

## WHITLEY MEMORIAL C of E AIDED PRIMARY SCHOOL



***'Let your light shine' – Matthew 5:16***

### Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding.

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 2023	Data
School name	Whitley Memorial C of E Primary School
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>2 year plan</b> )	23/24, 24/25, 25/26
Date this statement was published	30 <sup>th</sup> December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Claire Gray
Pupil premium leads	Claire Gray/ Tori Hansen
Governor lead	Chris Peart 2022 to present

#### Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£146, 955
Recovery premium funding allocation this academic year	£13,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led pupil Premium	£7,223
<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	£168,038

Part A: Pupil premium strategy plan

Statement of intent

<b>Key Intentions 2023/2024</b>	
<b>KI 1</b>	Continue to embed the shared ethos and positive culture throughout the school and its wider community to ensure that the safeguarding and wellbeing of pupils and staff is at the core of everything we do. (LM, BA, PD)
<b>KI 2</b>	To further improve attendance for all children, with a focus on vulnerable groups and persistent absentees. (IDSR) (LM, BA)
<b>KI 3</b>	To ensure that all pupil's attitudes and behaviours for learning are positive, promoting a culture of positivity and respect culture where pupils are safe and they feel safe, in light of new policies. (LM, BA, PD)
<b>KI 4</b>	Continue to ensure that the existing rigorously planned and sequenced programmes of study for all subjects are further implement, embedded, monitored and refined as necessary to deliver the full intent of the curriculum and that robust and accurate assessment methods/ feedback and marking of all subjects are further refined. (LM, QE, EYE)
<b>*KI 5</b>	The OAP, of the school's coherently planned and sequenced curriculum remains flexible to ensure that all staff identify and meet the needs of all learners, particularly disadvantaged and SEND, to ensure that all pupils have the knowledge and cultural capital they need to succeed in life. (LM, QE, SEN)

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<b>*KI 6a</b>	The rigorous approach to Writing and Maths attainment is further developed to increase the progress, attainment and assessment of children in and across year groups, evidenced at key assessment points. (IDSR) (LM, QE, EYE)
<b>KI 6b</b>	The rigorous approach to Early Reading/ Reading is maintained and developed to further increase the progress, attainment and assessment of children in and across year groups, evidenced at key assessment points. (IDSR) (LM, QE, EYE)
<b>KI 7</b>	The recently appointed EYFS Lead continues to develop the learning environments to fully meet the aims of the EYFS pedagogy and to develop, consolidate and deepen the knowledge, understanding and skills across all 7 areas of learning. (LM, EYE, QE)
<b>KI 8</b>	To further develop the role of the newly re-structured Governing body to ensure that they continue to promote and set the school's vision, ethos and strategic direction, hold the head teacher to account for the educational performance of the children and oversee the financial performance to ensure that money is well spent. (LM)
<b>KI 9</b>	Plan strategically to manage staffing and resources effectively to the changing context of the school and budget. (LM)
<b>KI 10</b>	To plan for and implement the new 2023 SIAMS framework. (LM, QE, PD)

Challenges

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

Challenge number	Detail of challenge
1	<p><b>Oral Language Skills and Vocabulary Acquisition</b></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Speaking and Listening skills directly impact reading and writing.</p>

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	<p>Over the last 2 years Reception baseline assessments indicated that a greater proportion of children who were from a disadvantaged were not on track for Listening and Attention, Speaking or understanding within the communication and language prime area. This is significantly behind their non-disadvantaged peers. Listening, attention and speaking impacts all areas of the curriculum and the data indicates the gap for reading, writing and maths for disadvantaged children is still evident in Year 6.</p>
<p>2</p>	<p><b>Phonics Achievement</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Pupils entering the EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the Early Years impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency.</p> <p>There are significant gaps between disadvantaged and non-disadvantaged pupils across school in reading between Year 1 and Year 6.</p> <p>Current data for children in EYFS and KS1 shows a disproportionate number of disadvantaged children not on track using the Read, Write, Inc tracking and assessment for phonics. The June 2023 Phonics screening shows that there was a gap of -26% between those disadvantaged and non-disadvantaged passing the phonics screening. National-22%</p>
<p>3</p>	<p><b>Writing Attainment</b></p> <p>There is a 28% gap between advantaged and disadvantaged achievers attaining the National Expected level or greater depth in reading in year 6.</p> <p>There is a 38% gap between advantaged and disadvantaged achievers attaining the National Expected level or greater depth in reading in year 6.</p> <p><b>Reading Attainment</b></p> <p>There is a 26% gap between advantaged and disadvantaged achievers attaining the National Expected level or greater depth in reading in year 1.</p> <p>There is a 20% gap between advantaged and disadvantaged achievers attaining the National Expected level or greater depth in reading in year 2.</p> <p>There is a 20% gap between advantaged and disadvantaged achievers attaining the National Expected level or greater depth in reading in year 6.</p>

