

## 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 Park Primary and Nursery School
Number of pupils in school	564 (8.11.21)
Proportion (%) of pupil premium eligible pupils	232/564 = 41%
Academic year/years that our current pupil premium strategy plan covers <b>(3 Year plans are recommended)</b>	2021-2024 (3 Year Plan)
Date this statement was published	November 2022
Date on which it will be reviewed	October 2022
Statement authorised by	Nathan Butler-Broad Head Teacher
Pupil premium lead	Ruth Thompson Deputy Head Teacher – Pupil Premium Lead
Governor / Trustee lead	Steven Woodhull – Pupil Premium Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,930
Recovery premium funding allocation this academic year	£21,518
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£288,448

## Part A: Pupil premium strategy plan

### Statement of intent

*Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. (EEF 2021.)*

Therefore, our 21-24 PP strategy has been founded on the following EEF principles:

- It covers a 3-year period, reviewed annually, with the necessary adjustments.
- Leaders focus on a small number of priorities each year in areas likely to make the biggest difference.
- It is embedded within a wider strategic cycle and impact is reported termly.
- Our approach is linked closely to EEF evidence.
- We will spend some of our PP funding on non-academic interventions, such as improving attendance as this will boost attainment. A focus on attendance is particularly important now, given the impact of Covid-19.

#### **Aspire-Believe-Achieve**

Our school motto exemplifies our shared values and expectations. It represents our approach and ethos. We expect our PP pupils to demonstrate relentless passion and purpose. We want them to persevere and to expect the best for themselves and others. We expect PP pupils to support each other and reach their goals by having high aspirations for themselves and the confidence to progress, and achieve well in all aspects of their life.

Our key principles are:

1. To improve Pupil Premium pupils' attendance – particularly the attendance of PP persistent absentees.
2. Ensure every disadvantage child can exit Yr1 having passed the Phonics screening test.
3. Ensure staff use strategies every day that help PP pupils recall and remember the knowledge they have been taught.
4. Ensure Oracy and speaking skills are prioritised, to address gaps in PP pupils speaking skills and support social mobility.

5. Ensure that PP pupils' access Covid recovery tutoring, to address R/W/M knowledge gaps, ensuring they exit their cohort at ARE.

Our current PP strategy has addressed SALT protocols and outcomes. It has addressed Curriculum sequencing too and therefore, these have not been included in the 2021-2024 PP Strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor attendance</b> – Some families don't send their children to school regularly or understand the impact this has on their child's educational outcomes. We have a larger than average number of PP pupils on TSPs / part-time timetables, medical needs and those who have suffered with Covid-19, all of which have contributed to our persistent absentee %. PP pupil attendance was less than non-PP pupils both remotely and in school during lockdown, widening the attainment gap.
2	<b>Phonics</b> – Some PP pupils are not getting the opportunities they need to remember and recall phonics. Some pupils do not experience parental engagement at home to reinforce and extend their Phonic knowledge. Covid restrictions have halted intervention groupings which offered precision Phonics teaching.
3	<b>Knowledge Retention</b> - Teachers have begun to utilise strategies, e.g. Rosenshine's Principles, in their lessons for pupils to know more and remember more. These strategies are not yet consistently embedded enough, for PP pupils to achieve age related expectations.
4	<b>Oracy and Speaking Skills</b> – Poor pupil language levels and vocabulary stop pupils from reaching their full potential. We are a Voice 21 Spotlight School - staff are aware of the importance of Oracy to improve social mobility and life chances for PP pupils. Oracy is not yet being explicitly taught to PP pupils in <b>all</b> curriculum subjects; it is not yet imbedded by all stakeholders, within the culture of our school.
5	<b>Covid Recovery</b> – Internal data, assessment and observation has demonstrated that many PP pupils have been increasingly disadvantaged by lockdown, widening the gap. These pupils require additional quality first teaching, to catch up and achieve ARE.

