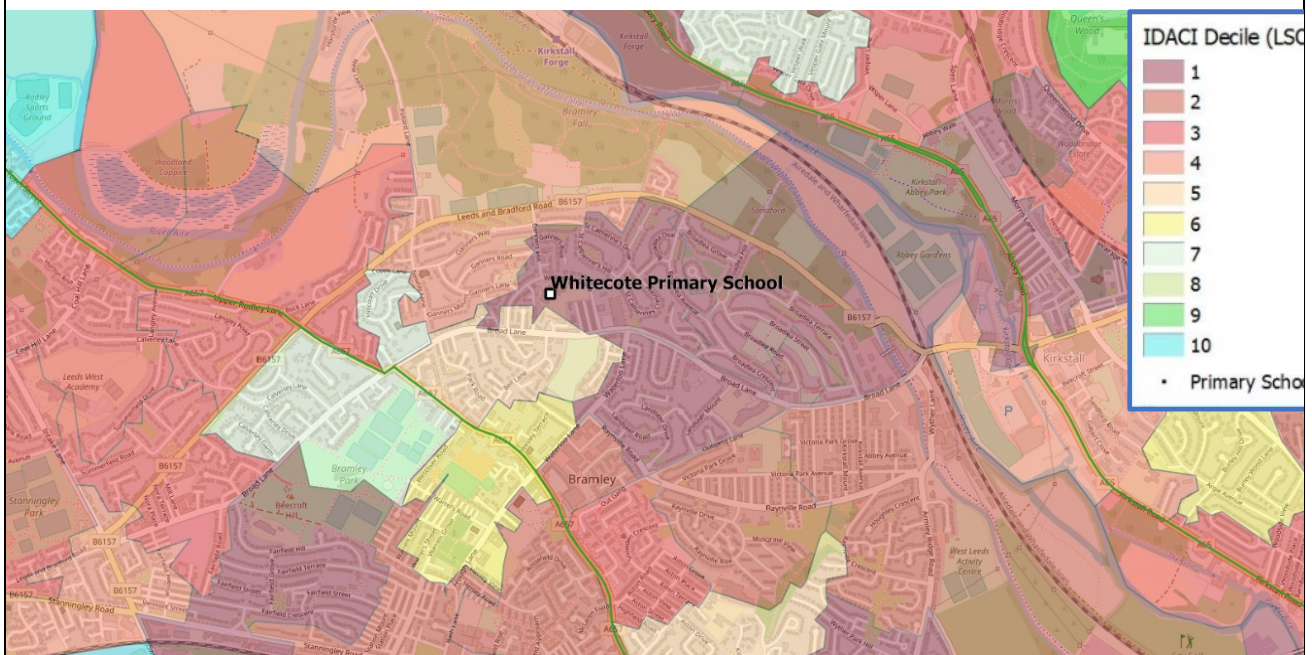
Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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.

Demography and School Context

Whitecote Primary is a two-form entry community school, located in Bramley, a suburb in the west of Leeds.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong, decile 1 being the most deprived and decile 10 being the least deprived. The map shows that



although there is an area with relatively average levels of deprivation just to the south-west of the school, the immediate area in which the school is located is amongst the most deprived in the country.

- The “Lower Super Output Area” (LSOA) in which the school is located is ranked 1,588th out of 32,844 in terms of overall deprivation, meaning that only 4% of areas in England have higher deprivation.
- Most of the specific measures indicate higher than average levels of deprivation.
- The school serves a mixed community from private dwellings, owner-occupied former council houses and council housing; with the majority of pupils coming from local council housing on the estate that the school is situated in.
- There is high unemployment, crime (particularly anti-social behaviour, violence and sexual offences) and drugs are prevalent in small pockets in the local area. The area is predominantly white working class. Many parents left school early after a poor educational experience. A substantial proportion of adults give their children little encouragement in learning.
- Due to the high level of need from our vulnerable families we employ a full-time very experienced Learning Mentor/Family Support Worker, who has an in-depth knowledge of the local community, a Pupil Wellbeing Manager to work with identified children to

improve behaviour and attitudes to learning and staff who offer nurture groups and therapies.