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	<p><b>Maths Attainment</b></p> <p>There is a 17% gap between advantaged and disadvantaged achievers attaining the National Expected level or greater depth in reading in year 2.</p> <p>There is a 42% gap between advantaged and disadvantaged achievers attaining the National Expected level or greater depth in reading in year 6.</p>
4	<p><b>Social and Emotional Wellbeing</b></p> <p>Thrive assessments in school and teacher referrals have supported that children in school require additional Social and emotional support are greater for children from disadvantaged backgrounds.</p> <p>44 children attend Thrive sessions in school of which: 68% PP and 32% non PP</p>
5	<p><b>Enrichment and Broader Curriculum</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities (eg educational visits). These challenges particularly affect disadvantaged pupils, including their attainment. The financial climate has further restricted parents in providing wider learning opportunities outside of school.</p>
6	<p><b>Attendance and punctuality</b></p> <p>Attendance in 2022-2023 showed that there was a small difference of -2.56% between children who are disadvantaged and non-disadvantaged. This has shown a large improvement from the previous year, however, lateness for disadvantaged pupils is higher than those who are non-disadvantaged.</p>

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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Teacher assessments, speech assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. EYFS data will show accelerated improvement from the baseline assessment for Communication and Language.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2024/25 show that with gap between disadvantaged and non-disadvantaged children will have improved so that the gap is below -15.  Phonics data in 2024/25 will show 95% of children achieving the Y1 Phonics screening and that the gap between disadvantaged and non-disadvantaged children is below -10.
Improved writing attainment among disadvantaged pupils.	Writing outcomes in 2024/25 show that with gap between disadvantaged and non-disadvantaged children will have improved so that the gap is below -15.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths outcomes in 2024/25 show that with gap between disadvantaged and non-disadvantaged children will have improved so that the gap is below -15.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 204/25 demonstrated by: <ul style="list-style-type: none"> <li>● In house Thrive progress data shows movement in developmental strands for pupils.</li> <li>● Pupil Voice showing high levels of children feeling happy and safe in school.</li> <li>● Parent questionnaire.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>● the overall absence rate for all pupils being in line with the National Expected Rate and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%.</li> <li>● the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</li> </ul>
To Provide children with enrichment opportunities that increase their engagement and knowledge in all subjects.	<ul style="list-style-type: none"> <li>● Assessments show children's knowledge and understanding.</li> <li>● Pupil voice show children are engaged and excited about the curriculum.</li> <li>● Parental questionnaire.</li> </ul>

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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: £84,019

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. <i>(NFER, SATs companion,)</i></p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3,</p>
<p>We will focus on developing a wide and varied vocabulary to address language gaps in all pupils, but particularly disadvantaged pupils.</p> <p>Continuing training for staff on the non-negotiables of writing knowledge and skills to create confident writers.</p> <p>Continuing CPD to develop the feedback and marking policy in writing to make an impact on learning and progress.</p>	<p>Directly teaching vocabulary, helping children with pre-writing activities, structuring sentences, summarising, drafting, editing and revising as recommended in The Improving Literacy in KS1 and KS2 from the EEF.</p> <p><a href="#">Preparing for Literacy</a>  <a href="#">EEF Improving Literacy in KS1</a>  <a href="#">EEF Improving Literacy in KS2</a></p>	<p>1, 3, 5</p>