## 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>1. Those PP pupils with less than 90% attendance improves by 25% or is at, or above 95% (national.)</p> <p>There is an increase in part-time TSP hours, so that the most disadvantaged pupils are not missing direct, quality first teaching.</p> <p>Parents prioritise their children's health needs and follow up swiftly with GP / Health visitor / School Nurse advice.</p>	<ul style="list-style-type: none"> <li>• Attendance officer reports improved PP attendance.</li> <li>• % of PP pupils on part-time timetables decreases and the number of part-time hours increase over the course of the academic year.</li> <li>• New alternative provision provides opportunities for improving PP persistent absenteeism.</li> <li>• Increased numbers of parents referring for GP, Health Visitor and School Nurse service.</li> <li>• 100% of entitled pupils take up free meal and milk offer to maintain good health.</li> <li>• Parents intervene, swiftly to ensure children's medical needs are met with early intervention by medical staff reducing prolonged absence.</li> </ul>
<p>2. 100% of PP pupils (without significant SEND) pass the Phonic screening at the end of Yr1.</p>	<ul style="list-style-type: none"> <li>• Increasing numbers of pupils are passing screening year on year.</li> <li>• Phonic screening data demonstrates no gap PP-vs-Non-PP or, narrow.</li> <li>• Number of pupils leaving the Phonics programme increases in Yr2.</li> </ul>
<p>3. All staff plan for and use effective knowledge recall and memory strategies daily, including Rosenshein's Principles.</p>	<ul style="list-style-type: none"> <li>• Planning demonstrates effective knowledge sequencing and pupils are expected to apply and retain their knowledge throughout this sequence.</li> <li>• A range of effective questioning techniques are embedded into all lessons.</li> </ul>

	<ul style="list-style-type: none"> <li>• PP pupils can recall key knowledge from previous terms and make valid connections with their new learning, deepening their knowledge bank and placing it into their long-term memory.</li> </ul>
<p>4. Oracy becomes a main driver within the Curriculum. Teachers plan and utilise a range of Oracy strategies, explicitly into Long / Medium / Short term planning. We imbed Oracy as part of our whole school culture.</p>	<ul style="list-style-type: none"> <li>• Pupils are confident to present and speak in full sentences, in standard English about their learning, both in class, venues and to visitors.</li> <li>• 100% of teachers plan and deliver Oracy strategies in all Curriculum lessons.</li> <li>• Teachers become competent at using Oracy strategies to evaluate progress and ARE.</li> <li>• An increasing number of stakeholders adopt Oracy strategies to benefit PP pupils.</li> <li>• Oracy is a main curriculum driver in its own right and is explicit on planning.</li> </ul>
<p>5. PP pupils access Covid recovery tutoring, (NTP / Sport tutoring / in house tutoring, i.e. Phonics,) to address R/W/M knowledge gaps, ensuring they exit their cohort at ARE.</p>	<ul style="list-style-type: none"> <li>• 100% of the 75 tutoring places are taken up by disadvantaged pupils.</li> <li>• Internal data demonstrates accelerated progress from start points.</li> <li>• PP pupils 'catch up' and exit their cohort achieving ARE.</li> </ul>

## 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: £169,765

Activity	Evidence that supports this approach  N.B. EEF Evidence given in + plus months progress per child	Challenge number(s) addressed
<p>Develop therapeutic support structures for children with SEMH difficulties, incl:</p> <ul style="list-style-type: none"> <li>• Introduce new Hive resource as base area</li> <li>• Train new ELSAs – support improved regulation and metacognition</li> <li>• Reshape inclusion structures across the school</li> <li>• Promote improvements to health and wellbeing</li> </ul>	<p>(Behaviour Interventions +4) There is extensive evidence to demonstrate that childhood social and emotional skills link to improved outcomes in later life. This includes academic performance, behaviours and relationships with peers.</p> <p>Introducing the Hive will also support children’s improved attendance/reduce persistence absence in school and offer alternative provision for children who are currently on part time timetables (TSP)</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>1, 2, 3, 4, 5</p>
<p>Continue Oracy project as whole school focus (VOICE21 – Stage 2)</p> <p>Embed dialogic activities across the school curriculum. These can support</p>	<p>(Oral Language Interventions +6, Early Literacy Approach +4) There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>3, 4</p>

