

Whaplode Church of England Primary School 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	Whaplode C of E Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	40% (72 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	September 2021
Date on which it will be reviewed	Feb 22, May 22 & July 2022
Statement authorised by	Alison Flack (EHT)
Pupil premium lead	Emma Adie
Governor / Trustee lead	Sue Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,091
Recovery premium funding allocation this academic year	£8700
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	£103,791

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allow them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally). Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the well-being of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language and breadth of vocabulary continue to be a concern across the school.
2	Attendance, including persistent absence of eligible pupils is not in line with that of non- eligible pupils.
3	Many eligible pupils have limited opportunities to experience a range of cultural and social enrichment activities which in turn limits their skills, knowledge and understanding (cultural capital).
4	For some pupils eligible for PP, their emotional readiness for learning is a barrier to their progress. This is often due to personal issues and trauma/poor home environment.
5	Narrowing the attainment gap across the school in Reading, Writing and Maths.

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
<i>Improved oral language and communication skills for eligible pupils within EYFS.</i>	<ul style="list-style-type: none"> • <i>Progress for EYFS eligible pupils remains in line with non-eligible pupils.</i> • <i>Increased proportion of eligible children achieving GLD.</i> • <i>End of year data for EYFS eligible pupils shows there is no gap compared to non-eligible pupils in reading and writing.</i>
<i>To improve attendance of eligible pupils.</i>	<ul style="list-style-type: none"> • <i>To ensure that attendance of eligible pupils is in line with that of non-eligible pupils.</i> • <i>To ensure that persistent absence figures for eligible pupils is in line, or below that of eligible pupils nationally.</i>
<i>To improve phonic knowledge and application for pupils in EYFS & KS1, including improved outcomes (attainment) at the end of Y1 Phonics / Y2 Phonics re-check</i>	<ul style="list-style-type: none"> • <i>Increased number of eligible children achieving EXS+ in Phonics at Y1/Y2.</i> • <i>Improved staff confidence at delivering phonic “catch up” interventions within KS2.</i>

<i>Behavioural/emotional issues of pupils addressed resulting in improved engagement in learning and achieve higher rates of progress.</i>	<ul style="list-style-type: none"> • <i>Pupils are more able to access learning and make progress in line with non-PP pupils.</i>
<i>To provide eligible pupils with a broad and varied range of opportunities and enrichment experiences.</i>	<ul style="list-style-type: none"> • <i>Monitoring shows that eligible pupils show increased confidence and understanding when contributing to wider curriculum.</i>
<i>Improved outcomes (attainment and progress) at the end of EYFS for eligible pupils</i>	<ul style="list-style-type: none"> • <i>Increased number of eligible pupils achieve GLD at end of EYFS (67% in 2019)</i>
<i>Improved outcomes (attainment and progress) at the end of KS1 in Reading, Writing and Maths for eligible pupils</i>	<ul style="list-style-type: none"> • <i>Increased number of eligible pupils making expected progress based on prior attainment at the end of EYFS</i> • <i>Increased number of eligible pupils achieving EXS+ in R/W/M (75% in 2019)</i>
<i>Improved outcomes (attainment and progress) at the end of KS2 in Reading, Writing and Maths for eligible pupils</i>	<ul style="list-style-type: none"> • <i>Increased number of eligible pupils making expected progress based on prior attainment at the end of KS1</i> • <i>Increased number of eligible pupils achieving EXS+ in R/W/M (67% in 2019)</i>