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<p>Continued CPD on PP for all staff to ensure that all staff have high expectations for the progress and attainment of PP children.</p> <p>Curriculum Management time.</p> <p>Support staff in EYFS to develop and extend language in continuous provision. Staff using Helicopter Stories, in Nursery, to develop story language and sentence structure. Poetry Basket and Tales Tool Kit.</p> <p>Writing Enrichment Opportunities by buying into theatrical productions e.g. The Secret Garden for writing and enrichment stimulus.</p>		
<p>Purchase into Read Write Inc Subscription, and access to the RWI portal, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Curriculum Management time for phonics lead to support staff development and consistency in delivering phonics. For phonics lead to engage with the English Hub. .</p> <p>Purchase of further RWInc books to ensure levelled home reading books for all children using the Read Write Inc programme to ensure children have access to high quality decodable books that match and maintain fidelity to our scheme.</p> <p>Training twice a year to ensure all staff (teachers and TAs) delivering teaching in phonics groups have high quality knowledge.</p> <p>Coaching time for Phonics leads to ensuring fidelity to the programme across all staff.</p>	<p>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>	<p>2, 3</p>

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<p>English Hub engagement time and cost of supply.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school, and CPD (including Teaching for Mastery training).</p> <p>Curriculum Management time for Maths leader to ensure consistency across school and to provide coaching as necessary to staff.</p> <p>Maths Lead Release time to NPQLPM</p> <p>Numbots used in KS1 to support engagement to recall KIRFS.</p> <p>TT Rockstars to support engaging learning towards standardised tests in multiplication facts.</p>	<p>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:  <a href="https://publishing.service.gov.uk">Maths guidance KS 1 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</p>
<p>The Thrive approach will be embedded across school to: Improve the quality of social and emotional learning (SEL). (<i>Thrive</i>)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff to deliver Thrive interventions.</p> <p>Whole staff two day training.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1,2,3</p>
<p>Updating of Forest School Site; clearing of site, felling trees.</p>	<p>Forest School and outdoor learning has a positive impact on mental health and wellbeing. School is very lucky to have its own forest school and this is a valuable resource to be taken advantage of in school.</p>	<p>1,2,3</p>

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	<a href="#">Newcastle University - Forest School for Wellbeing</a>	
<p>Continuing developing Science after the achievement of the PSQM in September 2023</p> <p>Release of Science Lead to attend Science network training and CPD</p> <p>Joining the ASE (Association of Science Education) for whole staff CPD</p> <p>CLEAPS subscription to support staff to ensure all science activities have appropriate risk assessed.</p>	<p>Science Lead will work toward the Primary Science Quality mark. This will ensure the school has a high quality science curriculum with engaging lessons. This will increase Cultural Capital.</p> <p><a href="#">EEF PSQM Evaluation</a></p>	1,5

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

Budgeted cost: £42,009

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Speaking and Listening</p> <p>TA in EYFS to deliver interventions based on teacher assessment: Launchpad to Literacy, Talk Boost and Early Talk Boost, 1-1 Phonics interventions for lowest 20%</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3
<p>Speech and Language</p> <p>Buy into SLA (Service Level Agreement) to provide Speech Therapy Assessments to targeted</p>	<p>Speech and Language impacts all areas of the curriculum. It has an effect on Social and Emotional wellbeing, phonics attainment and in turn reading, writing and maths. Identifying and prioritising children who require support in speech and language as early as possible is essential to ensure progression across all areas of the curriculum.</p>	1, 2, 3, 4



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<p>children in school. They will set targets and activities to be carried out by a trained TA within school.</p> <p>Jigsaw Therapy Services used to provide additional support</p> <p>Trained Teaching assistant to deliver Speech and Language activities within school to support targets provided by Speech Therapist.</p>	<p>Assessment is a specialist field and required to set appropriate interventions to ensure maximum progress.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Teaching Assistants to deliver 1-1 daily phonics sessions for the lowest 20% of readers in each class.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 3

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Two trained Thrive practitioners to provide Thrive lessons to that children are 'ready to learn.'	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	4
Targeted interventions across the curriculum for PP children to raise attainment and progress, including high attaining PP children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

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

Budgeted cost:£42,009

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Breakfast Club staffing will ensure the regular running of a breakfast club, combined with funding secured from Greggs.  This will impact attendance and punctuality and ensure every child who needs it had access to a nutrition breakfast to have the best start to the morning and be learning ready.	The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast.  <a href="#">Breakfast clubs EEF</a> <a href="#">Magic Breakfast</a>	4, 6
Whole school subscription on the PSHE/RSE curriculum- SCARF-to ensure targeted social and emotional wellbeing support and to enable	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	