<p>pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund on-going teacher training and release time.</p>		
<p>Embed consistent approach to teaching of writing using whole text units and deliberate practice/review of SPAG material and text type through the curriculum</p>	<p>(Reading Comprehension Strategies +6; Communication &amp; Language Approaches +6; Early Literacy Approaches +4; Feedback +6; Communication &amp; Language Approaches +6; Early Literacy Approaches +4)</p> <p>Internal monitoring demonstrates improved outcomes since shift to text based units. This is supported by advice and guidance from BFfC English Lead. See also: <a href="#">EEF Improving Literacy in Key Stage 2</a>.</p>	<p>2, 3, 4, 5</p>
<p>Support new maths leader to enhance the teaching of Maths using MNP resource and improved understanding of Concrete Pictorial Abstract approach, particularly for new staff.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>(Early Numeracy Approaches +6, Mastery Learning +5) The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3, 4, 5</p>
<p>Access RWI Phonics training for new staff and release the phonics lead to support CPD and monitoring of implementation</p>	<p>(Phonics +5, Small Group Tuition +4) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	<p>2, 3, 4 &amp; 5</p>
<p>Develop follow up training for staff in Rosenshine's principles of instruction-focus areas, questioning and review of material. Link to leadership monitoring</p>	<p>High quality teaching for all is the most effective intervention sited in research.</p> <p>(EEF +8 months for relatively low cost)</p>	<p>3, 4, 5</p>

<p>focus and support. Provide guidance and framework for working through PiXL phase/core team process and materials to support delivery.</p> <p>Purchase Walkthru Training package</p>		
<p>Invest in teaching resources to support quality first teaching for pupil premium pupils, incl:</p> <ul style="list-style-type: none"> <li>• TT Rockstars</li> <li>• RWInc Phonics (incl Development Officer)</li> <li>• WhiteKnights English Hub (incl Reading consultant)</li> <li>• Picture News</li> <li>• RWInc Spelling</li> <li>• V21 – Oracy (incl consultancy)</li> <li>• ABC Readers</li> <li>• Nessy</li> </ul>	<p>High quality teaching for all is the most effective intervention sited in research.</p> <ul style="list-style-type: none"> <li>• (EEF +8 months for relatively low cost; Phonics +5)</li> </ul>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £59,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed new independent support mechanisms for delivery of speech and language support, incl:</p> <ul style="list-style-type: none"> <li>• 2 days of therapist time</li> <li>• 3 days of S&amp;L Assistant time</li> <li>• Preferential therapy offered to PPG children</li> <li>• Specialist training and support for staff</li> <li>• Programmes incl, NELI, Voice 21, colourful semantics, bucket time, Lego Therapy, ICan</li> </ul>	<p>(Oral Language Interventions +6; Communication &amp; Language Approaches +6; Early Literacy Approaches +4) Evidence demonstrates that disadvantaged children develop a word deficit from an early age. Children with S&amp;L difficulties are adversely affected in all areas and early intervention is essential to overcoming barriers. A number of studies show the benefits of using a range of different approaches to developing pupil's communication and language skills</p> <p><a href="#">EEF Communication and Language approaches.</a></p>	<p>2, 3, 4, 5</p>
<p>Access external behaviour support for children with SEMH needs.</p> <p>Continue TSP process to help support children on part time timetables to be more successful and increase their time in school.</p>	<p>(Behaviour Interventions +4; Social and Emotional Learning +4; Small Group Tuition +4; Mentoring +2; 1:1 Tuition +5)</p> <p>Behaviour Interventions +4) There is extensive evidence to demonstrate that childhood social and emotional skills link to improved outcomes in later life. This includes academic performance, behaviours and relationships with peers.</p> <p>Introducing the Hive will also support children's improved attendance/reduce persistence absence in school and offer alternative provision for children who are currently on part time timetables (TSP)</p>	<p>1, 5</p> <p>X5 PP Pupils (Respite)</p> <p>X25 PP Pupils (TSPs)</p>

