

Wetheringsett C of E Primary School



Pupil Premium Strategy Statement 2023-2024

This statement sets out our school's use of pupil premium funding to support improving the attainment of disadvantaged pupils. It outlines our spending strategy for this forthcoming school year and its intended impact.

School Overview

Detail	Data
School	Wetheringsett C of E Primary School
Number of pupils on roll	41
Proportion (%) of pupils eligible for pupil premium	14%
Academic year	2023-2024
Date statement was published	November 2023
Date for review	November 2024
Statement authorised by	Rev Chrissie Smart - Chair of Governors
Pupil Premium Lead	Imogen Wallis
Lead Governor	Rev Chrissie Smart - Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	Looked after children £0.00 Service children £335.00 School led funding £405.00 Pupil premium £5820.00
Recovery fund	£2000.00
Pupil premium carried forward	£0.00
Total	£8560

Part A: Pupil Premium Strategy Plan

Statement of Intent

We intend to provide an inspirational and inclusive teaching and learning environment for all our children. Our goal is to ensure 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 so that all children can reach their full potential.

Our Pupil Premium Plan aims to address the main barriers our children face and through 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.

Key principles:

Pupil Premium will be used to tailor support for identified children in a range of ways appropriate to their needs.

We ensure appropriate provision is made for pupils who belong to vulnerable groups and that each child receives quality first teaching each lesson.

The needs of socially disadvantaged pupils are 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 and moving children closer to age related expectations by closing attainment gaps.

We endeavour to use Pupil Premium to address the non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.

Challenges

The following represent the key challenges faced by some of our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some of our pupils with pupil premium/disadvantages have additional learning needs arising from SEN and/or disrupted education due to the pandemic which have led to developmental gaps in UKS2. This impacts on knowledge and skills gaps, ability to focus and retain/recall prior knowledge.
2	Some pupils have additional behaviour support needs arising from social and emotional difficulties arising from family circumstances.
3	Lower attendance and persistent absenteeism of some PP/disadvantaged children can disrupt continuity of education, exacerbate educational gaps and consistency of self-regulation.
4	Many pupils have low self-esteem and rely on adult support to access learning. This leads to lack of independence, fearing failure to take risks and face challenges.
5	Many pupils would benefit from linking educational opportunity in the wider world beyond their immediate communities.

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 and vulnerable pupils maintain or exceed the standard of attainment they reached at the end to the previous year and key stage in Reading, Writing and Maths as a minimum. Those who have fallen behind make accelerated progress and catch up or exceed prior attainment standards.</p>	<p>All disadvantaged and vulnerable children are supported to make expected progress. They receive daily targeted teaching support to achieve this where needed based on cycles of assessment. Pupils continue to have opportunities to rehearse, practice and consolidate basic skills in handwriting, spelling, reading fluency and mental and written arithmetic to support progress in main body of lessons. Some children need access to technology to support writing at length.</p>
<p>All pupils are given the opportunity to consolidate basic skills in reading. Fallen behind children receive targeted high-quality interventions to catch up towards age related expectations.</p> <p>A reading culture is embedded at school that ensures all pupils read regularly and develop comprehension of a wide range of books.</p> <p>Pupil read regularly and have access to high quality books for personal and guided reading.</p>	<p>Additional interventions are in place specifically aimed at addressing learning gaps. Interventions are regularly monitored by teachers and SENDCO to review impact. Children are reading daily for at least 20 minutes KS1/25 minutes KS2 and progress monitored and celebrated.</p> <p>Synthetic phonics and guided reading support reading progress to age related expected levels, with pp children on a par with peers.</p> <p>The library and range of selected quality texts used in guided reading lessons support enthusiasm for reading as well as development of skills. Children are supported to extend their comprehension and enjoyment of high quality texts in a supported environment.</p>
<p>All pupils are given opportunities to develop and consolidate basic skills in Maths. Fallen behind children receive targeted high-quality interventions to develop speed of mental calculation, apply range of written methods to accurately calculate and problem solve to close age -related gaps.</p>	<p>Maths teaching is adapted to address range of abilities and promote progress using manipulatives, pictorial and abstract concepts through White Rose schemes. White Rose booklets are used effectively in lesson delivery to extend problem solving skills and independence.</p>
<p>Pupils and families with identified social, emotional, health and specific learning needs are prioritised and supported by school staff so that needs are alleviated.</p>	<p>The Executive Headteacher, SENCo and ELSA Support Teacher identify and support children and their families to alleviate social, emotional and behavioural barriers</p>