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<p>pupils to look after their social and emotional wellbeing and to develop resilience</p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
<p>Whole school staff training on the Thrive approach to ensure targeted social and emotional wellbeing support and to enable pupils to look after their social and emotional wellbeing and to develop resilience</p>	<p>Both targeted interventions and universal approaches can have positive overall effects. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.  Engagement of EWO, phone calls home to persistent absentees. HT and EWO meet with all the families whose children were PA in 2022/2023. HT and EWO to identify and remove barriers to good attendance and implement attendance contracts identifying key strategies and incentives. Emphasise the impact of poor attendance on progress in RWM.  Continue to develop incentives for high and improved attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">DfE Improving School Attendance Guidance</a>  The EEF is undertaking a rapid review of attendance strategies and any further up-to-date information from the EEF will be taken into account as soon as it is available.  <a href="#">EEF Rapid Review for Attendance Protocols</a></p>	6

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<p>Remove financial barriers to learning by paying for or subsidising residential, educational visits, and music lessons. Bus subsidies and access to sporting opportunities all children from disadvantaged background equal access to opportunities.</p>	<p>Financial barriers can impact children's opportunities to take part in curriculum enrichment opportunities. Removing these levels the playing field for pupils from disadvantaged backgrounds. <a href="#">EEF Guide to Pupil Premium</a></p>	<p>1,3,4,5</p>
<p>Tapestry Seesaw Regular meeting with parents to inform them about learning in school, such as the phonics meetings and reading meetings. Provision of materials for meetings.</p>	<p>Evidence suggest that engaging parents in learning and having communication with school has a positive impact on children's achievement in school. <a href="#">EEF Parental Engagement</a> <a href="#">Working with Parents to Support Children</a></p>	<p>3,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £168,038**

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 2022-2023 academic year.

Teaching (for example, CPD, recruitment and retention)

Total Spent:



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Activity	Evidence that supports this approach	Challenge number(s) addressed (see Pupil Premium Strategy for detail)	Impact
<p>Purchase of standardised diagnostic assessments. (<i>NFER, SATs companion,</i>)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3,</p>	<p>Standardised tests have provided detailed information about gaps in pupil learning and this has allowed teachers to plan to teach to the gaps and target interventions to ensure children keep up with their peers.</p>
<p>Development of The Write Stuff Program across school. The program will focus on developing a wide and varied vocabulary to address language gaps in all pupils, but particularly disadvantaged pupils.</p> <p>Continuing training for staff on the non-negotiables of use of the lenses in The Write Stuff to develop writing knowledge and skills to create confident writers.</p> <p>Continuing CPD to develop the marking policy in writing to make a impact on learning and progress.</p>	<p>Directly teaching vocabulary, helping children with pre-writing activities, structuring sentences, summarising, drafting, editing and revising as recommended in The Improving Literacy in KS1 and KS2 from the EEF. The Write Stuff Program has been researched in school and provides opportunities to bridge the gaps in writing so that children are supported in their journey to become confident writers with a wide ranging and enriched vocabulary.</p> <p><a href="#">Preparing for Literacy EEF Improving Literacy in KS1</a></p>	<p>1, 3, 5</p>	<p>Assessment and observations show that teaching in writing is impacting vocabulary across all year groups. Children were given exciting stimulus to engage them in writing, increasing motivation, including Treasure Island Play.</p> <p>Staff provided with supportive CPD to deliver The Write Stuff writing scheme to continue progress in consistent delivery of writing targets.</p> <p>Developed marking policy ensuring marking in making an impact to children's learning.</p> <p>EYFS have been supported to implement The Write Stuff in Term 3. This has been important in also aiding transition of pupils into Year 1, ensuring a consistent approach and aiding a smooth transition for maximising progress.</p>



