

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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   | Withington Primary School |
| Number of pupils in school  | 72                        |
| Proportion (%) of pupil premium eligible pupils   | 37.5%                     |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22 to 2023/24        |
| Date this statement was published   | September 2021            |
| Date on which it will be reviewed   | March 2022                |
| Statement authorised by   | R Kay                     |
| Pupil premium lead  | R Kay                     |
| Governor / Trustee lead   | A Henry                   |

## Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £38025 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £38025 |

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Pupils experiencing social and emotional difficulties                    |
| 2                | Punctuality and Attendance   |
| 3                | Attainment and progress gap between disadvantaged pupils and their peers |
| 4                | Wider opportunities for disadvantaged pupils                             |
| 5                | Disadvantaged pupils being less independent learners                     |

## 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  |
|---|---|
| Pupil's social and emotional difficulties are not a barrier to them meeting their potential | <ul style="list-style-type: none"><li>• Staff are available to support children with social and emotional difficulties throughout the day.</li><li>• Children are given support to address their social and emotional difficulties including, where appropriate, relevant interventions.</li><li>• Children have access to external support where necessary to support them with their social and emotional difficulties.</li></ul> |

|   |   |
|---|---|
| <p>Low attendance and punctuality is not a barrier to pupil's meeting their potential</p> | <ul style="list-style-type: none"> <li>• The attendance of disadvantaged pupils is in line with their peers.</li> <li>• Families are supported to achieve high levels of attendance and punctuality.</li> <li>• Interventions are used to support families where there are concerns over the children's attendance and punctuality.</li> <li>• Staff are available to support children and their families to improve attendance and punctuality.</li> </ul> |
| <p>The attainment and progress of disadvantaged pupils is in line with their peers</p>    | <ul style="list-style-type: none"> <li>• Children's speech and language difficulties are addressed at the earliest opportunity.</li> <li>• Children's attainment and progress is in line with their peers.</li> <li>• Children receive appropriate interventions to support them with their learning.</li> <li>• Children are given opportunities to develop their metacognitive skills so they can be more independent with their learning.</li> </ul>     |
| <p>Experiences and opportunities are given to disadvantage pupils to ensure</p>           | <ul style="list-style-type: none"> <li>• The school provides coherently planned rich experiences in and outside the classroom such as: <ul style="list-style-type: none"> <li>• Residential</li> <li>• Workshops</li> <li>• Day trips</li> <li>• Extra-curricular activities</li> </ul> </li> <li>• Disadvantaged children have the same opportunities to experience these as their peers.</li> </ul>   |
| <p>Disadvantaged children have the opportunity to develop their metacognitive skills</p>  | <ul style="list-style-type: none"> <li>• Gaps in disadvantaged children's metacognition skills are identified.</li> <li>• Whole class and targeted interventions are used to address the gaps.</li> <li>• Children become more independent learners.</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: £ *[insert amount]*

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Metacognition working party and follow up activities with all staff  | During the Covid pandemic – particularly during periods of lockdown – it became clear that the children who made the most progress were those who have good metacognition skills and have the skills they need to learn independently.<br>Education Endowment Fund | 3, 5                          |
| Mastery teaching with appropriate CPD for teaching and support staff | Previous success in school<br>Education Endowment Fund   | 3                             |

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

Budgeted cost: £ *[insert amount]*

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional adult support to provide pre and post learning opportunities for disadvantaged children as well as targeted interventions | Previous success of in school interventions and support to meet learning needs. | 3                             |
| ELKLAN speech and language interventions   | Education Endowment Fund  | 3                             |

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

Budgeted cost: £ *[insert amount]*

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <i>Additional adult support in classrooms to be able to quickly identify and address emotional difficulties.</i> | Success of the use of the family support worker in previous years to address pupil's emotional needs.                                    | 1                                    |
| <i>Attendance officer to work with families with a supportive approach</i>                                       | Previous success of this intervention with improving attendance across the school.   | 2                                    |
| <i>Contribution towards trips and visits for disadvantaged pupils</i>  | The only way we have been able to give some of our disadvantaged pupils access to this in the past is by partial funding using PP money. | 4                                    |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## 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.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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 |
|-----------|----------|
|           |          |
|           |          |

### 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? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*