

**Wilby CE VA Primary School**  
**Pupil Premium Strategy Statement**  
**2021 - 2024**



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	Wilby CE VA Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Pearce
Pupil premium lead	Zehra Dergin
Governor Lead	Simon Vilette

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,795
Recovery premium funding allocation this academic year	£2,175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,970

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Whilst approximately 20% of our school population claim pupil premium, we believe that more of our families could be entitled to it. We have considered our school context, the subsequent challenges faced by our pupils and the 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, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

An analysis of the postcodes of our families identified that 95% of our families are not from Wilby village and 86% of our families come from areas that are more deprived than Wilby. Deprivation has a negative impact on educational attainment, leaving young people with fewer qualifications and skills which in turn affects future employment. There is a strong statistical link between poverty and low educational attainment. Following recent devastating events in a local ward where a significant percentage of our children live, police and other professionals identified that pupils involved in these events had been excluded from education and that children within the ward had low academic ambitions. This was echoed in a recent survey of our pupils. Many younger children wanted to be mums; for older children, a high proportion wanted to be ‘Youtubers’, possibly as a result of their experiences within the home. Atypical responses included a cancer nurse, marine biologist and a pharmacist. Although we are not devaluing children’s choices and want them to have the ability to take on anything they desire, we know that a quality education, rich in experiences, will allow them greater options and high ambition for their future.

During the lockdowns as a result of Covid-19, our uptake for remote learning was low despite providing printed packs in the first lockdown, contacting parents weekly, holding daily zoom sessions, adapting the learning expectations for specific children and contacting parents weekly if work was not seen. The return to school saw children who, although being pleased to be back in their classes, were struggling to maintain stamina, struggling with relationships and disengaged with homework. With this in mind, we wanted to develop resilience in our children. We want them to have the capacity to recover quickly from difficulties and develop an inbuilt toughness that will see them through their school years and into their working lives.

The extended periods of lockdown led to a large proportion (75%) of our children being home schooled. Those within school had a very different experience to their normal classroom environment. These long periods of isolation from peers and adults led to a noticeable impact on children’s communication skills, particularly in the early formative years. Communication is an essential life skill that threads through every element of the school day, which is a huge proportion of our children’s lives, therefore an essential driver of our curriculum.

Our pupil premium long-term strategy ensures that:

- teaching and learning opportunities meet the needs of all the pupils
- 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
- provision is made 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 will allocate the Pupil Premium funding to support any pupil or groups of pupils that we have identified as being socially disadvantaged.

### 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 exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE’s in English and Maths.

### Achieving these objectives

- To restructure year groups across the school to allow for different curriculums and milestones to be taught within separate classes and redeploying teachers
- To resource the new EYFS class as they move to a class on their own (Following audit and work with LA EYFS Advisor)
- To ensure all staff have CPD across the school for Quality First Teaching
- To purchase of a DfE validated Systematic Synthetic Phonics "Little Wandle Letters and Sounds" programme and resources to secure stronger phonics teaching for all pupils
- To ensure CPD for all staff on Little Wandle Letters and Sounds so there is consistent delivery across the school.
- To have whole staff CPD on behaviour management approaches with the aim of developing our school ethos and improving behaviour of challenging individuals across the school.
- To ensure dedicated ELSA time to deliver SEMH interventions and to support parental engagement

## Challenges

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

Challenge Number	Detail of Challenge
1	Assessments and observations suggest that attainment of disadvantaged pupils in Reception is below the attainment of non-disadvantaged pupils.
2	Assessments and observations suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments and observations suggest that the attainment of disadvantaged children in reading and writing is below the attainment of non-disadvantaged pupils.
4	Observations and analysis show that over 50% of our disadvantaged pupils have been referred to our ELSA for SEMH support.
5	Observations have shown that there are more frequent behavioural issues with individual children
6	Observations and analysis have shown that parental support, particularly during Covid-19 closures has meant that progress levels of some of our disadvantaged pupils have dipped.

## 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 improve the attainment of disadvantaged children in EYFS	Disadvantaged children's attainment in EYFS is in line with non-disadvantaged children both in school and nationally
To improvement the attainment of disadvantaged children in Reading and Writing across the school	Disadvantaged children's attainment in Phonics, Reading and Writing is in line with non-disadvantaged children both in school and nationally
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	SEMH and Behavioural interventions have had an impact on the children and they are in a better place to learn.

	Pupil, parent and staff surveys show that children feel safe and happy and are able to learn. They show that stakeholders think behaviour is good across the school.
Identified families are receiving support from school and/or external services to enable them to support their children to learn.	Families engage openly with the school through the PLW/ELSA and wider staff team. The safeguarding team operate a highly effective triaging system to ensure support is allocated in a timely manner to those requiring it.