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<p>Continued CPD on PP for all staff to ensure that all staff have high expectations for the progress and attainment of PP children.</p> <p>Curriculum Management time.</p> <p>Support staff in EYFS to develop and extend language in continuous provision. Staff using Helicopter Stories to develop story language and sentence structure.</p> <p>Writing Enrichment Opportunities by buying into Visiting acting shows to school e.g. Treasure Island for writing and enrichment stimulus.</p>	<p><a href="#">EEF Improving Literacy in KS2</a></p>		<table border="1"> <thead> <tr> <th colspan="5">KS1 SATs 2023</th> </tr> <tr> <th></th> <th>Read</th> <th>Write</th> <th colspan="2">Math</th> </tr> </thead> <tbody> <tr> <td><b>WMP</b></td> <td>66.7%</td> <td>44.4%</td> <td colspan="2">40.7%</td> </tr> <tr> <td><b>Nat</b></td> <td>66.9%</td> <td>57.6%</td> <td colspan="2">67.7%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">KS2 SATs 2023</th> </tr> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Math</th> <th>Combin ed</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td><b>WMP</b></td> <td><b>63.4%</b></td> <td><b>41.5%</b></td> <td><b>43.5%</b></td> <td><b>37%</b></td> <td><b>54%</b></td> </tr> <tr> <td>Nat</td> <td>73%</td> <td>71%</td> <td>73%</td> <td>60%</td> <td></td> </tr> </tbody> </table>	KS1 SATs 2023						Read	Write	Math		<b>WMP</b>	66.7%	44.4%	40.7%		<b>Nat</b>	66.9%	57.6%	67.7%		KS2 SATs 2023							Read	Write	Math	Combin ed	SPAG	<b>WMP</b>	<b>63.4%</b>	<b>41.5%</b>	<b>43.5%</b>	<b>37%</b>	<b>54%</b>	Nat	73%	71%	73%	60%	
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<p>Purchase into Read Write Inc, and access to the RWI portal, a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Curriculum Management time.</p> <p>Purchase of Book Bag Books to ensure, levelled home reading books for all children using the Read Write Inc</p>	<p>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> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Accelerated Reader</p>	<p>2, 3</p>	<p>Coaching delivered by RWI trained Lead, development days and training days for staff have ensure fidelity to the RWI scheme. Staff have increased confidence in delivering RWI lessons. Children are making good progress. The book bag books purchased are beginning to make an impact. Children's home reading books are now matched exactly to their RWI level so that we are now fully complying with recommendations.</p>																																												



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<p>programme to ensure children have access to high quality decodable books that match and maintain fidelity to our scheme.</p> <p>Training twice a year to ensure all staff (teachers and TAs) delivering teaching in phonics groups have high quality knowledge.</p> <p>Coaching time for Phonics lead to ensure fidelity to the programme across all staff.</p> <p>Introduction of Accelerated Reader Scheme for children who have finished the phonics reading program. Time out for one member of staff to attend training and organise and level books. Introduce a system of regular and continual assessment of children's decoding and comprehensions for a consistent approach to reading progression right through to Year 6. New resources purchased.</p>			<p>Accelerated Reader scheme introduced for children who have finished the RWI scheme. One staff member sent on 2 days training and disseminated to staff. All library books have been levelled so that children choose a book that is fully appropriate to their level of development. Regular assessments on comprehension take place so that children make maximum progress.</p> <p>Reception Phonics: 74% Year 1 Phonics data 2022: 80% Year 2 Phonics data 2022: 88%</p>												
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>Curriculum Management time for Maths lead to ensure consistency across school</p>	<p>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: <a href="#">Maths guidance KS 1 and 2.pdf</a> <a href="http://publishing.service.gov.uk">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>	3	<p>Consistent approach to NCETM. Teachers CPD time the Maths Lead.</p> <table border="1" data-bbox="1400 1204 2069 1406"> <thead> <tr> <th colspan="4">KS1 SATs 2023</th> </tr> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td><b>WMP</b></td> <td>66.7%</td> <td>44.4%</td> <td>40.7%</td> </tr> </tbody> </table>	KS1 SATs 2023					Read	Write	Math	<b>WMP</b>	66.7%	44.4%	40.7%
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<p>and to provide coaching as necessary to staff.</p> <p>TT Rockstars to support engaging learning towards standardised tests in multiplication facts.</p>			<table border="1"> <tr> <td><b>Nat</b></td> <td>66.9%</td> <td>57.6%</td> <td>67.7%</td> </tr> </table>			<b>Nat</b>	66.9%	57.6%	67.7%
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Nat	73%	71%	73%	60%					
<p>The Thrive approach will be embedded across school to improve the quality of social and emotional (SEL) learning. (<i>Thrive</i>)</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff to deliver Thrive interventions.</p> <p>Deputy Head trained as a Mental Health Welfare Contact in School</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	1,2,3	<p>Thrive is impacting SEL for targeted children with SEN support plans and children from disadvantaged backgrounds. The Thrive approach has been integrated into the whole school behaviour policy.</p>						
Forest School	Forest School and outdoor learning has a positive impact on mental health and	1,2,3	<p>Forest school has a positive impact for all children with regard to mental health and wellbeing. Pupil interviews</p>						

