



## 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	Whaley Thorns Community Primary and Nursery School
Number of pupils in school	150 (including Nursery)
Proportion (%) of pupil premium eligible pupils	33.1%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	20.09.2021
Date on which it will be reviewed	29.11.2021 31/01/2022 25.04.2022 11.07.2022
Statement authorised by	Sarah Baker
Pupil premium lead	Annette Lupton
Governor / Trustee lead	Ross Wormall

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,525
Recovery premium funding allocation this academic year	£7,105 (based on 49 pupils eligible for pp in the 2021-2022 academic year)

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	£67,630

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be;

- less support at home;
- weak language and communication skills;
- lack of confidence and low self-esteem;
- more frequent behaviour difficulties;
- poor mental health and well-being;
- attendance and punctuality difficulties.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. At Whaley Thorns all our staff recognise this and are involved in the allocation of provision, analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

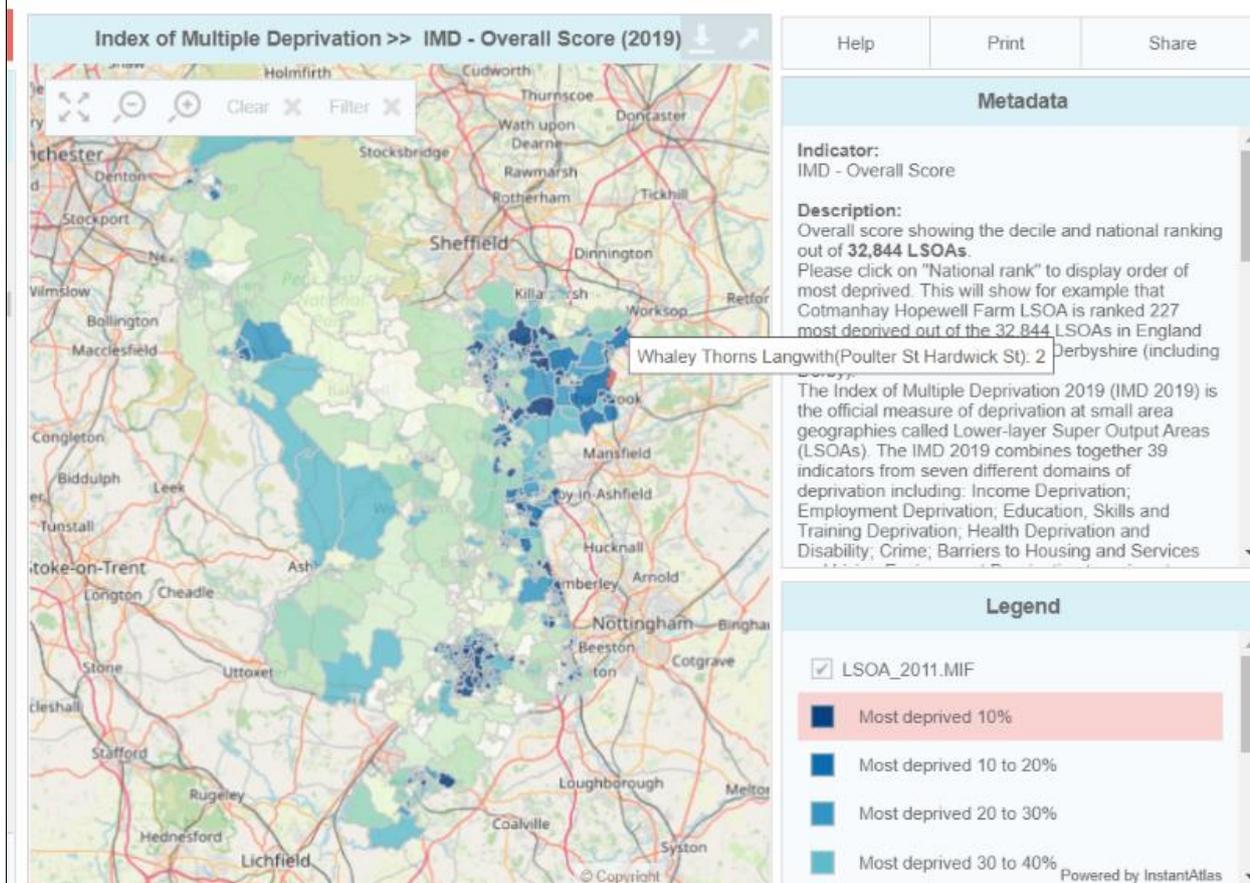
#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources

means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Demography and School Context

Whaley Thorns Community Primary and Nursery School is located in Langwith, which sits directly on the Derbyshire/Nottinghamshire border. Over the last 18 months the school has grown from 110 on roll to 150.



