

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>

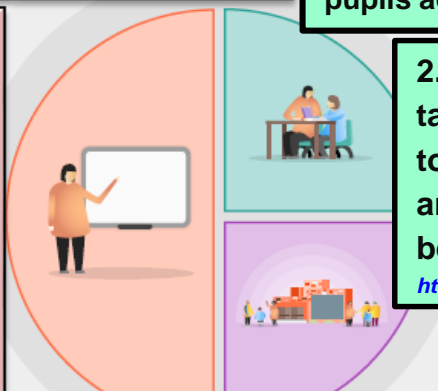
We do this by developing:

- 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 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	Wool CE Primary School
Number of pupils in school	23 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)	2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Ellie Griffiths
Pupil premium lead	Amanda Knowles
Governor / Trustee lead	Kate Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3,480
School led tutoring grant	£2,632.50
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	£37,477.50 (including carry forward catch-up: £3,120)
Service pupil premium funding allocation this academic year	£8,900

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 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	Regression (both academically and emotionally) due to school closures / increased emotional support required
3	Differing levels of attainment on entry to the school, learning gaps for pupils
4	Increased demand for pastoral support
5	Poor attendance of identified families which is a symptom of further individualised barriers which must be overcome
6	Pupils reluctance to engage with reading outside of the school day
7	Level of parent expertise to support pupils at home
8	Low attainment levels in communication and language for some pupils within the school
9	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 to return to (at least) previous attainment position before school closures</p>	<p>Identified pupils who have dropped since previous position show gaps are being filled</p>

	and they are catching up (triangulation approach)
Pupils can read fluently by the end of Y1.	<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 learnt over time, as a result of well taught interventions.</p>
Attendance at least 95%	<p>Attendance figures half termly</p> <p>Where pupils have an attendance below this this is improving</p> <p>School attendance policy and LA help is accessed is followed to support families</p>
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	<p>Pupils are accessing school uniform fund</p> <p>100% attendance on school trips</p> <p>Pupils are prioritised and financially supported to attend school trips, residential visits and clubs</p>

Teaching priorities for current academic year

Aim	Aspirational Target	Target date
Reading	<p>End of KS1: 80%</p> <p>End of KS2: 85%</p>	June 2022
Writing	<p>End of KS1: 75%</p> <p>End of KS2: 80%</p>	June 2022
Mathematics	<p>End of KS1: 75%</p> <p>End of KS2: 80%</p>	June 2022
Phonics	<p>Year 2 phonic screening: 90%</p> <p>Year 1 phonic screening: 80%</p>	<p>December 2021</p> <p>June 2022</p>
GLD	To ensure all pupils make good progress from starting points in the EYFS and 80% of disadvantaged pupils attain GLD by the end of the year.	June 2022

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: £4,961.50

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 reading</p> <p>Monitoring of teaching and learning across the curriculum to ensure pupils are receiving high quality teaching</p> <p>Teaching assistant being used to support high quality teaching for all pupils (KS1 and LKS2 phonics teaching and same day catch-up)</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'</p> <p>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>1) Varying staff expertise</p> <p>2) Regression (academic and emotional) due to school closures</p> <p>3) Low levels of attainment on entry to the school for some pupils</p> <p>6) 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: £17,746

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily RWI tutoring provided for identified pupils</p> <p>Catch-up daily reader opportunities to embed daily practise of reading</p>	<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>2) Regression (academic and emotional) due to school closures</p> <p>3) Differing levels of attainment on entry to the school for some pupils</p>
<p>Use of NELI to support oracy in EYFS</p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading.</p> <p>https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</p> <p>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</p>	<p>8) Low levels of attainment in communication and language for some pupils within the school</p>
<p>Small group tutoring through NTP</p> <p>Small group after school tutoring</p>	<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>2) Regression (academic and emotional) due to school closures</p> <p>3) Differing levels of attainment on entry to the school for some pupils</p>
<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).</p> <p>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>2) Regression (academic and emotional) due to school closures</p> <p>3) Differing levels of attainment on entry to the school for some pupils</p>

<p>Homework club to offer additional time and support to those who need it</p>		<p>2) Regression (academic and emotional) due to school closures 3) Differing levels of attainment on entry to the school for some pupils</p>
<p>Effective differentiation to support pupils to make rapid progress</p>		<p>3) Differing levels of attainment on entry to the school for some pupils</p>