	<a href="#">EEF Improving Behaviour in Schools</a> <a href="#">EEF Social and Emotional Learning.pdf</a>	
<p>Access effective external Educational Psychology support and guidance to improve provision and better meet individual need</p>	<p><a href="#">EEF Special Education Needs in Mainstream School. pdf</a>  <a href="#">EEF Improving Behaviour in Schools</a></p>	<p>1 (?)  X20 PP Pupils</p>
<p>Develop access to Therapy Dog (support through Canine Assisted Learning)</p> <p>Timetable access to school therapy dog for children with social and emotional needs.</p> <p>Deliver training for staff through Canine Assisted Learning programme.</p>	<p>(Social and Emotional Learning +4, Behaviour Interventions +4)</p> <p>Evidence supports that access to dogs can help children to self-regulate, build confidence.</p> <p>Supporting social and emotional learning has a recognised impact on children’s ability to access school, incl improved attendance and attainment. This includes teaching self-awareness, self-regulation, relationship skills and responsible decision making.</p> <p><a href="#">EEF Social and Emotional Learning.pdf</a>  <a href="https://www.uclahealth.org/pac/animal-assisted-therapy">https://www.uclahealth.org/pac/animal-assisted-therapy</a></p>	<p>1, 4</p>
<p>Deliver catch up tuition incl:</p> <p>Third Space Maths Tutoring (AUTUMN Y5/6 x75 places ; AUTUMN Y3/4c x 75 places)</p> <p>Recruit x2 Academic Mentors to support small group tuition</p>	<p>(Mentoring +2, 1:1 Tuition +5, Individualised Instruction +4)</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 5  X75 Pupils – x28 PP (x47 other pupils fall under other vulnerability indicators)</p>

Invest in further IT hardware and software to support Early Years pupils to access learning (41%)	(Digital Technology +4)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</a>	2, 3, 5 All PP Pupils
<p>Support improvement to the teaching of systematic phonics through:</p> <ul style="list-style-type: none"> <li>• Release time for Phonic Lead</li> <li>• Investment in RWInc Phonics and Spelling Programme</li> <li>• Training for new staff (incl, RWI Development Days and training portal)</li> <li>• Access English hub support from Whiteknights – consultancy, training and resources</li> </ul>	<p>(Phonics +5, Small Group Tuition +4, Individualised Instruction +4, Mastery Learning +5, Collaborative Learning Approaches +5, Reading Comprehension Strategies +6)</p> <p>(Phonics +5, Small Group Tuition +4) Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3, 4, 5 X90 PP Pupils

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

Budgeted cost: £60,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Free School Milk offered to PP pupils, to support intake of daily vitamins, general health, nutrition and concentration.</p>	<p><i>Milk is excellent as a mid-morning drink. It provides a nutritional boost and keeps children hydrated between breakfast and lunch, helping them to concentrate and learn. (Cool Milk 21.)</i></p>	<p>1</p>
<p>Uniform vouchers and equipment offered to PP families who fit low income eligibility. Breaking down barriers to poor attendance through providing cohesion and equality, group identity, increased safety, dress code equality, reduced potential for bullying, streamlined morning preparation, safe and practical, less distracting learning environment.</p>	<p><u>University of Nevada, Reno College of Education 2013</u></p> <p>Lists various benefits to wearing uniforms, including decreases in poor behaviour, gang involvement and bullying; and increases in safety, ease of going to school, confidence and self-esteem.</p> <p>School Uniform Bill April 2021</p> <p>Education Act 1990 – LAs have the power to provide financial help to PP pupils with assisting them to purchase uniform.</p>	<p>1 X6 PP Families</p>
<p>Free School Meals offered to support a well-balanced diet, all round nutrition, health and concentration for learning.</p> <p>To continue to use the Free School Meals checking service to ensure swift allocation of FMS for eligible pupils, promoting good health and concentration for learning, whilst reducing meal poverty.</p> <p>We have purchased a new School meals kitchen contract, ensuring that free school meal uptake is high, promoting good health and</p>	<p><i>Free school meals have been shown to improve health and help tackle health inequalities, as well as removing the poverty trap faced by parents trying to move into employment. (Sustain 21.)</i></p> <p><b>The Children’s Food Campaign UK believes that the provision of free school meals help:</b></p> <ul style="list-style-type: none"> <li>• Improve children’s health</li> <li>• Reducing health inequalities and help low income families</li> <li>• Removing the poverty trap that prevents parents moving into employment</li> <li>• Supporting the rural economy and promoting sustainable food</li> </ul>	<p>1 X216 PP Pupils</p> <p>1 100 New PP Pupils P/A</p> <p>1 X216 PP Pupils</p>

