

Pupil Premium strategy statement

This statement details our school's strategy plan for spending pupil premium and recovery premium 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.

Detail	Data
School name	Wherwell Primary School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24 (Year 1 of 3)
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Amanda Ovenden (previously Mary Collins) Head Teacher
Pupil premium lead	Ruth McNee Deputy Headteacher
Governor lead	Sean Hutton.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,035
Recovery premium funding allocation this academic year	£2000
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	£25,035

Section A: Pupil premium strategy plan

Statement of Intent

- It is deeply rooted within the ethos of the school that we will provide and academic and emotional education of the highest quality for all of our children.
- We believe that the best way to raise standards for disadvantaged children is by having high aspirations and ambition for all. Disadvantage in whatever form it may take should have no impact on the quality of education received in school. Therefore our priority in deciding how to allocate the Pupil Premium Grant is to provide the best quality teaching first and foremost. Other considerations such as pastoral support follow on from this.
- Our expectation at Wherwell is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.
- Our approach will be responsive to common challenges and individual needs , rooted in robust diagnostic assessment, not based on assumptions
- By setting inspirational targets, building resilience and consistently implementing key strategies, the school will create and model a culture of life-long learning. Each and every member of our school community will be challenged and supported in achieving their potential strive to become the “best version of themselves”.
- We will ensure that our disadvantaged pupils can experience success both academically and emotionally. We want to ensure that our provision gives them the support to achieve their potential at school and beyond in a safe and nurturing environment.

Challenges

Challenge number	Detail of challenge
1	Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2 and in general tend to be more prevalent in disadvantaged children than their peers.

2	Our assessments show, observations and discussions with children show that disadvantaged pupils often have greater difficulties with phonics than their peers. This negatively impacts on their development as readers. This is not limited to children in KS1.
3	The pandemic and partial school closures has resulted in a lack of life and social experiences due to isolation.
4	Our assessments, discussions and conversations with parents have identified social and emotional / self-confidence issues for some disadvantaged pupils. These discussions have identified a lack of resilience and independence as well as emotional fragility.

Intended outcomes

This section 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
Add or delete rows as needed	
Improved oral language skills for disadvantaged pupils.	Teacher assessment of pupils' oral language, demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Increased Cultural Capital opportunities/equity of curricular opportunities and experiences	<input type="checkbox"/> Children being supported with opportunities to learn in a variety of ways-through experience and exposure to a variety of curricular and extracurricular activities

Improved attainment and progress in phonics and reading	<ul style="list-style-type: none"> ☐ Improved data in phonics and reading in EYFS, KS1 and KS2 for vulnerable and targeted children ☐ Evidence of consistent high quality provision to support all learners ☐ Phonetically decodable texts linked to targeted and specific learning journeys ☐ Improved data in reading in EYFS, KS1 and KS2, more children catching up on lost learning
To achieve and sustain improved self-confidence and independence for all children in our school, especially our disadvantaged children.	<ul style="list-style-type: none"> ☐ a significant reduction in disruptive incidents/off-task behaviour ☐ Children are able to talk positively about what they are able to do and what they working towards ☐ a significant improvement in attitudes to children's own learning

Activity in this academic year

This section details how we intend to spend our pupil premium and recovery premium funding this academic year to address the challenges listed above.

Teaching (e.g. CPD, recruitment and retention)

Total budgeted cost: £12,500

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

<p>Purchase of standardised diagnostic assessments in maths and spelling. Training for staff to ensure assessments are interpreted and administered correctly and to understand how the test will structure future planning and teaching.</p> <p>SENDCo hours to work alongside class teachers and LSAs to how to run tests and to interpret the data.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Review_of_Attainment_Measures_final.pdf</p>	<p>1, 2</p>
<p>Purchase of more books linked to phonics from a range including Big Cat and Monster Phonics which match children's phonic ability</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>Phonics Toolkit Education Endowment EEF</p>	<p>2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS1. This will be supported by book matching following on from the phonics audit as recommended by the English Hub.</p> <p>Training of LSAs to use a new programme called Dyslexia gold to improve outcomes</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily for comprehension).</p> <p>Phonics Toolkit Education Endowment EEF</p> <p>Reading framework Teaching the foundations of literacy - July 2021 Jan 22 update.pdf</p>	<p>1,2</p>

