



Pupil Premium Strategy Statement 2021-2022

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 PP had within our school.

School overview

Detail	Data
School name	Wolviston Primary School
Number of pupils in school	127 including Nursery (23)
Proportion (%) of Pupil Premium eligible pupils	5.5%
Academic year/years that our current Pupil Premium strategy plan covers	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs. S. Hawes
Pupil Premium lead	Mrs. S. Hawes
Governor / Trustee lead	Ms. H. Bigerstaff

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£10,760
Recovery premium funding allocation this academic year	£2,000
School Led Tutoring	£1, 013
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£ 13,773

Part A: Pupil Premium Strategy Plan

Statement of Intent

Wolviston Primary School offers a positive, safe learning environment for its pupils, one in which everyone has equal and individual recognition and respect. Staff are fully committed to provide the very highest standard of teaching and learning to ensure every child maximises their full potential. This includes removing any barrier which may inhibit individual progress, whether emotional, social or academic. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

Pupil Premium (PP) is 'additional funding' allocated to qualifying pupils with the aim of supporting and closing the attainment gap between these pupils and their peers locally and nationally. At Wolviston Primary, we do not confuse eligibility for the PP with low ability. When making decisions about using PP funding, it is important to consider the context of, and any subsequent challenges we face, being a small school. Research conducted by Educational Endowment Fund (EEF) is used to support our decisions around the effectiveness and impact of different strategies and their value for money.

We invest in the uniqueness of each individual. There can be barriers to learning for disadvantaged children at Wolviston which we aim to identify and remove, so they can flourish. Our priority is to identify and remove these barriers so all children can attain, make progress and can participate fully in school life the same as their non-disadvantaged peers. In order to guarantee PP children are as successful as their non-PP peers, individual barriers to learning are identified and progress is closely tracked to ensure they continue to make progress throughout their time in school.

Our Aims

We have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where the children start from but their passion and thirst for knowledge, and their dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Although our PP funding represents a small proportion of our budget, our PP policy outlines how we will ensure it is spent to maximum effect

Our Strategies

- To provide quality first teaching in order to continue improving the attainment and successes of all children and to close the gap between groups.
- To promote and provide opportunities for emotional well-being of our children and to ensure that they are fully supported and prepared to achieve their potential.
- To provide bespoke, high quality support for each child.
- To focus on developing and improving reading skills in terms of fluency, phonological awareness and instil a love of reading.
- To develop and improve speech and communication skills of the EY and KS1 children.
- To work closely with our families by further developing parental engagement and offering appropriate and effective support.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils tend to have lower educational attainment compared with their peers. School closures, as a result of the COVID-19 pandemic, are likely to have widened the disadvantage gap.
2	Negative impact on pupil progress due to school attendance and punctuality
3	Delayed speech and language development
4	Limited enrichment experiences
5	Poor emotional health and well-being
6	Lack of parental knowledge, understanding and time of how to support their child's learning journey

Intended outcomes

This table 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
Provide quality first teaching across school and, where necessary, implement targeted intervention in order to raise attainment and maximise progress in Reading, Writing, Maths (RWM)	<ul style="list-style-type: none"> - The gap between disadvantaged pupils and non-disadvantaged pupils in all areas, in all year groups to close - Children achieve at least National Expectation in RWM - Children make more than expected progress to close the gap in their attainment - Pupils pass the Phonics Screen Check in Y1, or catch up in Y2
Improve attendance of disadvantaged pupils to meet, or exceed, local authority/national average.	<ul style="list-style-type: none"> - Children are in school and on time, every day - The number of persistently absent pupils is reduced - A robust system to track the minutes lost to learning by recording arrival times after 9am is consistently maintained
Opportunities for children to develop their speech and language are delivered across school.	<ul style="list-style-type: none"> - Increase in delivery of speech and language activities - Children are assessed and targeted for support - Children make accelerated progress and catch up quickly - Good practise from staff training is embedded in quality first teaching and subsequent interventions
Additional enriching activities will enhance our curriculum and increased After School Club offer.	<ul style="list-style-type: none"> - Children will have the opportunity to participate in a choice of enriching experiences which they may not otherwise access - Children's life experiences will have been increased and developed which will have a positive impact on their knowledge of the world around them. - Children will be able to put aspects of their learning into context
Increase parental knowledge and understanding.	<ul style="list-style-type: none"> - Parents knowledge and understanding of year group expectation increases - Parents are in a good position to support the completion of homework and move learning forward - Curriculum workshops and celebratory events are well attended
Emotional wellbeing and mental health needs are met.	<ul style="list-style-type: none"> - Children can regulate their emotions independently - Positive mental health is promoted and early intervention practices are in place to support children - Children are emotionally stable, ready to learn and able to sustain concentration throughout the day

Activity in this Academic Year

This details how we intend to spend our Pupil Premium, and recovery premium, this academic year to address the challenges listed above.