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<p>Training for an additional staff member in using Forest School.</p>	<p>wellbeing. School is very lucky to have its own forest school and this is a valuable resource to be taken advantage of in school.</p> <p><a href="#">Newcastle University - Forest School for Wellbeing</a></p>		<p>and feedback indicate children feel happy and calm within forest school.</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Total Spent:

Activity	Evidence that supports this approach	Challenge number(s) addressed	
<p>Speaking and Listening</p> <p>TA in EYFS to deliver interventions based on teacher assessment: Launchpad to Literacy, Talk Boost and Early Talk Boost, 1-1 Phonics interventions for lowest 20%</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>	<p>Tapestry observations and EYFS assessments show that children's sentence structure and vocabulary increased after interventions for speaking and listening.</p> <p>EYFS GLD 2023: 69% National 67.2%</p>

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<p>Speech and Language</p> <p>Buy in to SLA (Service Level Agreement) in Bedlington Partnership to provide Speech Therapy Assessments to targeted children in school. They will set targets and activities to be carried out by a trained TA within school.</p> <p>Trained Teaching assistant to deliver Speech and Language activities within school to support targets provided by Speech Therapist.</p>	<p>Speech and Language impacts all areas of the curriculum. It has an effect on Social and Emotional wellbeing, phonics attainment and in turn reading, writing and maths. Identifying and prioritising children who require support in speech and language as early as possible is essential to ensure progression across all areas of the curriculum. Assessment is a specialist field and required to set appropriate interventions to ensure maximum progress.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>	<p>Speaking and listening impacts all areas of the curriculum but particularly for reading and writing. Teacher assessment showed the baseline of children in speaking and Listening and attention at below 50%. Through the introduction of Plan, Do review, high quality interactions from EYFS staff developed through training there has been a significant increase in children's development in this area. Children have also received 1-1 speech support where needed.</p> <p>Listening and Attention Reception: 75.86% (National- 82.2)                  Speaking Reception: 82.8% (National- 82.6)                  Reception Phonics 74%                  Year 1 Phonics data: 80%                  Year 2 phonics data: 88%</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Teaching Assistants to deliver 1-1 daily phonics sessions for the lowest 20% of readers in each class.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>	<p>Daily phonics interventions for the lowest 20% and targeted interventions using gap analysis showed an increase of children on track..</p> <p>Reception: 74%                  Year 1 phonics data: 80%                  Year 2 Phonics data: 88%</p>



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<p>Engaging with the National Tutoring Program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <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>2, 3</p>	<p>Daily phonics interventions for the lowest 20% and targeted interventions using gap analysis showed an increase of children on track in Year 1 from 50% in September 2021 to 74% by July 2022.                      Children who received NTP interventions showed accelerated progress over a 15 week period, in particular in phonics.</p> <p>Reception phonics data: 74%                      Year 1 phonics data: 80%                      Year 2 Phonics data: 88%</p> <table border="1" data-bbox="1556 842 2128 1118"> <thead> <tr> <th colspan="4">KS1 SATs 2023</th> </tr> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td><b>WMP</b></td> <td>66.7%</td> <td>44.4%</td> <td>40.7%</td> </tr> <tr> <td><b>Nat</b></td> <td>66.9%</td> <td>57.6%</td> <td>67.7%</td> </tr> </tbody> </table> <table border="1" data-bbox="1556 1209 2128 1353"> <thead> <tr> <th colspan="6">KS2 SATs 2023</th> </tr> <tr> <th></th> <th>Read</th> <th>Write</th> <th>Math</th> <th>Combi ned</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	KS1 SATs 2023					Read	Write	Math	<b>WMP</b>	66.7%	44.4%	40.7%	<b>Nat</b>	66.9%	57.6%	67.7%	KS2 SATs 2023							Read	Write	Math	Combi ned	SPAG						
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Two trained Thrive practitioners to provide Thrive lessons to that children are 'ready to learn.'	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	4	Observations of specific children showed that children who receive Thrive intervention and thrive upon entering school in the morning settled more quickly to work after a short period of Social and emotional support as they came into school in the mornings.															
Targeted interventions across the curriculum for PP children to raise attainment and progress, including high attaining PP children.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3	See results above															



