

Wool CE Primary School Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality teaching

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introdu>

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions

'Students levels of self esteem are a significant determiner in academic achievement (Cooperfield 1967)

Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

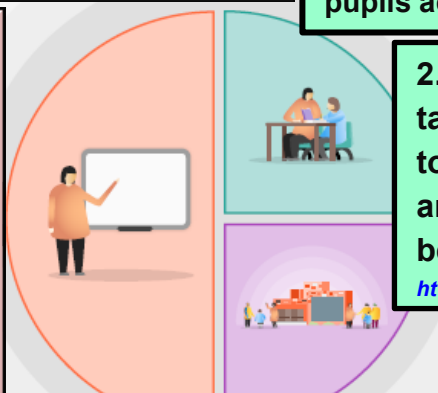
While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A Tiered approach

We do this by:

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wool CE Primary School
Number of pupils in school	20 pupils (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	September 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Ellie Griffiths Headteacher
Pupil premium lead	Amanda Knowles Assistant Headteacher
Governor / Trustee lead	Kate Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,855
For post LAC spending – see separate pupil plans	£4,820 (post LAC)
School led tutoring grant	£ 2,268
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£34,123 (excluding post LAC)
Service pupil premium funding allocation this academic year	£9,600

Part A: Pupil premium strategy plan

Statement of intent

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our school having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the other foundation subjects.

To meet these objectives, we have focused on the following areas:

- ensuring that all pupils are accessing high quality teaching and learning, through high quality CPD and ongoing support for staff to develop their subject expertise, especially in reading
- high quality interventions for those who have fallen behind to catch them up quickly and efficiently
- pastoral, emotional and attendance support to remove barriers that may stop pupils achieving and close the social and emotional gaps for disadvantaged children
- ongoing work to develop the curriculum, ensuring it is thoughtfully chosen and correctly sequenced so that pupils can learn and remember it (outlined more specifically in the SIP)

The key principles of the strategy plan are:

- 1) To empower teachers to know their pupils and do what is best for them, delivering high quality CPD
- 2) To use evidenced targeted intervention to support pupils who are at risk of falling behind
- 3) To empower parents to understand how to best support their child at home
- 4) To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions
- 6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not
- 7) To develop support networks around children and their families
- 8) To work to develop pupils' communication and language skills

Challenges

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

Challenge number	Detail of challenge
1	Varied expertise of staff across the school. Ensuring all staff are supported to deliver school wide systems consistently and workload of staff is managed
2	Differing levels of attainment on entry to the school, learning gaps for pupils
3	Increased demand for pastoral support
4	Poor attendance of identified families which is a symptom of further individualised barriers which must be overcome
5	Pupils reluctance to engage with reading outside of the school day
6	Level of parent confidence or expertise to support pupils at home
7	Low attainment levels in communication and language for some pupils within the school
8	Limited finances can affect access to resources for families to support and enrich learning, access to books and library, trips and clubs

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>% of disadvantaged pupils meeting ARE rises each year, from previous attainment position (see aspirational targets below)</p> <p>Pupils remember the key learning set out in the intended curriculum</p>	<p>Whole school monitoring system focuses on PP pupils. Any gaps in learning are quickly identified, and acted upon. These are targeted in class and where necessary through intervention.</p> <p>Individualised targets set termly for all PP pupils (assess / plan / do / review process)</p> <p>Interventions demonstrate accelerated progress (measure of this is set up for each existing intervention)</p> <p>Classroom teaching is of consistently high quality (triangulation approach)</p>
<p>Pupils can read fluently by the end of Y1.</p>	<p>Clear sequenced RWI phonics programme is in place and taught consistently throughout the school</p> <p>Pupils falling behind quickly identified and receive targeted intervention</p> <p>All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case pupils still show progress in sounds</p>

	learnt over time, as a result of well taught interventions.
Attendance at least 95%	Attendance figures half termly Where pupils have an attendance below this this is improving School attendance policy and LA help is accessed is followed to support families
Barriers to learning for identified pupils is reduced	Tailored assessment through teacher conferencing. Pupils are accessing learning.
All pupils fully included in all aspects of school life	Pupils are accessing school uniform fund 100% attendance on school trips Pupils are prioritised and financially supported to attend school trips, residential visits and clubs