Teaching

Budgeted cost: £ 4,500

Challenge addressed	Activities	Research by Education Endowment Foundation evidences our chosen approaches
Disadvantaged pupils tend to have lower educational attainment compared with their peers. School closures, as a result of COVID-19 pandemic, are likely to have widened the disadvantage gap.	<ul style="list-style-type: none"> - increase time dedicated to reading and 'book talk' - all children are exposed to first quality teaching - introduce Reciprocal Reading to enable pupil's with skills to comprehend text - all children receive a rich and varied maths curriculum 	<p>On average, one to one tuition is very effective at improving pupil outcomes. It will provide targeted support for identified pupils</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>
Negative impact on pupil progress due to school attendance and punctuality	<ul style="list-style-type: none"> - the importance of good attendance is regularly promoted to parents 	<p>Phonics has a positive impact with very extensive evidence and is an important component in the development of early reading skills.</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p>
Delayed speech and language development	<ul style="list-style-type: none"> - purposeful, curriculum-focused, dialogue is the norm in all lessons - implement the Vocab Ninja teaching programme across school - structured questioning is used to develop reading comprehension - use a range of challenging reading material to promote in depth discussion of vocabulary choices and themes - adults across school consciously extend pupils' spoken vocabulary 	<p>The EEF that Oral Language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Interventions are very high impact for very low cost, based on EEF's extensive evidence.</p> <p>The NELI intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. It has been found to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>
Limited enrichment experiences	<ul style="list-style-type: none"> - use local parks and outdoor amenities to enrich our curriculum - provide opportunities to all children to explore the Natural World - investment in local Arts provider (TVMS) - our curriculum includes outdoor learning activities for all year groups - provide a vibrant and experiential curriculum, including visits and visitors to enhance learning further. - opportunity to learn musical instrument is offered to all children - implement a range of 'Must do or Must try' age appropriate, activities within each year group 	<p>The EEF found that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Guidance taken from The National Trust: '50 things to do before you're 11½</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills.</p> <p>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.</p>

<p>Poor emotional health and well-being</p>	<ul style="list-style-type: none"> - work with Alliance Psychology Services to implement whole school approach - weekly 'Circle Time' to enable children to air concerns/worries 	<p>Social and emotional learning 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.</p>
<p>Lack of parental knowledge, understanding and time of how to support their child's learning journey.</p>	<ul style="list-style-type: none"> - teacher led workshops are organised to support parents in the development of their child's reading, including comprehension & fluency, writing & maths - hold 'Welcome to (Y1 to Y6) Meetings' for parents to introduce yearly expectations and desired outcomes - hold 'Showcase' events for parents to come into school to observe, take part in and join in with their child's learning year group expectations are presented through curriculum presentations - hold parental workshops, covering key aspects of learning. Including phonics, early reading, calculations 	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills.</p> <p>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.</p>