Whaley Thorns is in the highest 10% for deprivation in Derbyshire. Employment levels are low with the large majority of the working population employed in low paid, unskilled jobs e.g. distribution, factory work etc.

Recently, more mobile families coming to the school are beginning to change the demography of the school, especially in early years and KS1.

## Ultimate Objectives

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data;

For all disadvantaged pupils in school to have support to;

- grow their self-esteem and confidence;
- develop their meta-cognition skills and improve their mind-set;
- Regulate their feelings and behaviours;
- Improve their mental health and well-being'
- Access wider opportunities that they otherwise would not access;
- Develop their relationships with peers and adults;
- Improve their attendance

Achieving these Objectives

The range of provision that we offer disadvantaged pupils at Whaley Thorns include and would not be limited to:

- Quality first teaching and additional teaching support in classes;
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress;
- Access to the hydro pool and other facilities at Stubbin Wood School;
- Involvement in collaboration events across the trust;
- Incentives and rewards for good attendance and support for families who finds this challenging;
- Investing in staff CPD so that all staff are skilled in using collaborative teaching strategies to support children in the classroom;
- Allocating places in our Nurture Group;
- Providing children with weekly equine therapy sessions;
- Ensuring all children take part in forest schools activities;
- Allocating a mentor to support some of the most vulnerable children;
- Providing small group work with an experienced teacher or HLTA focussed on overcoming gaps in learning;
- 1:1 support;
- Additional teaching and learning opportunities provided through trained TAs or external agencies;
- Transition from primary to secondary and transition internally and into EYFS;
- Ensuring we provide wider opportunities and engagement in all activities, educational visits;
- Giving children access to a peer listener programme;
- Ensuring children have first-hand experiences to use in their learning in the classroom;

- Ensuring all children in year 5/6 have weekly swimming lessons;
- Providing a range of different sporting activities that all children can be involved in;
- Support the funding of specialist learning software;
- Providing support during lunchtimes by providing activities to engage and enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged children require.

### Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years
2	Weak language and communication skills
3	Social and emotional difficulties, often caused by chaotic family lives and on and off social care involvement
4	Low attendance
5	Lack of opportunities, experiences and aspirations

### 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
Improved attendance	Overall attendance by July 2022 is at least 96%
Phonics	Children achieve the national average expected standard in PSC.

Improved social, emotional and mental health	<p>Assessments such as Boxall Profiles, well-being scales and pupil questionnaires specific to activities, show an increase in well-being and confidence.</p> <p>Improvement in children's metacognition levels and attitudes to learning within the classroom.</p>
Progress in Mathematics	100% of children make expected progress across the year and 75%+ make more than expected progress.
Progress in Writing	100% of children make expected progress across the year and 75%+ make more than expected progress.
Progress in Reading	100% of children make expected progress across the year and 75%+ make more than expected progress.

## 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: £ 43,568.80**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nursery Teacher £30,687	The addition of a pure Nursery class and additional teacher, ensures that children are provided with the adult support they need in order to be more ready for school. Currently, baseline assessments are low, in particular children's S, E, B development. Existing evidence from the EEF, suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. On average, children who follow SEL interventions make around three additional months' progress in early years settings and reception classes. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.  The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve	1, 2, 3, 4, 5
Reception HLTA £4,392.80		1, 2

	<p>learning by increasing self-regulation have an average impact of five additional months' progress.</p> <p>A number of studies suggest that improving the self-regulation skills of children in the early years is likely to have a lasting positive impact on later learning at school, and also have a positive impact on wider outcomes such as behaviour and persistence.</p> <p>There are some indications that children from disadvantaged backgrounds are more likely to begin nursery or reception with weaker self-regulation skills than their peers. As a result, embedding self-regulation strategies into early years teaching is likely to be particularly beneficial for children from disadvantaged backgrounds.</p> <p>Without the mixed age classes and smaller class sizes in Nursery and Reception, adults are more able to ensure these core skills are embedded before pupils transition in KS1.</p>	
<p>SENDCo half day each week and 2 days leadership time each term per subject leader</p> <p>£7,239</p>	<p>Good leadership in schools is vital for improving the learning outcomes of students. ... This research shows a clear connection between skilled school leadership and positive student learning outcomes (EEF middle leadership study).</p>	<p>1, 2, 3, 5</p>
<p>Weekly Nursery stay and play sessions</p>	<p>The average impact of the Parental engagement approaches is about an</p>	<p>1, 2 4</p>

