

Woolhampton CE Primary

Pupil Premium Statement 2021-24



School overview

Detail	Data
School name	Woolhampton CE Primary School
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Kath Burns
Pupil premium lead	Kath Burns
Governor / Trustee lead	Nikki Jordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,070
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,960
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	£13,030



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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Challenges

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

Challenge number	Detail of challenge
1	Observation and assessment show that literacy skills, undermined by weaker oracy skills are more pronounced by many of our disadvantaged children.
2	Observations and assessments have shown that maths skills are more pronounced by many of our disadvantaged pupils by poor fluency of number.
3	Our disadvantaged children are showing high emotional needs, mental health difficulties and unhealthy lifestyles. Their poor self-esteem is resulting in learned helplessness. We have found this has increased incidences of anti-social behaviours, this has been exacerbated by the Covid Lockdowns and has had a more significant impact on our disadvantaged pupils. Referrals from class teachers for our disadvantaged children have been the highest.
4	Our disadvantaged pupils with dual SEN have been shown to be having the greatest difficulties socially, emotionally and academically.
5	Parental support for education: We have found that the parents of our disadvantaged pupils are having more difficulty with engaging with school. Often transport is an issue and ongoing pressures that have been exacerbated by lockdown are also factors within this.

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) For children to improve oracy skills so they are in line with their peers. Reading and writing composition to improve in line with peers to at least the expected standard.	With high quality teaching the embedding of the Oracy 21 project principles and methods and CPD on feedback we hope to see a richer vocabulary and discussion will be seen in class through regular learning walks and observations. Reading assessment and writing assessment will show at least expected progress from their relative

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	starting points with evidence shown in books, via formative, diagnostic and teacher assessments, with 70% making the expected standard and 100% making expected progress from their relative start points. Where necessary individual children will receive additional intervention in school and outside professional advice will be sought.
2) For children to improve their fluency in number and computational arithmetic.	With high quality teaching and the mastery approach to fluency and number now embedded across the school children will make at least expected progress from their relative starting points with evidence shown in books, via formative, diagnostic and teacher assessments, with 70% making the expected standard and 100% making expected progress from their relative start points. Additional intervention groups will be carefully assessed for their efficacy at an individual pupil level when appropriate. Where necessary outside professional advice will be sought.
3) The emotional, physical and mental health of the children will improve. Children will feel a greater sense of belonging within school. Children with the greatest need will be taught self-regulation strategies.	<p>Children will show improved self-esteem and educational risk taking, growing in independence and pro-social behaviours. With additional use of ELSA, Playground Leaders and Forest School we will be able to monitor the effectiveness of these by:</p> <ul style="list-style-type: none"> • RAG rating and where appropriate using the Boxall Profile. • The use of pupil voice, pupil surveys and parent surveys, we will see increased levels of wellbeing. • A reduction in bullying and anti-social behaviour on the playground and an increase in pro-social activities and enrichment activities particularly with our disadvantaged pupils. • Training on Self-regulation to be implemented and strategies to be explicitly taught. • The introduction of Restorative and Relational training across the school community will see improvement between the relationships of pupils, staff, parents and governors.
4) Children with dual SEND and PPG will make expected progress.	Outside professional advice will be sought and SAPs will be created in conjunction with parents to address the primary needs of the

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	child. These children will make progress in line with their peers and will be supported emotionally, socially and academically to meet their potential. Targets within SAPs will be met and finer diagnostic assessments will help to show progress where necessary.
5) Parental engagement will improve with dialogue between teacher and parent being maximised.	Improved communication and skills/information workshops will empower parents. Parents will feel informed and proud of their children's achievements and share the high expectations and aspirations of the school. Parents will have a greater understanding of the academic needs of the child and therefore be supported to support their children. Attendance at Parent meetings will increase, and Parents will have a greater sense of community with the school which will impact on the learning behaviours of the children.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve upon the high-quality teaching observed by improving feedback and assessment via staff training at meetings.	A robust monitoring and evaluation schedule shows that teaching is of a high standard. We have identified feedback as an area to develop on our SDP. https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4.
Train 2 members of staff in the	DFE recognised programme. Cascading of high-quality teaching across school effectively.	1

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Sounds Write SSP Training	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Parental Engagement	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Sustaining Mastery Hub	Maths Mobius Hub https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2
Self-Regulation training to be implemented	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
PACT Training	Attachment Training Individual support 1:1 BB4K programme.	3

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy 21 Training to be embedded across school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3
School-Led Tutoring to be led by LSA.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2
Local Authority recommended intervention programmes.	Precision Teaching SNAP 2 on maths training ELSA Supervisions LAL	1,2,3,4

