

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	Whitley Chapel CE First School
Number of pupils in school	34
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 22 2022 - 23
Date this statement was published	22 nd September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Miss Jenny Morgan
Pupil premium lead	Miss Jenny Morgan
Governor / Trustee lead	Rev Andrew Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 5,380
Recovery premium funding allocation this academic year	£ 1,100
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	£ 6,480

Part A: Pupil premium strategy plan

Statement of intent

At Whitley Chapel First School we want all pupils to achieve the best they are capable of and to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed, and because of the small number of pupils receiving the Pupil Premium grant, their needs are very individual and have to be addressed as such.

Our priorities for maximising the use of the Pupil premium grant are as follows:

- Ensuring all student receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Financial challenge – offering support with school equipment or uniform
2	Academic challenge – giving classroom support or additional tutoring to enable pupils to achieve their learning goals
3	Attendance – following up on absence and offering support with health issues
4	Reduced parental engagement with school and learning – persistent efforts at communication, invitation and support

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
The gap in achievement between PP pupils with no identified SEND and their peers will be significantly reduced	All PP pupils with no significant SEND will achieve the Expected level or above in English and Maths at the end of the academic year
PP pupils with identified SEND will make significant progress over the year	80% or more Learning targets identified in SEND documentation will be met
The gap in attendance between PP pupils and non-PP pupils will be significantly reduced	School attendance of PP pupils who have had high levels of absence in the past will be at least 90%
PP pupils will have equal opportunities to participate in all school activities	PP pupils will be provided with uniform or equipment where required, and will be offered financial support for any activities requiring a voluntary contribution

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: £ 6,180 additional Teaching Assistant time in Early Years in order to allow the other EYFS Teaching assistant, and the teaching assistant in KS1 to move up into the next Key Stage, and subsidise the hours of the designated SEND TA.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none">Additional TA time in KS2Additional TA support in Early Years	<p>This allows either the teacher or the TA to provide:</p> <ul style="list-style-type: none">Additional practice with Phonics in Year 3 that pupils missed when Home Learning in Year 1 & 2Additional practice with a particular area of Maths that they did not understand during Home LearningAdditional reading practice for pupils whose parents found it a challenge to read with them at Home during Lockdown.Designated SEND TA can spend more time with SEND pupilTeacher can be released to spend time telephoning parents of vulnerable pupils, giving support and following up absences.Teacher or TA can spend more time one-to-one with pupils, practising reading, phonics and number	<p>Numbers vary, as pupils demonstrate needs in different areas of the curriculum throughout the year, but support is needed by roughly 50% of pupils in each Key Stage throughout the year.</p>

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

Budgeted cost: £0.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A	We do not have enough pupils to merit running a specific intervention program or using the NTP.	

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

Budgeted cost: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trip in KS2 School trips in KS2 and EYFS throughout the year School uniform for PP pupils if requested	All pupils can take part in all activities and do not have to be excluded because of cost Pupils all have access to clean, good quality, suitable school uniform and equipment such as book bags and water bottles	Numbers are not published because the size of the school makes it too difficult to protect identity of PP pupils.

Total budgeted cost: £6,480

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

No standardised tests were administered last year.

We began increasing using the TA support in Early Years in March 2021, but were unable to afford additional TA support in KS2 until September 2021. Prior to that we had used our PP money to increase TA hours in KS1, enabling the teacher to teach the mixed age class separately for Maths and Literacy rather than together as before, and give targeted support to Year 2 pupils in preparation for SATs. We have continued to employ a designated TA for KS1 and it has had the impact on the outcomes at the end of KS1 that 100% pupils made the expected or more level of progress from the end of EYFS to KS1 in Reading and Writing, and 40% increased their progress in Maths, of which 20% were PP.

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
None purchased	