Teaching priorities for current academic year

Aim	Aspirational Target	Target date
Embed the effective principles of teaching and learning within school systems in order to improve progress and raise attainment	Attainment in reading, writing and maths at the end of Key stage 1 and 2 will be in line with national average. EYFS pupils will make rapid progress from baseline in reading, writing and oracy and GLD at end of Foundation Stage will be in line with national average.	June 2023
Reading	End of KS1: End of KS2:	June 2023
Writing	End of KS1: End of KS2:	June 2023
Mathematics	End of KS1: End of KS2:	June 2023
Phonics	Year 2 phonic screening: Year 1 phonic screening:	December 2022 June 2023
GLD		June 2023

Numerical targets still to be confirmed

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: £2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD focused on the principles of effective teaching</p> <p>Teacher CPD to ensure progression of skills and knowledge and consistency in planning systems across the school</p> <p>Teacher CPD on the teaching of writing</p> <p>Monitoring of teaching and learning across the curriculum to ensure pupils are receiving high quality teaching</p>	<p>John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching' https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/</p> <p>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant</p> <p><i>Teacher CPD and subject leader monitoring time 4 days per term</i></p>	<p>1) Varying staff expertise</p> <p>2) Low levels of attainment on entry to the school for some pupils</p> <p>5) Pupils reluctance to engage in reading outside of the school day</p>

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

Budgeted cost: £ 25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each child offered 2 sessions per week of wrap around care. Sessions to include 1:1 reading and homework support	<p>Individualised instruction can be an effective approach to increasing pupil attainment (moderate impact for low cost).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p><i>Wrap around care cost for 2 sessions = £6 Over 30 weeks</i></p>	<p>2) Differing levels of attainment on entry to the school for some pupils</p> <p>5) Pupils reluctance to engage with reading outside of the school day</p> <p>6) Level of parent confidence or expertise to support pupils at home</p>
Daily RWI tutoring provided for identified pupils Catch-up daily reader opportunities to embed daily practise of reading	<p>Individualised instruction can be an effective approach to increasing pupil attainment (moderate impact for low cost).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p><i>Daily TA led RWI 5 hours per week x 39 weeks TA catch up RWI sessions 5 hours per week x 39 weeks</i></p>	<p>2) Differing levels of attainment on entry to the school for some pupils</p>
Use of Wellcom to support oracy in EYFS	<p><i>BPVS screening to identify focus group pupils TA led Wellcom intervention TA Elklan speech and language Staff time</i></p>	<p>7) Low levels of attainment in communication and language for some pupils within the school</p>
Small group tutoring through NTP Small group school-led tutoring	<p>NTP Programme - Pupils enjoyed the tuition and there were perceived benefits for learning. All groups involved felt that learners benefited from the tailored support. They saw improvements in learners' confidence, engagement with education and preparedness for the new school year.</p> <p>https://nationaltutoring.org.uk/news/5-key-findings-from-the-national-online-tutoring-pilot/</p> <p><i>Tutoring through NTP 4 hours per week x 26 weeks Staff led tutoring School Tutor funding @ 60%</i></p>	<p>2) Differing levels of attainment on entry to the school for some pupils</p>

	<i>PP funding @ 40%</i>	
<p>Conferencing time for class teachers to work with pupils to address gaps, overcome barriers to learning and make accelerated progress</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment (high impact). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>‘Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967)</p> <p><i>Sports coach time to enable conferencing = (part funded by Service Premium)</i></p>	<p>2) Differing levels of attainment on entry to the school for some pupils</p>

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

Budgeted cost: £6,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for pupils, including ELSA and 'Champion Chat' sessions	<p>While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour - EEF A Tiered approach</p> <p><i>Pastoral staff time</i> 2 afternoons each week x 39 weeks</p>	3) Increased demand for pastoral support
Staff to work with parents / carers to offer bespoke approaches that address identified barriers to pupil attendance (e.g. TAF meetings, agency support, access to breakfast club, welfare dog support)	<p>Charles Deforges: parental involvement is a more significant predictor in academic attainment than school</p> <p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p> <p><i>Staff time</i> 2 x supply days for Autumn and Spring Welfare dog insurance and training</p>	4) Poor attendance of identified families
Extended parent/teacher consultations during Autumn and Spring term	<p><i>Extended parental consultations</i> 2 x supply days for Autumn and Spring terms</p>	<p>5) Pupils reluctance to engage in reading outside of the school day</p> <p>6) Level of parent confidence or expertise to support pupils at home</p>
Events and workshops for parents to enable them to work with their child in school and better support them at home Workshops focused on: Viewing pupils work PP information session, Early reading, Supporting reading and writing, Maths	<p><i>Staff time</i> 2 x supply half days for Autumn and Spring terms</p>	<p>5) Pupils reluctance to engage in reading outside of the school day</p> <p>6) Level of parent confidence or expertise to support pupils at home</p>