<p>Training of TAs including own professional development to deliver targeted spelling and reading interventions alongside class teachers. Used SENDCo hours to work alongside class teachers and LSAs to improve inclusive practice.</p>	<p>If TAs have a direct instructional role it is important that they add value to the work of the teacher. It is the expectation that the needs of all children are addressed, first and foremost, through high quality classroom teaching.</p> <p><u>Effective use of Teaching assistants</u></p>	<p>1, 2, 3</p>
<p>Selection of concrete resources to support maths teaching, especially fluency in number, practical resources, TTRS.</p> <p>Maths leader resource time for core provision with a particular focus on mathematical vocabulary especially for the disadvantaged.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches.</p> <p><u>Maths Guidance KS1 and 2 (publishing.service.gov.uk)</u></p>	<p>2</p>

Targeted academic support (e.g. structured interventions, tutoring, one-to-one support) Total budgeted cost: £8,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for delivery of NELI programme to improve children's language and early literacy skills.</p> <p>https://www.teachneli.org/</p>	<p>As with phonics and reading, speech and language are fundamental in being able to access the curriculum in a successful way.</p> <p>Targeted interventions, such as (NELI) support progress which enables our pupils to experience success and then make academic progress in a number of ways.</p> <p>https://educationendowmentfoundation.org.uk/evidence/teachinglearning-toolkit/oral-language-interventions</p>	<p>1</p>

Targeted reading interventions	Dedicated time for LSAs to work with children individually. Reading is fundamental to success in all areas of the curriculum as well as helping to support positive wellbeing.	2
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Wider strategies (e.g. related to attendance, behaviour, wellbeing) Total budgeted cost: £4384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast club places for key pupils and families who need support with attendance and punctuality.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-schoolbreakfast-programme/	3
Targeted ELSA Support	Before being able to learn academically, our children must be ready to learn. In order to do this we need to recognise their needs and any areas that we can support them with their emotional literacy. Referral can be made by members of staff to the ELSA who will keep track of progress and report back to the class teacher. Emotional wellness is essential to all children being able to achieve their potential. Social_and_Emotional_Learning.pdf	3

Total Budgeted Cost £25,444

Section B: Review of outcomes in the previous academic year, 2021/22

Pupil premium strategy outcomes

This section details the impact that our pupil premium activity had on pupils in the 2021/22 academic year.

Based on our internal assessment during 2021/22, 94% of disadvantaged pupils made expected progress in reading, writing and maths, with around one fifth making greater than expected progress.

It is worth noting around 40% of the current pupil premium cohort also have special education needs (half of which have been placed on EHC Plans). As the majority of pupils with SEN have cognition and learning needs at Wherwell, we would anticipate that academic attainment would be lower.

Progress with our intended outcomes for the 3 year plan:

Improved oral language skills for disadvantaged pupils

□ The NELi programme was completed in full over 30+ weeks. This supported both Reception and Year 1 pupils to improve areas such as receptive and expressive language development. By the end of the programme, all children gained standardized scores within the 'average' range. This intervention will be repeated with 2022/3 Reception intake, tailored to the needs of the children.

Increased Cultural Capital opportunities/equity of curricular opportunities and experiences

□ As Covid restrictions have started to lift, we have been able to return to offering a wider range of opportunity. This has included music lessons both class and individual, school trips, residential events, sport clubs and competitive sport opportunities. The school supports disadvantaged families with financing extra-curricular activities.

Improved attainment and progress in phonics and reading

- Data for phonics and reading in EYFS, KS1 and KS2 was disappointing across the board, including disadvantaged learners. 17% of disadvantaged pupils passed, compared to 50% of non-pupil premium. It has been raised as a priority within the School Improvement Plan with County support, and action has been taken to implement a new DFE approved phonics scheme, Little Wandle, including reading books matched to phonics progression. The scheme includes a Rapid Catch Up intervention for 7+. All disadvantaged children working below age-related expectation will receive a reading intervention regardless of SEN Status.

To achieve and sustain improved self-confidence and independence

- As the school continues to recover pre-Covid classroom routines and extracurricular, it is clear that children are able to enjoy opportunities for greater independence. This included residential activities for all KS2 pupils in 2022, with disadvantaged pupils receiving school subsidy. The school participated fully in secondary school sport outreach. Transport was provided as needed.

- Incidences of disruptive behaviour remain an issue, but we are now working closely with Primary Behaviour Support, Hants SENS team, Norman gate and Wolverdene outreach to support pupils, some of whom are disadvantaged to meet their needs. We anticipate a continued reduction of incidents this year.

Service pupil premium funding (optional)

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	Laptops for those children not at school if they needed additional resources. Additional resources purchased as needed on an individual basis, for instance, sensory equipment or supporting with the cost of wrap-around care.
What was the impact of that spending on Service Pupil Premium eligible pupils?	Continued engagement and attainment.

Further information

Our pupil premium strategy will be supplemented by additional activities that are not being funded by the pupil premium or recovery premium.

Engaging with the new mental health hubs which are being trialled in our local area and linking with the mental health leads being established.