- Pupil mobility rates are the same as national at 85.8%, with 26 children new to the school from Reception to Year 6, and 24 children leaving.
- The area around the school is characterised by a higher than average level of housing which is rented from the Council (30%). In addition, another 15% of properties are rented from private landlords.
- The social profile of the area is quite mixed, with the largest group being semi-skilled or unskilled manual workers, or those who are not in work. The education profile of the adults in the area is also quite mixed and is similar to the overall national profile.
- There are a significant minority of families that suffer from food poverty which can be attributed to various factors, one of which is financial acumen and prioritisation. As such the school's Community Group have set up a School Food Bank to support these families, as well as a clothes and toy bank.
- Over the recent years there has been a decline in pupil numbers. One factor for this is the increased amount of places in local schools due to forecasts made by Leeds City Council, however these forecasts have not proved to be accurate and there is an excess of pupil places across other schools in Whitecote's vicinity. This has negatively affected the school's budget.
- School has provided a breakfast club which was extended to start at 7:30am to meet the needs of our families. We now provide an after-school club from Reception to Year 6, this has been extended to 6pm again to support our working families.
- Whitecote Primary is an active member of the West Leeds Family of Schools and benefits from partnership working across a variety of aspects, e.g. EYFS, moderation, staff CPD etc.
- School is also part of the Bramley Cluster that provides support in many areas such as attendance, Early Help, SEMH services, counselling and therapy for pupils.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

Achieving These Objectives

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

- 1-1 interventions based on children's individual targets. Three members of staff (four days in total) to work with identified children to support catch-up and narrow the attainment gap
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Improve nursery and reception outdoor provision
- To allow the children to learn a musical instrument.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children don't always have the vocabulary and language skills necessary to express themselves
2	Pupil Premium children have limited opportunities to access a broad experience of different activities
3	Many pupil premium children have limited emotional resilience and low self-esteem so cannot always rise to the challenge of more difficult work
4	Lockdown has had a disproportionate effect on Pupil Premium children – in general, they had lower engagement with online learning and less support at home.
5	Attendance rates for pupils eligible for pupil premium are lower compared with other children. This reduces their school hours and causes them to fall behind.

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
Improve language and vocabulary development of pupil Premium children
Increased attendance rates for pupil premium children
Rapidly closing gap throughout school
Middle ability pupil premium children maintain progress throughout school
To increase the numbers of higher attaining pupil premium pupils.

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: £143,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech and Language Therapist (£17,600) To screen all children on entry and bespoke programmes are put in place.</i></p> <p><i>Bramley Cluster (£27,903) – working with families</i></p>	<p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist</p> <p>See above</p>	1,2
<p><i>Peripatetic Music Teaching (£18,600)</i></p>	<p>EEF research shows that arts participation approaches can have a positive academic outcome in other areas as well as providing enrichment opportunities for children who might not otherwise have them. Pupils from disadvantaged backgrounds are less likely to have the access to musical instruments or additional tuition to learn to play them.</p>	1,2,4
<p><i>National College Seminar - CPD (£1,000)</i></p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. By having work in school externally moderated, it's possible to make sure that we are on the right track as well as collect ideas for accelerating progress</p> <p><i>To support teachers in this we have subscribed to the National College webinar series for another year. This enables staff to dip into CPD where appropriate, leaders to signpost staff to CPD and for it to be used as a whole school for CPD.</i></p>	1,2,3,4,5

<i>Funding for trips (£27,000)</i>	Limited experiences can limit children's communication skills because they have less to talk about. Experiences can be an inspiration for writing, and lead to greater understanding when reading. Greater cross curriculum links gives children a broader purpose for their learning.	1,2,4
<i>Now>press>play (£2,196)</i>	Alongside school trips, now>press>play provides pupils with immersive learning experiences that take them on a journey and allow themselves to imagine themselves in another place and/or era. Physically active learning means you can transfer learning from short term to long term memory and improves the "stickiness" of the learning. These experiences can then be used as prompts for learning. It also provides improved opportunities for learning at home where necessary.	1,2,4
<i>Pixl (£2,700)</i>	Use of Pixl do get resources for providing targeted interventions, whole class interventions, assessments, tracking of pupil progress, data analysis.	1,3,4
<i>Outdoor provision Nursery (£26,740) and Reception (£32,000)</i>	Nowhere has the effect of school closures been more acute than on children from early years, many of whom have lost out on key opportunities to develop their social and language skills. By improving the outdoor provision, we aim to improve their opportunities to learn through play in an exceptional environment.	1,2
<i>2 days phonics reading management (£25,792)</i>	Ensure the teaching of phonics in school meets the needs of our pupils. According to the EEF, phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1,4
<i>Tablets for additional times tables work (£8,983) TT Rockstars (£157)</i>	Improving key skills are essential for ensuring academic progress and engagement. TTRockstars provides the opportunities for pupils to practice tables skills in a way that's fun, gives feedback to teachers, is targeted to their level and can boost speeds.	4
<i>Professional Development (15,277)</i>	Support is put in place to develop teacher's skills in planning, providing interventions and resources to close gaps, monitoring and improving. The Curriculum Leader is working alongside Middle Leaders to develop their leadership of their subject and put in place detailed Schemes of Work across each subject.	1,2,4
<i>Display Manager (£1,630)</i>	Used as part of our strategy to promote engaging and effective learning environments. Evidence suggests that an effective learning environment can have a positive impact on learning.	1,2,3,4