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

Budgeted cost: £14,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for pupils, including ELSA and 'Champion Chat' sessions</p> <p>Coaching of targeted pupils to overcome barriers to learning</p>	<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>4) Increased demand for pastoral support</p>
<p>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>	<p>Charles Deforges: parental involvement is a more significant predictor in academic attainment than school https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p>	<p>5) Poor attendance of identified families</p>
<p>Extended parent/teacher consultations during Autumn and Spring term</p> <p>Workshops for parents to enable them to better support pupils at home</p>	<p>As above</p>	<p>6) Pupils reluctance to engage in reading outside of the school day</p> <p>7) Level of parent expertise to support pupils at home</p>
<p>Financial support for purchase of uniform and residential school trips</p> <p>Bespoke funding for parents/carers to decide approach that fits their child's needs (e.g. additional uniform, after school clubs)</p>	<p>Financial support for uniform and trips = £3,500</p> <p>£30 per child bespoke spending = £660</p>	<p>9) Limited finances can affect access to resources for families to support and enrich learning, access to books and library, trips and clubs</p>

Total budgeted cost: £37,477.50

Services premium funding (for example, pastoral support)

Budgeted cost: £8,900

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	4) Increased demand for pastoral support
Teaching assistant being used to support pupils affected by family mobility (KS2)		4) Increased demand for pastoral support
Conferencing / coaching time for class teachers to work with pupils to overcome barriers to learning provide pastoral support	'Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967)	2) Regression (academic and emotional) due to school closures 4) 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 2020 to 2021 academic year.

Review: last year's aims and outcomes

Aim	Outcome
<p>PP children will make good progress from starting points and will achieve age related expectations in reading, writing and number across EYFS and Year 1</p>	<p>June '21 outcomes for 2 x Year 1 PP pupils (with 1 of these on SEND register) partial school closure have had a negative impact on their learning. These children have not yet caught up and would benefit from further intervention opportunities.</p> <p>EYFS: 1 x PP pupil Good progress from starting points though not yet ARE</p>
<p>PP children will experience targeted pupil conferencing opportunities throughout the year and progress will be evident in books and teacher assessments in order for them to catch up quickly</p>	<p>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. Year 6 cohort benefited from this strategy in particular.</p> <p>Some pupil feedback has reported that pupils do not like to come out of sports/IT in order to engage with pupil conferencing so SLT will make timetable changes to enable conferencing to build on core learning during morning sessions.</p>
<p>All PP children will receive high quality phonics and reading teaching to enable strong progress in phonics and reading</p>	<p>Phonic leader monitoring has enabled bespoke feedback to move each staff member's teaching forward.</p> <p>Accurate 6 weekly assessments have taken place to ensure regular according to pupil progress.</p> <p>Dec '20 Year 2 statutory phonic screening test: 71% overall passed and 43% of PP pupils passed. Pupils will continue to be supported with additional interventions until they reach fluency.</p> <p>June '21 mock phonic screening test = 53% passed and 0% of PP pupils however only 2 x PP pupils in this year group and both showed significant gains in their scores</p> <p>Child A = 3/40 (April) to 27/40 (June) Child B = 10/40 (April) to 28/40 (June)</p>
<p>All PP children will demonstrate positive learning behaviour and their</p>	<p>Track It Light system is used daily in school though some inconsistency is evident between classes and at different</p>

engagement will lead to high quality learning	<p>times of the day (e.g. use at lunch and break times). This approach now needs to be embedded 2021-22</p> <p>Attachment Lead Group have developed case studies to support key children in transition to new classes.</p> <p>Learning walks reflect that, where learning environment is stimulating and planning is accurate, pupil engagement is higher. Developing consistency across the school will remain a focus for 21-22</p>
All PP children who have special education needs will have daily access to high quality differentiated provision which enables them to make progress	<p>Parent/carer feedback was that joint consultations with SEND Lead were useful and staff felt the longer sessions enabled purposeful dialogue that promotes home and school collaboration. Support plans were explained and shared.</p> <p>SEND Lead monitoring shows one page profiles are all in place and updated termly. These reflect small steps progress being made by pupils.</p>
PP parents will demonstrate engagement through recording in reading records, attending workshops, attending parent teacher consultations etc.	<p>High number of PP families attended parent teacher consultations (which took place virtually) and teachers followed up remaining families with phone calls.</p> <p>Reading Challenge has motivated pupils and some PP pupils have received top prize at least once.</p>
Attendance of PP children will be monitored closely and barriers to attendance addressed effectively	<p>Since 8.3.21 attendance of pupils:95% (0.4% unauthorised absences) and attendance for non PP pupils:97%</p> <p>Case study Child A: Sept – Dec '20 = 79% and March – July '21 = 97% following bespoke support for family</p>

Externally provided programmes

Programme	Provider

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 / coaching time.
What was the impact of that spending on service pupil premium eligible pupils?	Pupils are supported emotionally when separate from parents or in forming better relationships with staff and peers.

