

Wath CofE 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	Wath CofE Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan
Date this statement was published	09.12.21
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Beevor
Pupil premium lead	Paul Beevor
Governor / Trustee lead	Andrew Grantham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,835
Recovery premium funding allocation this academic year	£14,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£90,315
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	NA

Part A: Pupil premium strategy plan

Statement of intent

Aims

At Wath CofE Primary School we aim that disadvantaged pupils are supported through a range of school strategies so that they attend school in line with national averages for all pupils, have access to high quality pastoral support so that feel safe secure and happy in school whilst accessing quality first teaching provision through in class learning and intervention outside class which swiftly addresses specific learning gaps. Our school motto is, 'Aim higher, shine brighter' and this is at the heart of what we do for all pupils but particularly those who are disadvantaged.

To achieve these aims, we will:

- Enhance quality first provision through a range of CPD opportunities which enable all staff to enhance their practice in ways which are linked to our DEP.
- Ensure consistency in key area of the curriculum through the purchase of an accredited phonics scheme and regular review and coaching from the English Lead in guided reading and Phonics Lead in this area.
- Plan strategic interventions which are based on research evidence, early intervention, targeted towards the groups of greatest need and using practitioners who can make the greatest difference.
- Enable disadvantaged pupils to have attendance which is in line with national averages for all pupils so they access a full curriculum offer.
- Use a broad network of welfare provision so that all pupils feel, safe, secure, happy and ready to learning whilst ensuring all parents have positive relationships with school.

Challenges

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

Challenge number	Detail of challenge
1	Providing quality-first teaching which enhances the progress and attainment of all pupils particularly those who are disadvantaged.
2	Pupils' greater social, emotional needs and mental health.
3	The attendance and persistent absence gap between the pupil premium children and all children.
4	Language and literacy gaps including phonics in early years and KS1.
5	Learning gaps in KS2 [Y6 writing and Y4 writing and mathematics].

6	Parents' greater social, emotional needs and mental health.
---	---

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
1. To provide quality first class-led teaching to all pupils including those who are pupil premium.	<ul style="list-style-type: none"> • Teachers are expert teachers of phonics or reading. • Teachers engage in action research to develop their practice in other key areas. • Children achieving expected in reading, writing and maths is in in-line with or exceeds national averages.
2. To promote engagement by addressing social, emotional needs and mental health.	<ul style="list-style-type: none"> • Case studies and numerical data show pupil premium children are happy at school. • Drop-in review shows pupil premium children are engaged in their learning. • Pupil premium children receive recognition in-line with all children.
3. To close the attendance and persistent absence gap between the pupil premium children and all children.	<ul style="list-style-type: none"> • Attendance for all pupils exceeds the national average of 95.8%. • To improve the attendance of pupil premium children to be in line with the national average for all pupils. • To improve persistent absence amongst for pupil premium children so that it is in line with the national average for all pupils.
4. To improve pupil premium children's language and literacy skills in the early years and KS1.	<ul style="list-style-type: none"> • Children who require SALT support access this in school and come off programmes of support. • 83% of pupil premium children pass phonics screening in Year 1. • 83% of pupil premium children pass phonics screening in Year 2.
5. To close learning gaps in KS2.	<ul style="list-style-type: none"> • Year 4 pupil premium writing outcomes are in line with those for all pupils at the expected level. • Year 4 maths outcomes for all pupils are 78% or greater at the expected level. • Year 6 writing outcomes for all pupils are 78% or greater at the expected level.
6. To support the social and emotional needs of pupil premium families.	<ul style="list-style-type: none"> • There is a designated parent support worker in school.

- | | |
|--|--|
| | <ul style="list-style-type: none">• Families to support are identified and reviewed at least termly.• A range of support strategies are deployed to support families in bespoke manner. |
|--|--|

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: £14,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School leader coaching in the teaching of phonics and reading by teachers and teaching assistants.</i> £6,220 leader release.</p>	<ul style="list-style-type: none"> The Department of Education Reading Framework outlines the importance of all staff being expert teachers of reading. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf The Phonics Leader and English Leader watch teachers and teaching assistants teach phonics or guided reading at least each month, feedback to staff with positives and next step checking this next step is in place. 	<p>Challenge 1</p>
<p><i>Teacher research groups in developing some of the most crucial aspects of teaching and learning.</i></p>	<ul style="list-style-type: none"> Hatti's hinge point of average impact was 0.4. Teacher evaluation which is built into these projects impact is 0.75. Scaffolding which is part of the modelling writing project is 0.82. Rehearsal and memorisation is 0.73 and this part of the retrieval practice project. https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ 	<p>Challenge 1</p>
<p><i>Phonics scheme and associated books</i> £8,000</p>	<ul style="list-style-type: none"> The Department of Education Reading Framework outlines the importance of a consistent, recommended phonics scheme being used in schools. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf The school will purchase the Little Wandle Scheme to use from January 2022. The Phonics Leader will use the second part of the Autumn Term to ensure staff are trained and ready to use the scheme. 	<p>Challenge 1 and 4</p>