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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Accelerated Reader Programme	<p>Alongside taught reading strategies through VIPERS across school we are participating in the LA funded programme. The majority of books in class fiction libraries across 2 classes participating have been coded and access to the MyON library has been given to Y4,5,6. The STAR Reading assessment provides useful assessment information for targets.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

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

Budgeted cost: £ 2,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school sessions and ongoing CPD for teachers	<p>We are all passionate about our Forest School, children, teachers, parents, governors and the wider community. Our Forest School Leader is an experienced class teachers and has led Forest School for over 10 years. Forest School utilizes the same principles in our education across the school, working within the development theories of Vgotsky, Piaget, Gardner, Leavers etc The EEF states there is limited evidence available on the efficacy of outdoor learning due to insufficient studies. There are many independent research studies that support that outdoor improves mental health and wellbeing. we have assessed that for our school the mental health and wellbeing benefits, the social and spiritual benefits of connecting with each other and nature are central to our school ethos. The Forest School competencies, skills and knowledge are varied, sequenced and well planned and are taught discretely. However, we use our Forest School to teach all subjects within the wider curriculum e.g. science, art, geography, history, music.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1,3

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	https://www.ncl.ac.uk/media/wwwnclacuk/socialjustice/files/for-est-school-for-wellbeing.pdf	
Broadening experiences through clubs, trips, visits.	<p>Cultural capital is important, and we feel that they should not be the preserve of those who can afford. We feel that it improves parental communication and engagement. We have had funded places for 2 children over the Summer.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	3,5
Maintain high attendance through breakfast club and minibus	<p>Maslow's Hierarchy of Needs.</p> <p>By offering our most disadvantaged children a place at breakfast club we have found a significant impact on the potential for EBSA, a better frame of mind for entering the classroom and improved learning behaviours. We also feel that this improves parental communication. The minibus transport a number of disadvantaged children to school therefore improves attendance.</p>	3,5
Attendance of local HAF clubs at nearby larger primaries.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	3

Total budgeted cost: £12,230

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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.

Also available on the website.

Pupil Premium Impact Review Statement 2020/21

Aim	Chosen action/approach	Estimated effect: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
A - Emotional and social skills difficulties More relaxed, resilient and motivated children in school. Barriers to emotional health are removed.	Therapeutic Thinking training completed – to be introduced to staff 2021-22.	Communication with PPG parents has improved in terms of regularity and quality over lockdown a supportive relationship was built.
	Additional Zoom calls for PPG children not attending childcare during lockdown. Weekly Phone calls from HT to check in with families and food vouchers delivered by hand.	The additional sessions for PPG children who required them have shown positive results.
	Contact maintained with CAS and place at school's childcare during lockdown.	Wellbeing journals have shown good evidence of relaxed, motivated and resilient children. They have also improved emotional literacy for the children.
	ELSA checked in with PPG children after each lockdown, closely liaised with CT and other adults to ensure appropriate support given.	Behaviour gems have promoted positive behaviour.
	Whole class wellbeing journals kept helping identify children in need of further support.	Trips week ensured cultural capital, the children participated in sailing, paddle boarding, beach trip, forest escape room, aerial assault course, trip to Douai Abbey, the Zoo and additional Forest School session – cooking breakfast.
	Behaviour Gems reward system embedded in school.	
	PPG child assisted with payment for Trips Week including a one night residential.	
	Emotional thermometer used prior to break times with a group of children incl. PPG children to ensure children are feeling calm and relaxed prior to unstructured play times.	
B - Delayed acquisition of literacy skills – causes relate to individuals	New reading scheme purchased and implemented.	New reading scheme is proving popular and teacher assessment for this show good progress through the scheme.
	Implementation of Accelerated Reader/MyON has been implemented and initial assessments and access to library given.	Ongoing – AR/MyON until October 2022 to be used as additional Reading Intervention – Chromebooks.
	Oracy 21 training completed and begun to be delivered to whole school.	Ongoing – Oracy is a large part of SDP for 2 years.
	Additional Interventions were maintained during lockdown via Zoom or during child care e.g. LAL/Toe by Toe/ Reading groups.	LSAs and teacher provided additional support during lockdown – Zoom sessions, Paper packs.
	QFT has been used with direct LSA support in class alongside additional groups where appropriate.	Access to laptop/Chromebook was ensured for PPG children.

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

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have recently gained a Service Premium Pupil and there has been no specific funding that has been required for individual additional need. We will keep this under review.
What was the impact of that spending on service pupil premium eligible pupils?	



Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium such as offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected and the subsequent changes we had made. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and are open to collaboration around best practice.

We looked at a number of reports, studies and research papers via the EEF toolkit about effective use of pupil premium. Through Therapeutic Thinking training, LA training and PCT training we have looked at the impact of disadvantage on education outcomes. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

If you require any further information please don't hesitate to contact me via the office@woolhamptonschool.org email address.