

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	Great Whelnetham C of E Primary School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governors of Great Whelnetham C of E Primary School
Pupil premium lead	Claire Flatman
Governor / Trustee lead	Ben Sear- Chair of Finance.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,450
Recovery premium funding allocation this academic year	£2320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,112.49
Total budget for this academic year	£40,882.49

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
---	--

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to provide an inspirational and inclusive teaching and learning environment for all our children. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We aim to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence so that all children can reach their full potential. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success and develop a lifelong love of learning.

What are the key principles of your strategy plan?

- It is our responsibility to ensure that all children in our school achieve their potential and to do so we seek to meet the individual needs of every child.
- Pupil Premium will be used and managed to enable us to tailor support for identified children in a range of ways appropriate to their needs.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and that each child receives quality first teaching each lesson.
- This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We 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.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children closer to age related expectations by closing the attainment gap and ensuring that school is a positive experience.
- We will endeavour to use Pupil Premium to address the non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. We want to enhance the entitlement of experience for our children and in doing so we want to

promote positive wellbeing as we work hard to move our vulnerable children closer to age related expectations and develop a love of learning.

- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge. Poor communication skills are evident in some pupils in KS1 and EYFS.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Low attendance and persistent absenteeism of PP/disadvantaged children
4	Some pupils need to develop their organisational skills, resilience and determination. In addition, many children rely on adult support in class and are reluctant to 'have a go' due to fear of failure.
5	Pupils have limited experiences beyond their home life and immediate community.

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <p>All children can articulate themselves well and are understood. They can communicate</p>	<p>All disadvantaged children make expected progress (e.g. Expected to expected or greater depth to greater depth) from previous summer 2 and from previous key stage results. - Pupils will have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. - Support staff and class teachers support learning effectively – addressing</p>

<p>effectively and have a better understanding of vocabulary.</p>	<p>misconceptions ASAP in preparation for lessons.</p>
<p>To ensure all pupils are given the opportunity to consolidate basic skills.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p> <p>To embed and sustain a reading culture that's ensures all pupils read regularly and develop a love of books.</p> <p>Pupils read regularly and have access to high quality books for personal and guided reading.</p> <p>To improve the</p>	<p>Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by intervention leader and impact of each intervention will be measured. -</p> <p>Quantity/quality of reading in each class it at the level for each child.</p> <p>Children are regularly reading for at least 25 minutes per day (20 minutes for KS1).</p> <p>Teachers to regularly update and celebrate reading progress – share through celebration assembly/rewards</p> <p>New books in the library to be used regularly throughout the year. Support offered by reading and Phonics leaders.</p> <p>Whole class guided reading to continue weekly and high-quality texts to be used with support.</p>
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Executive Headteacher, SENCo and Head of School identify and support families and children and work to alleviate barriers to learning. - Identified children take part in the programme devised by invested coaching and are invited to Lego Therapy sessions. Most vulnerable children are also allocated a PP mentor (support staff and SLT) who will meet with them regularly and provide support/alleviate barriers.</p>
<p>Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.</p> <p>School to provide children with access to technology which they cannot access at home.</p>	<p>Curriculum design at Great Whelnetham C of E Primary will provide pupils with exciting learning. - Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. - Homework/reading/TT rockstars/Dynamo Maths to be offered to children throughout the day so that they can use the internet/iPad which are available in school. - Children are given opportunities ever day/when necessary to change their reading book. - Project based homework will support the link between</p>

	home and school to enrich the children's learning experiences more.
All disadvantaged pupils will meet national expectations for attendance/persistent absence.	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Executive Head teacher brings about an increase in PP pupils' attendance and a decrease in persistent absence.</p> <p>Working closely with families to offer support when needed.</p>
Pupils will have good self-organisation skills, resilience and determination. Pupils will be able to work independently with confidence.	<p>Lesson observations/learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. - Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' - Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.</p>