Financial support for purchase of uniform and residential school trips Bespoke funding for parents/carers to decide approach that fits their child's needs (e.g. additional uniform, after school clubs)	<i>Financial support for uniform and trips £30 per child bespoke spending</i>	8) Limited finances can affect access to resources for families to support and enrich learning, access to books and library, trips and clubs
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Total budgeted cost: £ 34,123

Services premium funding (for example, pastoral support)

Budgeted cost: **£9,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for pupils, including ELSA and 'Champion Chat' sessions and attachment and trauma lead group	While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour - EEF A Tiered approach <i>Pastoral staff time 1 afternoon each week x 39 weeks</i>	4) Increased demand for pastoral support
Wrap around care for pupils affected by family mobility (1 session per week)	<i>Wrap around care cost £5.80 per session 30 weeks per child</i>	4) Increased demand for pastoral support
Conferencing time for class teachers to work with pupils to overcome barriers to learning and provide pastoral support	'Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967) <i>Sports coach time to enable conferencing (part funded by Pupil Premium)</i>	2) Differing levels of attainment on entry to the school, learning gaps for pupils 3) Increased demand for pastoral support

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 2021 to 2022 academic year.

Review: last year's aims and outcomes

Aim	Outcome
<p>% of disadvantaged pupils meeting ARE rises each year, from previous attainment position</p> <p>Pupils remember the key learning set out in the intended curriculum</p>	<p>Whole school monitoring system focused on PP pupils.</p> <p>Individualised targets set termly for all PP pupils (assess / plan / do / review process)</p> <p>Pupil gaps in learning have been targeted in class and where necessary through intervention.</p> <p>Partial school closures have continued to have a negative impact on pupil learning and some children have not yet caught up.</p> <p>EYFS: 2 x PP pupils</p> <p>Good progress from starting points though not yet ARE</p> <p>Further catch up interventions required for targeted pupils</p> <p>See KS1 and KS2 targets and achievements below.</p>
<p>Barriers to learning for identified pupils is reduced</p>	<p>PP children have experienced targeted pupil conferencing opportunities throughout the year. LGB and PP Lead monitoring demonstrated positive impact from pupil conferencing. Records reflect clear purpose to each session and book scrutiny evidences focus outlined in records.</p>
<p>Pupils can read fluently by the end of Y1.</p>	<p>Accurate 6 weekly assessments have taken place to ensure regular monitoring of pupil progress.</p> <p>Phonic leader monitoring has enabled bespoke feedback to move each staff member's teaching forward.</p> <p>Dec 2021 Year 2 statutory phonic screening test: 92% overall passed and 100% of PP pupils passed. Pupils will continue to be supported with additional interventions to achieve fluency.</p> <p>June 2022 Year 1 statutory phonic screening test = 86% passed and 50% of PP pupils (2 x PP pupils in this year group). The other child showed significant gains in their scores (21/40 in June)</p>
<p>All pupils fully included in all aspects of school life</p>	<p>High number of PP families attended parent teacher consultations and teachers followed up remaining families with phone calls.</p> <p>75% of PP children have claimed additional funding to support school trips, clubs or uniform purchases.</p>

	<p>Some KS2 PP pupils have attended sports fixtures at Purbeck</p> <p>Three PP pupils in Year 6 have taken on whole school responsibilities (Prefects)</p> <p>Reading Challenge has motivated pupils and some PP pupils have received top prize at least once.</p>
Attendance at least 95%	<p>Attendance of PP pupils = 92.33% (impacted severely by Covid)</p> <p>% unauthorised absences = 0.73%</p> <p>Attendance for non PP pupils = 94%</p>

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support provided for pupils, including ELSA and teacher conferencing time.