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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: £6300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Restructuring year groups across the school to allow for different curriculums and milestones to be taught within separate classes and redeploying teachers</b></p> <p><b>Resourcing new EYFS class as they move to a class on their own (Following audit and work with LA EYFS Advisor)</b></p> <p><b>Staff CPD across the school in Quality First Teaching</b></p> <p>£3000</p>	<p>DFE – ‘Supporting the attainment of disadvantaged pupils; articulating success and good practice – Nov 2015’ – successful school strategies – “Focus on improving the quality of classroom teaching”</p> <p>EEF says ‘great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable.’</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p>	1, 2, 3, 6
<p><b>Purchase of a DfE validated Systematic Synthetic Phonics “Little Wandle Letters and Sounds” programme and resources to secure stronger phonics teaching for all pupils.</b></p> <p><b>CPD for all staff on Little Wandle Letters and Sounds so there is consistent delivery across the school.</b></p> <p>£3300</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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2

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

Budgeted cost: £4,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Employ a HLTA (4 mornings a week) to deliver interventions across the school to targeted children / small groups</b> £4,170	EEF toolkit states that small group work can have an impact of +4 months. It suggests that the smaller the group the better the impact with work closely matching the needs of the children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2, 3

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour of challenging individuals across the school.</b> £500	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	5
<b>Dedicated ELSA time to deliver SEMH interventions and to support parental engagement</b> £6000	Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	4, 5, 6

**Total budgeted cost: £ 16,970**

## Part B: Review of outcomes in the previous 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.

Targets from last years plan	Outcomes
1. At least good progress is made by all children, including those eligible for PP	Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online remote learning provision. This included the use of SeeSaw, TT RockStars, Numbots and Spelling Shed as well as daily live sessions planned by ourselves.
2. Embed basic skills in EYFS / Year 1 to ensure children do not fall behind	These year groups were the hardest to engage in remote learning despite the best efforts of staff. There were other internal challenges faced by this class following lockdown when the children returned to school.
3. Improve % of children achieving ARE and making at least good progress in reading	<p>Internal data suggests that early reading was impacted by lockdown and when the children returned to school they were a term behind with their phonics knowledge. This is why we have purchased a DfE validated Systematic Synthetic Phonics programme "Little Wandle Letters and Sounds" for the 2021 – 2022 academic year.</p> <p>In Years 2 – 6, daily guided reading and book talk was taught as per the agreed structure. Teachers worked individually with children on specific targets and then had interventions running. They tailored comprehension to meet the children's individual needs. They increased the amount which they read to the children so that they could model reading skills and also model inference.</p> <p>We did not achieve all the targets set for ARE in reading. Where we did miss out, this was by 1 or 2.</p>
4. Children to have regular access to Parent Link Work to support them with their emotional needs so that they can be in a better emotional state to learn.	<p>Our PLW was available to the children three full days a week. She was always working with a child individually or supporting a child in class. A referral system was established. We had to limit the specific children she was working with as well as allow drop in sessions for children who needed it. Individual profiles for each child were created and the impact of the interventions was recorded.</p> <p>During lockdown, the PLW continued to support individual children at home by running sessions remotely or working with children who were in school. She also regularly supported parents via zoom and phone calls.</p>
5. To ensure pupil have a positive attitude to their learning and are resilient to setbacks	<p>All staff attended training to revisit Growth Mindset and then reinforced this within lessons.</p> <p>All staff attended training with the Educational psychologist on resilience. Interventions were put into place following this training.</p>

	This needs to be continued and has become one of our key drivers across the school after we evaluated the impact of lockdown on our school community.
<b>6. All staff to have a better understanding of the difficulties children affected by trauma face, and are more aware of strategies which they can use within in their classes to support the children</b>	<p>All staff attended training and were able to implement strategies within the classroom to support children. Regular reminders and resources were sent out across the year to staff.</p> <p>Staff were mindful to use these resources, both during lockdown and returning from lockdown. The PLW regularly provided advice and support to staff.</p>
<b>7. PLW to have accredited training as an ELSA who has access to supervision from Educational Psychologist. She can then share training with other staff in school.</b>	<p>The PLW completed her accredited training and is accessing supervision in her role. She has worked with identified children across the school. Individual profiles for each child were created and the impact of the interventions was recorded. Individual profiles for each child has been created and progress towards their targets has been seen.</p> <p>During lockdown, the PLW continued to support individual children at home by running sessions remotely or working with children who were in school. She also regularly supported parents via zoom and phone calls.</p>

## Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Spelling Shed	EdShed