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. <i>(High quality of teaching is evident for all pupils evidence in both Key Stages).</i></p> <p>Ensure that all lessons provide opportunities for all children to engage with mastery tasks.</p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Termly monitoring and progress discussions.</p> <p><i>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020-1)</i></p>	<p>1 4</p> <p>1</p>
Using blended learning to support gaps in learning.	<i>Digital technology can add up to +4 months progress (EEF, 2020-1)</i>	1
Use high quality feedback to improve outcomes.	Quality marking and feedback monitored by SLT. <i>Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average. (EEF 2020-1)</i>	1
Provide support with home learning.	Where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.- <i>Evidence indicates that this support can deliver approximately +5 months progress. (EEF 2020-1)</i>	1 4

Staff training for language link	Making best use of teaching assistants to support learning in the classroom. (EEF-2020-1)	1 4
----------------------------------	---	--------

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Teaching Assistants to support targeted interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF-2020-1)	1-2-4
Teach and test academic vocabulary.	Use of Bedrock across KS2. Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) <i>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</i>	1
Devise a peer tutoring system to support learning.	Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as: Fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger; Reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.	1 4

	The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. (EEF-2020-1) +5 Months progress	
Enhance school library and books provision throughout the school to provide high quality texts for reading comprehensions and guided reading.	<ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. 	1

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

Budgeted cost: £ 5,882.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote engagement with the Arts through the curriculum to improve children's entitlement of experience and attendance.	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the	2 3 5

<p>(Including After School Provision).</p>	<p>curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics. (EEF-2021-1 +3 months progress).</p>	
<p>Work with external agencies including CAMHS and MASH to support pupils and families.</p>	<p>Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021</p>	<p>2 3 5</p>
<p>Offer bespoke SEMH interventions to pupils</p>	<p>Working with Mini First Aid company and ensuring school has Mental health first aiders trained to support those children that require it.</p> <p>Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months</p>	<p>2 3</p>
<p>Sustain a system of rewards and incentives for improved attendance to school.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 , the lower the likely level of attainment at the end of KS2 • Pupils with no absence are 1.3 times more likely to achieve. 	<p>3</p>
<p>Use pastoral behaviour support/intervention to positively reinforce attitude to learning.</p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p>	<p>4</p>

Total budgeted cost: £ £40,882.49

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.

In 2020-21 approximately:

- 19% of pupils in the school were receiving free school meals
- 2% pupils in school were looked after or adopted
- 3% pupils in the school are from service families.

We have funded a range of activities and interventions through use of the pupil premium grant. Summary of expenditure. These include:

- one to one tuition,
- small group booster activity sessions
- Increased TA support-1:1
- Individualised maths tuition
- Phonics intervention scheme
- SEN resources to address specific needs (for example overlays to aid reading)
- Interactive maths and reading programmes
- Behavioural support and specialist provision
- Resources for LAC
- Self-esteem support
- Intervention groups
- Individualised intervention to meet the different learning needs of individual pupils in receipt of the Pupil Premium.
- School visits, clubs and activities.
- High quality educational visits
- Participation in school plays including costumes and travel costs.

- Assistance with clothing and school uniform.
- Enrichment activities such as after school clubs.
- Providing milk and breaktime snacks.
- Music lessons.

Target: Improving learning outcomes in reading, writing and maths across the school for all PP pupils.

The positive impact on progress and attainment through the targeted use of pupil premium funding was monitored termly and each child completed PIRA and PUMA standardised assessments at the end of each term. This enabled staff to assess the attainment and progress in all three core areas for all children. Results are below:

	% of PP children that have met ARE	% of Non PP that have met ARE	% of PP children that have made exp/exp+ progress throughout the year	% of PP children that have made exp/exp+ progress throughout the year.
Reading	85%	76%	92%	95%
Writing	62%	65%	77%	81%
Maths	69%	72%	85%	87%

--

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
N/A	

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.