<p>and parent coffee mornings focusing on school readiness</p> <p>£800</p>	<p>additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment (taken from EEF research paper). There is also some evidence that supporting parents with their first child will have benefits for siblings.</p>	
<p>Staff CPD and parental engagement activities</p> <p>£450</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year according to EEF studies. Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches, such as the Kagan structures we have implemented at Whaley, with well-designed tasks lead to the greatest learning gains.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups, such as Kagan groups, so that learners can support each other and make their thinking explicit through discussion.</p>	<p>2, 3</p>

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

**Budgeted cost: £4,916**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Bloom subscription and logins for selected children £100	EEF studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional four months' progress over the course of a year. Evidence suggests that technology should be used to supplement, rather than replace, other teaching activities and interactions which is why we shall use these as additional interventions which will run alongside and compliment quality first teaching in the classroom.	2, 3, 5
Lexia Reading logins for 50 selected children £4450		2, 3, 5

	attention to text features are likely to be particularly useful when reading expository or information texts. There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.	
Daily HLTA phonics/communication and language interventions  £366	According to studies carried out by the EEF, communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1, 2

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

Budgeted cost: **£35,653.76**

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Equine therapy sessions x 42 for 24 children</p> <p>£10,000</p>	<p>Some other potential benefits of equine therapy include increased:</p> <p>Adaptability. Distress tolerance. Emotional awareness. Independence. Impulse control. Self-esteem. Social awareness.</p> <p>Social relationships.</p> <p>Equine-assisted psychotherapy (EAP) has emerged as a promising, evidence-based intervention for the treatment of trauma and stressor-related disorders. According to MindUK, this experiential therapy offers an option for clients whose traumatic experiences render traditional talk therapies ineffective. Initial research on the most robust model of EAP, developed by the Equine Assisted Growth and Learning Association (EAGALA), indicates strong, positive effects for children who have experienced trauma.</p>	<p>1, 2, 3, 4, 5,</p>
<p>Nurture Group</p> <p>£24,693</p>	<p>Nurtureuk.org pulls together more than 100 academic studies that have demonstrated the positive impact of nurture groups. Although their primary goal is to improve children and young people's social, emotional and behavioural difficulties, nurture groups have positive outcomes across a wide range of areas, both for pupils themselves and also for teachers, the school community and beyond.</p> <p><b>Improved social, emotional skills</b> - Children and young people develop confidence and self-esteem and learn to take pride in their work and in behaving positively (Kearney 2005). They become better at managing their emotions (Cooper and Whitebread 2007) and at empathising with others (Sanders 2007), and as a result are</p>	<p>1, 2, 3, 4, 5</p>

	<p>able to form more positive relationships with peers and teachers.</p> <p><b>Improved attendance</b> - As pupils feel safe in the nurture group and in school, they are able to enjoy school more (Sloan et al. 2016) and their overall attendance increases (Estyn 2014; Sanders 2007).</p> <p><b>Improved attainment</b> - Studies have also found that children and young people's academic performance increases following nurture provision (Sanders 2007; Reynolds, MacKay, and Kearney 2009; Seth-Smith et al. 2010), including language and literacy skills (Hosie 2013)</p> <p><b>Improved behaviour and reduced exclusions</b> - Children and young people's behaviour significantly improves (Sloan et al. 2016). They feel more settled in their mainstream classroom and are better able to cope with the challenges of the school day, reducing the risk for anger outbursts and disruptive behaviour.</p> <p><b>Improved parent-child relationships</b> - Nurture groups also have a positive impact on the parent-child relationship (Pyle 2015), with children being more affectionate and communicative at home, and parents feeling more confident in being able to help their children</p> <p><b>Impact on the whole school</b> - Nurture groups help develop effective bonds between teachers and pupils and help create a whole school nurturing ethos</p> <p>The EEF found that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Nurture</p>	
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	<p>group is a valued and very well embedded part of our school ethos. Staff have gained accreditations and attended regular network meetings and CPD events. The EEF state that improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p>	
<p>Forest Schools sessions £960.76</p>	<p>EEF evidence relating to the general positive impact of physical activity on cognitive outcomes is currently stronger than that related to specific programmes. There are some indications that physical activity, including outdoor play, can support children's learning.</p> <p>In relation to children's wellbeing, long term Forest Schools programmes were found to have positive impacts on children's physical and mental health in addition to improving their social and cognitive competence. Studies carried out by <a href="https://www.forestresearch.gov.uk/">https://www.forestresearch.gov.uk/</a> found that Forest Schools make a difference in the following ways:</p> <p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p> <p><b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p>	

	<p><b>Communication:</b> language development was prompted by the children's sensory experiences</p> <p><b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p>	
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**Total budgeted cost: £84,138.56**

