

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	Wilson's Endowed CE School
Number of pupils in school	122
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2024
Statement authorised by	D Newiss (Headteacher)
Pupil premium lead	D Newiss (Headteacher)
Governor / Trustee lead	L Saunders (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9415 (2021-2022)
Recovery premium funding allocation this academic year	£500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9915

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust ongoing assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach for which all staff take responsibility
- monitor disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1 Outcomes	Regression in learning during Coronavirus Pandemic. National studies indicate the loss of learning from both lockdowns and this has impacted on progress & standards, with some children not in line with the usual academic expectations throughout the school.
2 Online learning	Access to online learning at home. Due to the high numbers of children attending through the lockdowns, not everyone has engaged with online learning.
3 Progress	There is a small, key group of pupils in receipt of PP not making expected progress despite interventions.
4 SEMH needs	Some pupils have additional, identified social and emotional needs. The lockdowns have heightened existing tensions and issues and brought them even more to the fore.

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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Pupils attainment is in line with their peers. Children make at least expected progress through the keystage.
Pupils are fully engaged in any remote learning including homework	Children meaningfully engage with learning at home
Intervention closes the gap on attainment	PPG children are in line with standards of the non PPG children Children make at least expected progress through the keystage.
Disadvantaged children's wellbeing and approach to learning is positive so they are ready for learning.	Pupils express and demonstrate positive wellbeing and approaches to life & learning

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: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD/twilight Quality First teaching Use of Provision Maps Effective AFL assessment & feedback Pupil Book Study CPD implemented Trust based peer observations	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1 & 3
Work with Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	1 & 3

Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths for SEND pupils	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective deployment of staff, Teaching Assistant apprentices and HLTA to support key children and year groups. HLTA- currently working in Year R/1 to support teaching and learning based on identified needs.	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	1 & 3
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	1 & 3
Intervention to ensure recovery of any losses in pupil learning as a result of Covid 19	EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.' One to one support and small group activities have had positive impact across the school previously	1 & 3
Promoting learning at home TT rockstars reinvigorated Read theory trialled with KS2 Half termly newsletters to parents detailing homework and	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consist-	2

extra learning options for wider curricular areas as well as de-tailing core knowledge	ently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.”	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1-1 and group support is given to those PP pupils regarding their self-esteem, emotional wellbeing and approach to learning	EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1 & 3
Full access to a range of enrichment activities - PP pupils engage in a variety of clubs and trips	All pupils are encouraged to attend clubs to support their interests and skills. Financial barriers are removed for PP pupils to ensure activities are open to all pupils	4
Well planned transition activities in Aut 2 and summer to ensure smooth transition in Sept Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions Outdoor learning encouraged: New outside area for Cedars, plans for nature area Daily mile to be trialled in Spr1	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1 & 3 & 4

Total budgeted cost: £9915

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. Internal teacher assessments were completed in the summer of 2021. In addition, baseline internal testing was completed in September 2021

Given the disruption of the previous 18 months, whilst all of the steps have been started, some were completed as fully as we would have desired. The current plan takes account of this and builds upon it's starting points. The individual and small group support was highly effective, both in terms of performance outcomes and SEMH support that enabled children to reintegrate back to school in a productive and settled manner.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Achievement of pupils eligible for 'Ever 6 funding' or Pupil Premium is monitored by the governing body standards and effectiveness committee.

This pupil premium statement is published on the school's website : www.wilsonsprimary.org.uk