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

Budgeted cost: £24,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics intervention from an expert teacher of phonics in Year 3, Year 2 and Year 1.</i> £9,030	EEF lists one-to-one intervention as having an impact of +5 months during and academic year and small group tuition having a similar impact of +4 months. https://educationendowmentfoundation.org.uk/	Challenge 1 and 4
<i>Addressing specific learning gaps in Year 6 writing, Year 4 maths and Year 4 writing.</i> £9,000	EEF lists one-to-one intervention as having an impact of +5 months during and academic year and small group tuition having a similar impact of +4 months. https://educationendowmentfoundation.org.uk/	Challenge 5
<i>Early intervention in speech and language through the use of a speech and language therapist.</i> £6,500	EEF lists early intervention as having an impact of +5 months and this intervention takes place primarily in the early years and KS1. https://educationendowmentfoundation.org.uk/	Challenge 4

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

Budgeted cost: £51,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote engagement by addressing social, emotional needs and mental health. <i>Pupil wellbeing manager and school councillor-</i> £24,198 – <i>Pupil wellbeing manager</i> £11,336 – <i>School counsellor employed each</i>	Social and emotional learning has an impact of +4 months in the EEF Toolkit. We are carrying out targeted social and emotional learning in organised into groups or on a one-to-one basis considering the findings of the report 'Improving Social and Emotional Learning' by EEF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	Challenge 2

<i>morning in school.</i>		
To close the attendance and persistent absence gap between the pupil premium children and all children. <i>Pupil wellbeing manager & parents support worker</i>	In line with EEF Guidance Report, Working with Parents to Support Children’s Learning, we will be considering the most effective ways to communicate with families in relation to attendance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports	Challenge 3
To support the social and emotional needs of pupil premium families. <i>Parent support worker - £16,031</i>	Parental engagement has an impact of +3 months in the EEF Toolkit. The parent support worker provides bespoke support for families to facilitate their engagement in their child’s education. We are using ‘Working with parents to support children’s learning’ by EEF to inform our practice. https://educationendowmentfoundation.org.uk/	Challenge 6

Total budgeted cost: £ [*£14,220 teaching, £24,530 targeted academic support and £51,565 wider strategies with a sum of £90,315*]

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.

To promote engagement by addressing social, emotional needs and mental health.

1. Pupil premium children are happy in school.
2. The engagement in learning of pupil premium children is in line with non-pupil premium children during classroom observation and from staff feedback during pupil progress reviews.
3. Class recognition boards show pupil premium children receive regular recognition for their learning and behaviour.

To enhance pupil premium children's language and reading fluency.

1. SALT support is focused on early intervention with teaching assistants delivering programmes devised by the speech and language therapist.
2. Engaging stories take place each day in every class from F1 to Year 6 to promote language acquisition.
3. Children use and can talk about different approaches staff use to promote reading fluency.
4. VIPERs comprehension strategies was teaching and learning project in the Autumn Terms and is now explicitly part of reading practice.
5. Disadvantaged pupils have at least expected progress in Year 1 and Year 2. In Year 3, Year 4 and Year 6, they have made accelerated progress.
6. 83% pure disadvantaged children reached ARE in reading by ASP2 [national average for all pupils 75%].

To enhance the phonic knowledge and spelling confidence of pupil premium children

1. Quality first phonics teaching takes place on daily basis from F1 to Y2 monitored by the Phonics Lead. Teaching and learning developed in this area through an Autumn Term teaching and learning project.
2. Phonics interventions were led by teaching assistants in the children's classes focused on specific phonics gaps.
3. 87% of children in Year 2 passed the phonics screening test in December 2020. 80% [8/10] pupil premium children in Year 2 passed their phonics screening in December 2020.
4. The percentage of pure pupil premium children achieving expected levels in spelling is in line with all pupils.

To close the attendance and persistent absence gap between the pupil premium children and all children.

1. Attendance for all pupils Y1 to Y6 was 97.1%.
2. Attendance of pupil premium children was 96.4%.
3. Persistent absence for pupil premium children was above the national average [national average 8.7% and pupil premium children at Wath CofE Primary School was 17.5%].

To enhance the aspirations of all children.

1. Termly pupil voice analyses show the very large majority of pupil premium children believe they can succeed.
2. Teaching and learning projects enhanced teaching and learning in the following areas; phonics, VIPERs comprehension, productive struggle, number recall, scaffolding writing for SEND pupils and handwriting.
3. Pupil premium children made expected progress from ASP1 to ASP2.