## 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.

<p><i>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.</i></p>	
<p><b>Context:</b></p> <p>Covid restrictions during the academic year 2020-2021 significantly impacted on the work that we could undertake with parents and other professionals in school. During the second school closure, January 4<sup>th</sup> to March 8<sup>th</sup> 2021, many of our disadvantaged pupils were working remotely and being supported through live lessons, family learning mentor and early help.</p>	
Aim	Outcome
<p>Increased parental engagement and awareness around the importance of education and employability</p>	<p>Covid restrictions have meant that parents haven't been able to come into the school building this year and everything we have done as a school, has had to be remote. We have had a whole school focus on improving growth mind-set and attitude towards learning. Some of our disadvantaged families have been particularly hard to reach so we have had to use additional/different resources to what was planned:</p> <p>1:1 support for disadvantaged families during remote learning (school closures). This allowed parents to better support their children and provided the children with teacher support where parents did not feel able to.</p> <p>Chrome books provide for all disadvantaged children who needed a device/more devices. This allowed them to access the remote support.</p> <p>Parental engagement lead has worked with families to provide support and encourage engagement in learning through fun challenges, activities and competitions.</p>

	<p>Unfortunately, the second school closures postponed plans for the 'world of work curriculum' however, staff training has taken place and staff have collectively written a new world of work curriculum which will be introduced in September. This has been shared with parents and parents are aware of the expectations and rationale.</p> <p>Introduction of key employability skills and attitudes – these are inter-wove within lessons and as a result children are more aware of how the things they learn in class, link to the 'real' world.</p> <p>Tutors were allocated to children who have significant gaps in learning due to school closures.</p>
<p>Provide support for children's personal, social, emotional and mental-health in order to break down barriers to learning and increase engagement in learning activities</p>	<p>Children have been allocated support within bubbles, which has looked slightly different to what was originally intended.</p> <ul style="list-style-type: none"> <li>• Nurture group provision has been offered to disadvantaged pupils in KS2 who have struggled emotionally and mentally with the effects of the last 18 months. Exit reports provided by Nurture group leaders show significant improvements in children's self-esteem, confidence and emotional and mental health. This has also been reflected in the classroom in children's books and in their contributions within lessons. Although attainment of these children is still below expected (gaps made larger as a result of the pandemic), progress is at least good. As a result of good communication between school and parents, parents have a good understanding about how nurture can improve outcomes for children and reduce/remove barriers to learning. They are well informed about the specific barriers to learning their child has and how these will be addressed.</li> <li>• 8 disadvantaged pupils from EYFS and KS1 and 8 pupils from KS2 have had 9 weeks of equine therapy. This has increased their confidence and the children are more engaged and vocal in class. Behaviour of children has improved and the children's self-belief which has had a positive impact on them and the progress they have made in class, which has been accelerated over the year in all areas.</li> <li>• 8 disadvantaged children took part in a 24 week riding project which focused on improving mental health and well-being. Entry assessments showed high levels of anxiety, poor self-esteem and also, several of the pupils had environmental barriers to learning. After 24 weeks (with a short break in between due to the</li> </ul>

	<p>lockdown restrictions), 90% of the group showed a marked improvement in their mood, confidence and self-esteem. Their behaviour in class has improved and they respond well to praise and can now constructive feedback with regards to improving their work.</p> <ul style="list-style-type: none"> <li>• There has been an increased focus on forest schools and outdoor learning and all children, whether in school or remotely have engaged in outdoor activities. As a result, children's well-being has improved and they have shown a great deal of resilience and have adapted well to all the changes of the last 18 months. Very little time was lost after the school closures in settling children back in to school.</li> </ul>
Improve attendance rates for specific children	<ul style="list-style-type: none"> <li>• Attendance for this academic year is slightly above national at 95.65%. Disadvantaged attendance is slightly below national at 94.43% however, this is an improvement on last academic year, despite the challenges of the last 18 months.</li> <li>• SAP meetings are very well embedded as part of the termly good practice and the schools' early help support is actively involved in this, supporting families and the school.</li> <li>• The rewards that children have earned for good attendance has encouraged them to achieve and there is less absence due to general illness</li> </ul>

## 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
Times Table Rockstars	Maths Circle
Numbots	Maths Circle
Power Maths	Pearson Education
Go Read	Squirrel Learning

## Further information (optional)

We manage to afford all the above by raising a substantial amount of money from fundraising and working in partnership with local charities. As this money is not guaranteed year on year, the decision has been made not to do a three year forecast.

The school fund a substantial amount more than we are funded for due to the level of need of its children and families and in order to remove some of the barriers to learning, which allow our children to thrive and become confident learners.