<p>diet through an attractive, well balanced, quality menu. Improving good learner behaviours and attendance. Ending meal poverty.</p>		
<p>School Trip subsidies are offered to low income PP families to enhance real life learning experiences, so that knowledge links can be made, vocabulary skills extended and PP pupils made valid connections with new learning, deepening their knowledge bank and placing it into their long-term memory.</p>	<p><i>'School trips are an incredibly important part of school life, and really help children to make the connection between what they are learning inside the classroom, and the wider world.'</i> (Plan my School Trip 2021.)</p> <p>EEF - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <ul style="list-style-type: none"> <li>• Mastery Learning +5</li> <li>• Collaborative Learning Approaches +5</li> <li>• Metacognition &amp; Self-Regulation +7</li> </ul>	<p>1, 3, 4 All PP Pupils</p>
<p>Appoint an Attendance Officer to monitor, report and offer support strategies for PP attendance, to the PP Lead and the wider Leadership Team</p> <p>Buy in Educational Welfare Officer Service Level Agreement</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>	<ul style="list-style-type: none"> <li>• PP funding on non-academic interventions, such as improving attendance as this will boost attainment. (EEF 21)</li> <li>• A focus on attendance is particularly important now, given the impact of Covid-19. (EEF 21)</li> <li>• The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</li> </ul>	<p>1 All PP Pupils</p>

<p>High numbers of PP pupils experience safeguarding concerns and are known to Children's Services. Home routines for some PP pupils are lacking. Our Child Welfare Officer works alongside parents and external agencies to ensure PP pupils are provided with basic needs, safe and consistent parenting for optimum learning, plus support to access housing, benefits and welfare, to improve pupil health and well-being.</p>	<p>EEF – Working with Parents to Support Learning – <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf</a></p> <p><i>'Schools should be optimistic about the potential of working with parents. There is an established link between the home learning environment at all ages and children's performance at school. Schools and parents have a shared priority to deliver the best outcomes for their children.'</i></p> <ul style="list-style-type: none"> <li>• Social and Emotional Learning +4</li> <li>• Behaviour Interventions +4</li> <li>• Self-regulation strategies +5</li> <li>• Parental Engagement +4</li> </ul>	<p>1 All PP Pupils</p>
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**Total budgeted cost: £289,028**

## 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.

<b>Priority 1</b>								
<i>To improve Pupil Premium pupils' attendance - particularly the attendance of PP persistent absentees.</i>								
<b>Impact</b>								
<b><u>Google Sheets Attendance Data 25.1.21-5/3/21</u></b>								
Week	PP Onsite	PP Off site	PP Accessing GC	PP Paper packs	Non-PP Onsite	Non-PP Offsite	Non-PP Accessing GC	Non-PP Paper packs
25/1	48	130	77	31	64	194	151	19
1/2	49	130	71	19	68	193	158	13
8/2	49	129	78	18	72	189	156	7
22/2	39	128	60	18	75	187	135	13
1/3	51	127	59 (missing data for Yr5)	6	75	187	122 (missing data for Yr5)	4

**Headlines**

- Number of PP pupils on-site increased through the duration of lockdown, therefore the number of PP pupils off-site decreased.
- Number of PP pupils taking places on-site was less than non-PP pupils.
- Number of PP pupils accessing Google Classrooms was significantly less than non-PP pupils.
- Number of PP pupils accessing paper packs was higher than non-PP pupils.

**Attendance March – July 21**

Totals:	PP	Non-PP
Term 3	Internal Data Above	Internal Data Above
Term 4	Internal Data Above	Internal Data Above
Term 5	91.44	95.15
Term 6 - Up to 9 <sup>th</sup> July	92.00	94.90

**Headlines**

- Term 6 – Attendance gap beginning to narrow.