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

Total Spent: 45500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact															
<p>Breakfast Club staffing will ensure the regular running of a breakfast club, combined with funding secures from Greggs.</p> <p>This will impact attendance and punctuality and ensure every child who needs it had access to a nutrition breakfast to have the best start to the morning and be learning ready.</p>	<p>The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children’s Bureau found that Year 2 children in schools with a breakfast club made two additional months’ progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast.</p> <p><a href="#">Breakfast clubs EEF</a> <a href="#">Magic Breakfast</a></p>	<p>4, 6</p>	<p>Attendance in breakfast club is good. There has been an increase in punctuality and attendance for some PP families, which means greater time learning. Children are fed a healthy breakfast and class teacher feedback indicated that those children who are now on time and have increased attendance has made accelerated progress over the year.</p> <p>Breakfast club data:</p> <table border="1" data-bbox="1388 866 1955 1134"> <thead> <tr> <th>2023</th> <th>PP</th> <th>SEN D</th> <th>EHC P</th> <th>SEN + PP</th> </tr> </thead> <tbody> <tr> <td>Summer 1</td> <td>65%</td> <td>47%</td> <td>5%</td> <td>32%</td> </tr> <tr> <td>Summer 2</td> <td>70%</td> <td>47%</td> <td>5%</td> <td>35%</td> </tr> </tbody> </table>	2023	PP	SEN D	EHC P	SEN + PP	Summer 1	65%	47%	5%	32%	Summer 2	70%	47%	5%	35%
2023	PP	SEN D	EHC P	SEN + PP														
Summer 1	65%	47%	5%	32%														
Summer 2	70%	47%	5%	35%														
<p>Whole school staff training on the PSHE/RSE curriculum- SCARF-to ensure targeted social and emotional wellbeing support and to enable pupils to look after their social and emotional wellbeing and to develop resilience</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>		<p>Social and Emotional learning is a great part of developing the whole child.</p> <p>Attitudes and behaviour have improved. Noted by SIP report.</p>															

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	<a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.p df(educationendowmentfoundation.org.u k)</a>		
Whole school staff training on the Thrive approach to ensure targeted social and emotional wellbeing support and to enable pupils to look after their social and emotional wellbeing and to develop resilience	Both targeted interventions and universal approaches can have positive overall effects. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.p df(educationendowmentfoundation.org.u k)</a>	4	Thrive is impacting SEL for targeted children with SEN support plans and children from disadvantaged backgrounds. The Thrive approach has been integrated into the whole school behaviour policy.
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk )</a>	3,4	Whole school development and input into a new behaviour policy that implements the Thrive Approach has been developed and due to implemented in September 2022.
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="#">DfE Improving School Attendance Guidance</a>  The EEF is undertaking a rapid review of attendance strategies and any further	6	The school has appointed an attendance officer and implemented a consistent approach to addressing attendance. New letters have been drafted to comply with good practice and advice during training to make the most impact. Rewards are given out for those who attend above 97% and 100% attenders, most improved. Weekly attendance cup given out and reported on the newsletter.



