

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	Withernsea Primary School
Number of pupils in school	514
Proportion (%) of pupil premium eligible pupils	214
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 24
Date this statement was published	November 21
Date on which it will be reviewed	November 22
Statement authorised by	
Pupil premium lead	Angela Harper
Governor / Trustee lead	Collen O'Connell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,310.00
Recovery premium funding allocation this academic year	£30,450.00
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	£296,760.00

Part A: Pupil premium strategy plan

Statement of intent

Our school is welcoming, positive and successful for all children

We support the full inclusivity of all pupils be that disadvantaged, those with special needs and also pupils that are in both categories.

We encourage pupils to develop resilience and independence.

Our first learning priority is ensuring all our pupils can read so they can access the whole curriculum and are can meet the challenges of Ks 3 curriculum and beyond.

We aim for our disadvantaged pupils to achieve as well as our non-disadvantaged so this increases future choices and life chances.

Focus

Attendance

Emotional well being

Reading

Speech and language

Safeguarding

High quality teaching

Meeting additional needs

Challenges

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

Challenge number	Detail of challenge
1	<i>Lower starting points</i> Speech and language, reduced vocabulary , readiness for school – learning, social and emotional skills

2	Personal safety –lack positive mental attitudes, high CP, negative impact of dependencies on alcohol, drugs and poverty within families
3	Physical and mental health needs of community - rate of diabetes high, respiratory illness well above national trends
4	Wider life experience – 40% adult population not access to a car, affects aspirations and wider life experiences. This is a remote part of East Yorkshire
5	Some Withernsea postcodes are in bottom 1% nationally for childhood deprivation – with all the issues that deprivation can bring
6	Lack of diversity- live in a predominately white, working class area- although this is starting to become more diversified – this also brings further challenges

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
<i>Good attendance and attendance matching non disadvantaged pupils</i>	Equal attendance between the 2 groups Good attendance by both groups – 96% (covid is impacting on attendance target at present)
Good start to EYFS – closing gaps on entry	70% at expected level of development at year end
Phonics – Year 1 and Year 2 phonics screening	Aim 90% + by end of Year 2 to pass phonics screening
End of Ks 2 pupils continue to close gaps	School reaching national averages for reading, writing and maths, continued progress from year to year.
Pupils feel safe in school, know they can talk to an adult	99% feedback from pupils in pupil questionnaires- they feel safe, know they are listened to and know who they can talk too.

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: £158,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics .- Cpd for all staff in Ks 1, EYFS and support staff Ks 2</i>	Ensuring phonics delivered well by confident highly trained staff. (reading framework – July 21)	1 and all
<i>Phonics lead – monitoring, coaching, support phonic development</i>	Ensuring an effective lead, able to monitor, coach – means phonics high priority and pupil progress always a focus (reading framework July 21)	1 and all
<i>AHT upper Ks 2 – supporting teaching groups in years 5 and 6 to ensure pupils maintain/accelerate progress reduce gaps</i>	Small group work- specific focus-targeted intervention Case studies of individual improvements	1,3
<i>Smaller EYFS classes to focus greater teacher attention on those just starting school</i>	Children feel safe, secure, establish good relationship and trust with key worker – focus on learning as other needs are also met. Start to close gaps at the start.	All
<i>Educational psychology CPD</i>	Highly trained staff in SEN provisions meeting children’s needs more effectively – behaviour well supported, enabling a focus on learning progress	1,3
Experienced Teacher to support high level SEMH pupils to make progress	Children safe and secure, able to focus on their needs to ensure personal progress	1, 2

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

Budgeted cost: £23,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics EYFS and Ks 1 – catch up and coaching bottom 20%	Focus on the bottom 20% and accelerate progress – vision of all children able to read	1 and all
<i>Phonics Ks 2- intervention groups for those still on phonics programme</i>	Focus on ensuring all of Ks 2 read ready to access Ks 2 and then Ks 3 curriculum Small group focussed support	1 and all
<i>Speech and language programme and speech therapy</i>	Case studies of pupils making good progress with speech which then impacts on their reading (waiting list for NHS so pupils not held back due to lack of NHS resources)	1
<i>Educational psychology support</i>	Case studies of prompt assessments and ways forward to support pupil learning in class and more effectively meet their needs. Overcomes LA waiting list and children waiting to have their needs met.	1

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

Budgeted cost: £123,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance officer</i>	Liaise with parents, offer support, challenge, home visits- many case studies in school of positive impact and improved attendance	All
<i>Additional safeguarding officer</i>	High numbers of families needing support, High CP and CIN numbers able to support these families and ensure children more readily able to be a good place to learn	2
<i>Emotional well being workers – supporting wide range of pupils emotional needs</i>	Pupils need to feel safe and secure to focus on learning	2,3
<i>School trip subsidy and working with other HCAT schools- visits</i>	Widening horizons- pupils greater awareness society they live in – will be	6, 4

<p><i>etc to appreciate diversity within our HCAT family and beyond</i></p>	<p>better citizens of British society- increase ambition and life choices Ensuring this is a driver in the wider curriculum – is also part of HCAT signature- core value of our trust</p>	
---	---	--

Total budgeted cost: £304,546

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.

Pupils engaged with remote learning or were able to access school. During second lockdown we had 35- 40% of pupils in school

Over 100 devices given out so pupils able to work remotely

90% pupils engaged with remote learning.

Emotional well being workers able to keep in contact with vulnerable children- in school, home doorstep visits and on teams- pupils supported well with their mental emotional health

Phonics continued- inc coaching of bottom 20% - via teams and zoom as well as in school – so progress in phonics effective

Private speech and language programmes therapist visited children in school throughout, NHS worked remotely

Private educational psychologist – attended school supported pupils in class with learning, delivered CPD for staff- enabled effective provision in SEN provisions. LA psychologists continued to work remotely – used more for EHCP applications and EHCP reviews

Attendance has been affected and will need to be a big focus next year.

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
Read, write Inc	Outward Grange – reading support

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?	
What was the impact of that spending on service pupil premium eligible pupils?	