	<p>to learning. Learning Support Staff assist children to integrate in class and access bespoke learning.</p> <p>Staff are trained to effectively employ Zones of Regulation training they have received to ensure children are able to access learning through self-regulation strategies.</p> <p>Children use weekly ELSA sessions to support and promote wellbeing.</p>
<p>Pupils will have a breadth of experiences that enable them to contextualise their learning to the wider world. This will include trips, visits from outside experts, access to technology and enrichment days related to specific subjects and the school's vision and values.</p>	<p>The renewed design of our curriculum includes memorable, hands on cultural, sporting and subject related experiences that all children have access to.</p> <p>Children will be encouraged to access Children's University and MAT passports to widen and extend educational experiences and relate this to both inside and outside school.</p>
<p>All disadvantaged pupils will meet or exceed national expectations for attendance/persistent absence</p>	<p>Monitoring of attendance by Executive Headteacher ensures children with pupil premium's attendance matches or exceeds national averages for non-disadvantaged pupils (97%). Persistent absence is followed up with support to families to ensure it decreases in line with national expectations. Attendance continues to be reviewed with Education Welfare Officer half termly.</p>
<p>Pupils will have good self-organisational skills and show resilience and determination. Pupils will be able to work independently with confidence and purpose. Pupils will be able to explain their work, ambitions for the future.</p>	<p>Triangulated monitoring through lesson observations, learning walks and pupil perceptions will evidence age-appropriate independence. Pupils will understand they can learn from mistakes and develop the necessary resilience to persevere through challenges. Teachers model, 'thinking aloud', use of exemplars to demonstrate expectations and expected final outcomes. Teachers will have high expectations of pupils and pupils high expectations of themselves.</p> <p>Support staff are used effectively to challenge and guide pupils without creating over reliance.</p>

Activity for this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed below.

Activity	Evidence that supports this approach	Challenge numbers 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>
<p>Using blended learning which includes access to ICT to support gaps in learning.</p>	<p>Digital technology can add up to +4 months progress (EEF, 2020-1)</p>	<p>1</p>
<p>Use high quality feedback to improve outcomes.</p>	<p>Quality marking and feedback monitored by SLT. Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average. (EEF 2020- 1)</p>	<p>1</p>
<p>Develop opportunities and support with home learning</p>	<p>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></p>	<p>1 4</p>
	<p>Making best use of teaching assistants to support learning in the classroom. <i>(EEF- 2020-1)</i></p>	<p>1</p>

Targeted academic support - One-to-one support /structured interventions

Budgeted cost: £6760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Teaching Assistants to implement targeted interventions	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. <i>(EEF-2020-1)</i>	1 2 4

<p>Enhance school library and books provision throughout the school, including Little Wandle resources, to provide high quality texts for reading comprehensions and guided reading.</p>	<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. 	<p>1</p>
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Wider strategies related to attendance, behaviour, wellbeing

Budgeted cost: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Promote engagement with wider through the curriculum, including the Arts, ELSA, therapies, Children’s University to improve children’s entitlement of experience and</p>	<p>Arts activity can occur either as part of the curriculum or as extra- curricular activity. Arts-based approaches may be used in other areas of the curriculum.</p> <p>Therapeutic intervention supports emotional wellbeing of children and helps them to achieve academically.</p> <p>Children’s University supports wider learning experiences through school and</p>	<p>2 3 5</p>

attendance.	outside school activity.	
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<p>This includes access to Pre and After School Provision</p>	<p>The use of drama develops engagement and oral language before a writing task. 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 other MAT schools, SES and the Church</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 – Ofsted handbook 2022</p> <p>SIAMs inspection How effective is the school at meeting the academic learning needs of all pupils through the curriculum. How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs and how well does the school support all pupils in their spiritual development enabling all pupils to flourish. SIAMs 2021</p>	<p>2 3 5</p>
<p>Sustain a system of monitoring and support for improved attendance to school</p>	<p>The Department for Education (DfE) published research in 2016 which found that: 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>	<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>

Review of PP funding 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. We received £14,075 pupil premium funding and six pupils were in receipt of it.

We received £2000 in recovery funding and provided SATs support groups and additional TA support

Last year, six children were PP funded. This represented 16% of the cohort which was 37. These children were in Years 1, 2, 3 and 4 and 5, a single child in each year group, with two children in year 4.

Of this group of children, 50% achieved age related progress in reading, writing and maths. The remaining three children have consistently worked below age related expectation, one due to specific SEN. The children continue to receive additional, targeted support in class to address gaps through TA deployment and via interventions provided outside the classroom. Progress has been measured and purposeful.

Three of the children in this group have needs related to being placed within adoptive families or within extended family networks and have or will receive support via the YMCA counselling service during Spring terms. Other support has been provided internally through ELSA and/or Draw and Talk sessions. Forest School provision and PSHE also addresses children's wellbeing.

Opportunities for cultural capital - a trip to Duxford Air Museum, sports' events, pantomime at Christmas, theatre workshops and after school clubs have been funded for PP children by school. PP funding for such has also been provided by school to other vulnerable children who do not qualify for PP.

Imogen Wallis

December 2023