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: £ 68,182.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. CPD refresher training for teachers, teaching assistants and school leaders on delivery and management of RWI phonic programme to support all staff to deliver good quality phonics teaching for all pupils.</p> <p>£27,705.62</p>	<p>Early literacy approaches: +4 EEF Early Years Toolkit. Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include: story telling & group reading, activities that aim to develop letter knowledge, knowledge of sounds and early phonics.</p>	1
<p>2. HoS/EHT to implement an effective system of coaching across school to improve quality first teaching linked to growth development targets</p> <p>£15,285.46</p>	<p>Sutton Trust 2014 (Robert Coe, Cesare Aloisi, Steve Higgins, Lee Elliot-Major) (linked to NPQ coaching training): Improving students' outcomes</p> <p>1: teacher's content knowledge (inc ability to understand how students think about a subject, and identify common misconceptions)</p> <p>2: quality of instructions, which includes using strategies including effective questioning and the use of assessment.</p>	1
<p>3. To fully implement and embed an effective system of feedback in order to bring about improved outcomes for eligible pupils</p> <p>£15,650.19</p>	<p>Feedback: +7 EEF Teaching and Learning Toolkit: Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall. Impacts are highest when feedback is delivered by teachers.</p>	1, 3
<p>4. School to participate in "Transforming the school's reading culture" intervention.</p> <p>£3657.20</p>	<p>Improving Literacy in KS1 Guidance report by EEF states:</p> <p>"It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading."</p> <p>OUP Reading for Pleasure research-Teresa Cremin</p>	1, 5

<p>5. Ongoing whole school CPD in English and Maths for all staff to ensure QFT (LAAT subject leaders updates, effective questioning, writing development)</p> <p>£5884.07</p>	<p>Sutton Trust 2014 (Robert Coe, Cesare Aloisi, Steve Higgins, Lee Elliot-Major) (linked to NPQ coaching training): Improving students' outcomes</p> <p>1: teacher's content knowledge (inc ability to understand how students think about a subject, and identify common misconceptions)</p> <p>2: quality of instructions, which includes using strategies including effective questioning and the use of assessment.</p>	<p>5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 17,688.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. To implement an effective system of peer tutoring across the school in order to bring about improved outcomes for eligible learners- development of buddy readers then rolled out to other subject areas.</p> <p>£8240.05</p>	<p>Peer tutoring approaches: +5 EEF Teaching and Learning Toolkit: Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p>	<p>5</p>
<p>2. Train staff and implement effective programme of NELI interventions</p> <p>£4887.03</p>	<p>Oral language interventions: +6 EEF (Teaching and Learning Toolkit): Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	<p>1, 5</p>
<p>3. Train staff and implement effective programme of Ekklan interventions</p>	<p>Oral language interventions: +6 EEF (Teaching and Learning Toolkit): Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based</p>	<p>1, 5</p>

£1268.67	<i>on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</i>	
4. <i>Implement effective programme of phonics interventions within EYFS, KS1 and LKS2 (catch up) using RWI programme.</i> £2592.97	<i>Phonics:+5 EEF (Teaching and learning toolkit): Phonics has a positive impact (overall) with very extensive evidence and is an important component in the development</i>	5
5. <i>Participate in working memory and arithmetic research project to support mathematics in Y3</i> £700.00	<i>Project is an EEF/ Rand/ Oxford University initiative involving TA delivery of 1hour x 5 days intervention.</i>	5

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

Budgeted cost: £ 17,919.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENCo to lead on pastoral support and early help systems for families, including trauma informed approaches.</i> £5804.20	<i>Social and emotional learning interventions: +4 EEF (Teaching and Learning Toolkit): Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</i>	2, 4
<i>Implementation of attendance strategy (attendance prizes, monitoring of attendance by HoS, EWO support)</i> £1828.59	<i>We hope that a supportive relationship with parents has proved the most effective when supporting Pupil Premium families with attendance. We consider a variety of strategies and a personalised approach.</i> https://attendancemattersmagonline.co.uk/using-the-pupil-premium-to-boost-attendance/	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Uniform support for EYFS pupils on entry to school £500	Provision of uniform support for new intake in EYFS (up to £100 per child) to ensure all pupils entering school have appropriate uniform and school resources and are “school ready”	4
Provide eligible pupils with access to a wide range of trips, visits and visitors to enhance enrichment opportunities. £2000.00	From the ten ‘top gap busters’ We want our Pupil Premium pupils to access the full range of educational experiences. Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The Pupil Premium - How schools are spending the funding.pdf	3
Equipment & resources to be purchased to support delivery of peer tutoring across the school. £7787.00	Peer tutoring approaches: +5 EEF Teaching and Learning Toolkit: Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.	5

Total budgeted cost: £ 103,791

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.

Please see review information in the reviewed 2020-2021 strategy document.

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