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

Budgeted cost: £40,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A non-class-based teacher will deliver school-led tutoring programmes for 1.5 days in KS2. (£14,335)</p> <p>A non-class-based teacher will deliver interventions to identified children in Y6 x ½ day per week (£5,568)</p> <p>A non-class-based teacher will deliver catch up programmes for 2 days per week in KS1 (£20,304)</p>	<p>Attainment measures indicate that COVID-related disruption has had a considerable impact on outcomes.</p> <p>Pupils have missed a lot of schooling and have both missed out on elements that would have been taught during lockdown or forgotten what they learnt last year due to missing the opportunities for review.</p> <p>With additional funding for staff we aim to ensure that children have a chance to catch up in the key skills they may have missed or forgotten and therefore better access age related content in class.</p> <p>An appropriate reading, writing and maths intervention supports those identified children (disadvantaged children) in reinforcing their understanding of basic maths skills and application of number, reading and prosody, grammar skills.</p>	1,4

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

Budgeted cost: £74,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Learning Mentor</i> (£17,551)</p> <p><i>Wellbeing Manager</i> (£31,357)</p> <p><i>Thrive</i> (£3,571)</p> <p><i>Wellbeing Compass</i> (£2,000)</p> <p><i>Oasis</i> (£6,000)</p>	<p>Children who are poor attenders miss out on education and this creates gaps in learning which may lead to them falling behind.</p> <p>Poor attendance means they may not be able to access support already in place for them.</p> <p>Pupils' experiences of the lockdown period will have been very varied. For some, it will mostly have been a safe and enjoyable time. For others, it will have been challenging or traumatic. They may have had difficult experiences e.g. loss and bereavement, experience of domestic violence, abuse/neglect, family conflict, financial concerns, concerns about the safety of relatives, caring responsibilities, lack of nutrition, insecure housing.</p> <p>The period also created a lot of uncertainties and instabilities in pupils' lives and things that seemed reliable were subject to change, from empty supermarket shelves to the closure of school itself. This may create a greater level of anxiety about a future lockdown.</p> <p>The extended lockdown may have caused strains on relationships with friends and family and some children will have had little contact with their peers.</p> <p>We want to give pupils the support they need to address issues surrounding behaviour, attendance and emotional wellbeing.</p>	3,4,5
<p><i>Rethink Food</i> (£2,500)</p> <p><i>Healthy Schools</i> (£550)</p>	<p>Food deprivation is high at Whitecote. Research shows hungry children do not perform as well. By providing additional food to families we aim to mitigate this as well as growing our sense of community.</p>	3,4,5
<p><i>Leeds United Package 3: 3 hours per week for 36 weeks</i> (£3,025)</p>	<p>Support from Leeds United Foundation to motivate reluctant learners in reading and maths. This is targeted support aimed at inspiring pupils who have come back from school closures with a lack of motivation for learning.</p>	
<p><i>Additional incidental spending</i> (£3,000)</p>	<p>We are putting money aside to make sure we can provide additional uniform, PE kits and anything else that will help reduce the poverty gap in school and enable Pupil Premium children to be able to participate fully in the life of the school. We want to help ensure that socio-economic background does not prevent our pupils from following the school rules and fully participating in a broad range of activities.</p>	1,2,3,4,5
<p><i>Pupil Premium Champion</i> (£5,000)</p>	<p>It's very easy for pupils to fall through the gaps if they aren't highlighted.</p> <p>Particularly vulnerable children are</p> <ul style="list-style-type: none"> a) those pupils that could potentially be higher achieving pupils, but who are underperforming while still working within age-related expectations, b) children who performed well in the last baseline assessment but have fallen behind in subsequent years. 	1,2,3,4,5

	<p>c) Children who do not involve themselves in lessons, don't seek the teacher's help even when they don't understand something One role of the Pupil Premium champion is to raise the profile of these children, set high expectations for them, and ensure they get the focus they need.</p> <p>By having a focus group at each pupil progress meeting, it provides a benchmark by which success can be measured. Their books can be monitored, their progress watched closely, and lesson observations and learning conversations can take place where necessary.</p>	
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Total budgeted cost: £322,339

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 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 partial closure, which was aided by use of online learning through our use of ClassDojo, TTRockstars, myMaths and others, as well as the provision we offered for in class teaching for the children of key workers.

Although overall attendance in 2020/21 was higher than in the preceding year at 94.99%, it was lower than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3.79% higher than their peers and persistent absence 18.43% higher.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions

where required. We are building on that approach with the activities detailed in this plan.