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<p>Engagement of EWO, phone calls home to persistent absentees.</p> <p>HT and EWO meet with all the families whose children were PA in 2020/21. HT and EWO to identify and remove barriers to good attendance and implement attendance contracts identifying key strategies and incentives. Emphasise the impact of poor attendance on progress in RWM.</p> <p>Parent Support advisor contacted to support children whose attendance and punctuality is persistent. (KG)</p> <p>Continue to develop incentives for high attendance.</p>	<p>up-to-date information from the EEF will be taken into account as soon as it is available.</p> <p><a href="#">EEF Rapid Review for Attendance Protocols</a></p>		<table border="1"> <thead> <tr> <th colspan="3">Attendance 23/24</th> </tr> <tr> <th></th> <th>Number ch'n</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td><b>All</b></td> <td>255</td> <td>92.6</td> </tr> <tr> <td><b>Authorised</b></td> <td></td> <td>4.99</td> </tr> <tr> <td><b>Unauthorised</b></td> <td></td> <td>2.39</td> </tr> <tr> <td><b>PP</b></td> <td>117</td> <td>91.17</td> </tr> <tr> <td><b>Non-PP</b></td> <td>141</td> <td>93.73</td> </tr> <tr> <td><b>Gap</b></td> <td></td> <td>-2.56</td> </tr> <tr> <td><b>FSM</b></td> <td>107</td> <td>91.12</td> </tr> <tr> <td><b>Non-FSM</b></td> <td>148</td> <td>93.7</td> </tr> <tr> <td><b>Gap</b></td> <td></td> <td>-2.58</td> </tr> </tbody> </table>	Attendance 23/24				Number ch'n	Percentage	<b>All</b>	255	92.6	<b>Authorised</b>		4.99	<b>Unauthorised</b>		2.39	<b>PP</b>	117	91.17	<b>Non-PP</b>	141	93.73	<b>Gap</b>		-2.56	<b>FSM</b>	107	91.12	<b>Non-FSM</b>	148	93.7	<b>Gap</b>		-2.58
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<p>Remove financial barriers to learning by paying for or subsidising residentials, educational visits, and music lessons. Bus subsidies and access to sporting opportunities all children from disadvantaged background equal access to opportunities.</p>	<p>Financial barriers can impact children's opportunities to take part in curriculum enrichment opportunities. Removing these levels the playing field for pupils from disadvantaged backgrounds.</p> <p><a href="#">EEF Guide to Pupil Premium</a></p>	<p>1,3,4,5</p>	<p>Inclusive approach to children attending educational trip and music lessons for that all children have equal access and opportunity. All PP children had their school trip paid for and the Year 6 residential was subsidised for PP children. All children learn cornets in Year 3 ensuring all children have had the opportunity to be taught an instrument by a specialist teacher. Guitar, keyboard and violin lessons paid for PP children.</p>																																	

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<p>Parental engagement- Parental Liaison Officer- (KG). Tapestry Regular meeting with parents to inform them about learning in school, such as the phonics meetings and reading meetings.</p>	<p>Evidence suggest that engaging parents in learning and having communication with school has a positive impact on children's achievement in school. <a href="#">EEF Parental Engagement Working with Parents to Support Children</a></p>	<p>3,6</p>	<p>Regular parents meeting were held during the year. Phonics meeting, new parent welcome meeting, Year 6 residential meetings and SATs meeting for Year 6 parents. In EYFS Tapestry is used to have open communication with parents and Facebook, emails and an out of hours phone is available for parents. Additional, regular meetings are held for children with SEN and parents are actively encouraged to speak to their teachers with an concerns.</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All 1,5</p>	<p>Positive impact on KIs 2, 5 &amp; 6 have been seen. The contingency fund has been used this year for..... Purchase of a Geography and History Scheme to support CPD and high standards of knowledge and skills in humanities. CPD day for Geography to implement new scheme. Purchase of Kapow music scheme to come in line with new guidance from DfE</p>

**Total cost:** £163500

Externally provided programmes

Programme	Provider
The Write Stuff	<a href="http://www.thetrainingspace.co.uk">www.thetrainingspace.co.uk</a>



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RWI	<a href="http://www.ruthmiskin.com">www.ruthmiskin.com</a>
Thrive	<a href="http://www.thriveapproach.com">www.thriveapproach.com</a>
TT Rockstars	<a href="http://www.ttrockstars.com">www.ttrockstars.com</a>
Launchpad to Literacy	<a href="http://www.launchpadforliteracy.co.uk">www.launchpadforliteracy.co.uk</a>
SCARF	<a href="http://www.coramlifeeducation.org.uk/scarf/">www.coramlifeeducation.org.uk/scarf/</a>
PSQM	<a href="http://www.psqm.org.uk/what-is-psqm">http://www.psqm.org.uk/what-is-psqm</a>

Further information (optional)

**Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a range of high-quality extracurricular sporting and other activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

**Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, feedback from parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours.

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We utilised Northumberland County Council's Disadvantaged and Pupil Premium 3 day training course (Autumn 2021) to provide up to date training for the Head Teacher and the Pupil Premium Lead.

We utilised the support of the school SIP and Northumberland County Council PP School Improvement Lead in the planning, implementation and review of the impact of the strategy

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.