**Priority 2**

*Ensure every disadvantaged child can exit Year one having passed the phonics screening test.*

**Impact –**

<b>Academic Year</b>	<b>PP Screening Results</b>	<b>Non-PP Screening Results</b>
19-20	18 = 69%	32 = 74%
20-21(Year 2)	Yr2 Not completed until November 2021  Yr2 Prediction – 42%	Yr2 Prediction - 48%
21-22 Prediction (Year 1)	No prediction until January 2022	

### **Headlines**

Yr2 - PP-vs-Non-PP Gap beginning to narrow

Children are performing lower (1-2 groups below,) than normal due to lockdowns and missed schooling.

Class bubbles has meant that children were in ‘best fit’ larger groups as opposed to homogeneous groups we have had in previous years.

Staffing changes have impacted upon group size.

### **Priority 3**

*Ensure knowledge progression in the curriculum is well sequenced in all subjects.*

*Ensure staff use strategies every day that help children recall and remember the knowledge they have been taught.*

### **Impact –**

- Staff Training – Rosenshine’s Principles – Questioning / Sequencing Concepts and Modelling / Reviewing Material / Stages of Practise
- LA Staff Training - Scaffolding
- Appointed a Curriculum Lead to oversee Curriculum planning and sequencing alongside SLT
- Implemented Phase and Core Team meetings lead by SLT, to cascade best practise and quality assure curriculum sequencing
- SLT attended Tom Sherrington Conference – Cascaded to all staff

#### LA Monitoring visit 26.5.21 Soundbites –

- *'Intent planning, vocabulary and language development since the last full review.'*
- *'Raised expectations across school of what children can do and should be taught- as a result children are remembering and applying more and with more depth and nuance.'*
- *'Attitudes to learning improved- children far better able to talk about their learning.'*
- *'Training for staff now focused on teaching and learning - more follow up and support.'*
- *'Further development needed in curriculum planning and unit planning to ensure clarity on what children need to know, remember and be able to do every unit, term year and phase.'*

#### **Priority 4**

- *Ensure that Whitley park supports social mobility through addressing gaps in children's speaking skills.*
- *Ensure oracy and speaking skills are prioritised in approaches to teaching.*
- *Ensure that PP Pupils with speech and language difficulties, or moderate learning difficulties are identified early, and have research informed SALT interventions, to help them catch up quickly.*

#### **Impact**

PP 'Speaking' goal – 82% expected level - one of the highest areas for EYFS PP pupils 2021 – this is the impact of V21 and NELI work from January 21.

#### **The Oracy team have successfully delivered:**

- Introduction to Oracy Training 1 Spring 1 - 21 – Including, *'How is Oracy impactful for disadvantaged & SEND pupils'*
- Summer 2 - 21– Oracy Training 2
- Autumn 1 - 21 – Oracy Training 3
- X4 Listening Walks carried out (EYFS /KS1 / LKS2 / UKS2)
- Increased opportunities for presentational Oracy and 'Audience and Purpose' within curriculum planning.
- We are hearing improvements in children's Oracy skills within school.
- Voice 21 Stage 1 is complete, we move to Stage 2 in January 2022.
- 'Debate' is planned into x1 class assembly p/w.
- Singing Assemblies began in Sep 21, improving performance Oracy.
- Oracy Guideline and Talk Roles are consistently used across school and monitored within Phase Meetings.
- Results of Writing Monitoring (Oct 21) reported much more explicit Oracy teaching prior to writing – pupils are more confident with discussion prior to written work, improving outcomes and quality pieces of writing.

- Autumn 2 - 21 - KS1 and KS2 'Open House' for staff to drop into model Oracy lessons run by champions.
- Autumn 2 – 21 - EYFS – joined the LA, **Speech, Language & Communication Network**.
- Autumn 2 – 21 - EYFS – Undertaking the **ICAN – Early Talk Boost programme**, aimed at 3-4yrs, to make +6mths Oracy progress in 9 weeks.

*'Children are much more confident to talk about what they know in comparison with our last review, they have a wider subject specific vocabulary and far more children are talking in full sentences. Teachers were observed identifying with children unfamiliar language, modelling and explaining words in context, using language and word level scaffolds and asking children to expand their verbal responses in class. There are convincing signs that the school's approach to Oracy (voice 21) and research informed interventions such as NELI, are being faithfully implemented and are having impact. Given that this work has happened against the backdrop of C19 it is impressive.'* (LA Review 26.5.21.)