Targeted Academic Support

Budgeted cost: £ 6,700

Challenge addressed	Activities	Research by Education Endowment Foundation evidences our chosen approaches
Disadvantaged pupils tend to have lower educational attainment compared with their peers. School closures, as a result of COVID-19 pandemic, are likely to have widened the disadvantage gap.	<ul style="list-style-type: none"> - early phonic intervention takes place to ensure all pupils pass screener Y1/2 - children's needs are identified through data analysis. - well planned, challenging interventions for those who failed PS - effective, concrete resources, are used to support accelerated progress - misconceptions are known and inform next steps and future planning 	<p>On average, one to one tuition is very effective at improving pupil outcomes. It will provide targeted support for identified pupils</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>
Negative impact on pupil progress due to school attendance and punctuality		<p>Phonics has a positive impact with very extensive evidence and is an important component in the development of early reading skills.</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p>
Delayed speech and language development	<ul style="list-style-type: none"> - increase time dedicated to modelling 'book talk' - use Reading Buddies to develop oracy and questioning skills - targeted reading aloud and book discussion are planned - reduce adult: child ratio by assigning all PP pupils to a key worker 	<p>The EEF that Oral Language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Interventions are very high impact for very low cost, based on EEF's extensive evidence.</p>
Limited enrichment experiences	<ul style="list-style-type: none"> - Early Years staff released to target pre-admission children identified via open days (pupils who have not accessed any pre-school provision). 	<p>The EEF found that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills. 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.</p>
Poor emotional health and well-being	<ul style="list-style-type: none"> - work alongside local agencies to further support individual pupils & parents - promoting well-being, self-confidence, and social skills through group work 	<p>Social and emotional learning 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.</p>
Lack of parental knowledge, understanding and time of how to support their child's learning journey.	<ul style="list-style-type: none"> - ensure all parents are given the appropriate year group objective/expectations sheet which are already accessible to the children - year group expectations are presented through curriculum presentations - provide termly newsletters to inform parents/carers of intended objectives 	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills. 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</p>

Wider Strategies

Budgeted cost: £ 2,600

Challenge addressed	Activities	Research by Education Endowment Foundation evidences our chosen approaches
Disadvantaged pupils tend to have lower educational attainment compared with their peers. School closures, as a result of COVID-19 pandemic, are likely to have widened the disadvantage gap.	<ul style="list-style-type: none"> - ensure a variety of reading material is available across school - additional, non-fiction reading books, engage reluctant readers in topic work - provide CPD for reading, particularly reciprocal strategies - purchase additional Floppy Phonics resources including books and flashcards - continue our subscription to Times Table Rock Stars (KS2) - subscription to Reading Plus continues (Y5/6) 	<p>On average, one to one tuition is very effective at improving pupil outcomes. It will provide targeted support for identified pupils</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p>
Negative impact on pupil progress due to school attendance and punctuality	<ul style="list-style-type: none"> - holidays in term time will not be authorised, except under exceptional circumstances - arrange meetings with parents where attendance is an issue - maintain 'First Day Contact' strategy - request medical appointment letters to validate absence - signpost to Health Visitor/GP if child has several medical absences - involve Education Welfare Officer to ensure best possible outcomes - track and share recorded number of minutes, lost to learning to parents 	<p>Phonics has a positive impact with very extensive evidence and is an important component in the development of early reading skills.</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p>On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p>
Delayed speech and language development	<ul style="list-style-type: none"> - further develop whole school staff knowledge and understanding of Oracy - EY staff to undergo NELI training 	<p>The EEF that Oral Language interventions (also known as speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Interventions are very high impact for very low cost, based on EEF's extensive evidence.</p> <p>The NELI intervention has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. It has been found to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.</p>
Limited enrichment experiences	<ul style="list-style-type: none"> - an increase in After School Club activities are offered to embed learning - parent career week is held to inspire pupils - aspirational adults visit school each half term - subsidise of out of school opportunities including visits to Outdoor Residential Centres and educational visits - increase 'out of school' experiences through local adventure clubs/ groups - subsidising of a range of extra-curricular clubs - arrange specialist e-safety speaker to raise awareness of e-safety for parents 	<p>The EEF found that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills.</p> <p>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.</p>

<p>Poor emotional health and well-being</p>	<ul style="list-style-type: none"> - promote the importance of positive mental health to all stakeholders - JW to complete Senior Mental Health Lead training and disseminate learning - a governor will support and work alongside the Mental Health Champion - emotional well-being guidance and reading material to parents is provided - signpost parents to local agencies who can further support - continue to work with health professionals, including CAMHS - SEMH concerns/observations recorded onto CPOMS; senior staff will be notified and act accordingly 	<p>Social and emotional learning 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.</p>
<p>Lack of parental knowledge, understanding and time of how to support their child's learning journey.</p>	<ul style="list-style-type: none"> - opportunities for parents to work alongside with their child are given - parents signposted to external services where need is identified - challenge parents when homework is not completed - hand copies of slides presented at 'Welcome to Meetings' to parents who did not attend 	<p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills.</p> <p>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.</p>

Total budgeted cost: £13,800