

# 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	Wootton St Peter's CE Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	8.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	One year
Date this statement was published	15/12/21
Date on which it will be reviewed	July 2022
Statement authorised by	Charles Pitt, Headteacher
Pupil premium lead	Charles Pitt, Headteacher
Governor / Trustee lead	Andrew Morgan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12,105.00 £930 (Service)
Recovery premium funding allocation this academic year	£ 2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ £7035
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 23,930

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

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 diagnostic 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 in which all staff take responsibility for 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	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Attainment of disadvantaged pupil is below their peers in reading, writing and maths.</p>
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4.	Observations show that the disadvantaged pupils find it harder to explain their learning using high level vocabulary. National studies show that being aware of their own metacognition enables pupils to make rapid progress.

## 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
Improved phonics test scores in KS1 and improved reading results, year on year, in KS2.	<ul style="list-style-type: none"><li>- % of all pupils passing phonics test will be at least in line with national data. All disadvantaged pupils will meet ARE.</li><li>- % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE.</li></ul>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"><li>- % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE.</li></ul>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"><li>- % of pupils achieving ARE in KS2 will be at least in line with national scores. All disadvantaged pupils will meet ARE.</li></ul>

Improved oral language skills and vocabulary among disadvantaged pupils.	- All pupils will be able to explain what they are learning and how they are learning 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: £ 11,965.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of books to be sent home to consolidate phonics teaching	Evidence shows that when children read at home with the appropriate level book rapid progress is made in phonics knowledge. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Train staff in delivery of RWI – <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
Train staff in effective teaching strategies as set out in the teaching and learning policy	Evidence supports that the methods set out in the teaching and learning policy and built on through CPD from outside agencies will lead to quality first teaching in all classrooms. <a href="#">Metacognition EEF</a>	2,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:	2

CPD (including Teaching for Mastery training).	<a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
<p>Improve the quality of social and emotional (SEL) learning in PSHE</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £ 7,179.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
Small group daily maths catch up programme will be delivered	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
1:1 reading for children who are at risk of not meeting ARE at the end of the year	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1,2

	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	
Small group daily phonics interventions	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: £4,786.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide identified pupils with ELSA support to further develop their SEL.	<a href="#">EEF SEL report</a>	3
Provide identified pupils with Play Therapy support to further develop their SEL.	<a href="#">Scholarly articles of effectiveness of Play Therapy</a>	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Provide access to curriculum linked trips, extra curricular opportunities and after school clubs	We believe that it is very important for all children to have the opportunity to attend school trips <a href="#">EEF report</a>	2,3

**Total budgeted cost: £ 23,930.00**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in key areas of the curriculum. 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 resources such as those provided by Oak National Academy.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### 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
Thinking Schools – A whole school approach to metacognition	Thinking Schools