LA English Lead:

*'It was a joy to read your case study, (it has generated a lot of interest) and to see how successfully the V21 project is being implemented at Whitley Park. The school is lucky to have such a hard-working and dedicated member of staff leading this – well done to you.'* (Jackie Willcocks 15.9.21.)

### **Pupil Oracy Survey July 2021**

Out of 140 pupils surveyed (EYFS-Yr6.) **Over 60% in green.**

69% of pupils now speak in full sentences
91% of pupils speak in standard English
94% of pupils join in class discussions (always & sometimes)
92% said their teachers offer them discussion time in lessons
97% of pupils said that their teacher asks lots of questions
79% of pupils feel their teacher listens to their thoughts and ideas
32% <b>always</b> use ambitious vocabulary in their work, whilst 56% do, <b>sometimes</b> .

38% <b>always</b> use vocabulary tool kits in their work, whilst 36% do, <b>sometimes</b> .
51% of pupils feel that <b>both</b> their speaking and listening has improved (% is relative to those pupils who lacked confidence within initial benchmark.)
27% feel their listening has improved
16% feel that their speaking skills have improved
53% of pupils now feel more confident to present their work to the class (% relative to pupils lacking confidence to present within initial benchmark.)
30% of pupils adapt their speech during presentational Oracy activities

### SALT – Speech and Language Therapy

**Recruitment of an experienced, private SAL Therapist in Jan 2021** = reduced numbers significantly for SLCN across the school from 79 to 45

#### **PP pupils consistently identified as priority for SALT:**

- **March 21** - 79 children are on the register for SLCN, of those 26% are PP.
- **July 21** – 59 children on the register for SLCN, of those 32% are PP
- **October 21** – 45 children on the register for SLCN, of those **42%↑ are PP.**
- The complete SALT caseload have been seen for review once and PP pupils, twice.
- Experienced SALT Assistant appointed by school in Spring 21 x3 days per week. Working efficiently with the new S&L Therapist.
- Vocabulary groups, Speech and Language and Attention Autism groups, are now in place.
- Separate NHS Therapist now only sees EHCP pupils (x18 children)
- Caseload meeting – SAL Therapist/Assistant prioritise those pupils who had not had a review or assessment for well over a year, due to restrictions in the NHS service.
- Wave 2 impact paperwork in place for those PP pupils receiving interventions with SALT assistant.

## 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
<p><b>SALT Programmes:</b>            CELF 5            Clear            RAPT            Therapy            Colourful Semantics            Widget            Bucket Time            Super Duper Publications</p> <p><b>Other:</b>            TT Rockstars            Google Classrooms            Thought Box            RWInc            Pixl            Recovery Tutoring            Tapestry</p>	<p>-Pearson Assessment            -Clear-Resources.co.uk            -Winslow Resources            -Black Sheep Press            -            -Widgit            -            -Winslow Resources</p> <p>-Maths Circle            -Google            -Thought Box Education            -Ruth Miskin            -The Pixl Club            -Third Space            -Tapestry Journal</p>

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Therapeutic support to x4 SPP pupils 1:1 SLT support to parents Child Welfare Support to x4 SPP pupils Covid Lockdown Packs – delivered to home x4 SPP
What was the impact of that spending on service pupil premium eligible pupils?	100% on-site school places during Covid-19 50% made ARE in July 21, despite Covid-19 Parents supported 1:1 with SEND and Child Welfare concerns Excellent attendance for 100% of pupils

## Further information (optional)

### Additional PP Barriers in Our School

**Food, water, shelter, security, social issues** – Basic care needs are not always met. High levels of safeguarding with some complex cases.

**Increase in mobility** – vulnerable families moving in and out of Whitley during the academic year

**Mental Health** – can stop some pupils accessing the classroom and some families attending school

**Resilience and Confidence** – Some children are not robust or resilient enough to face learning challenges

**Routines** – Low completion levels of homework, Spelling and Reading. Sleep routines not in place for some pupils

**Increasing number of EAL pupils** – affecting the communication of expectations with some families