

St. Werburgh's C.E. 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	St. Werburgh's C E Primary School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	12 (%)
Academic year/years that our current pupil premium strategy plan covers	2020/2022
Date this statement was published	Sept 2021 (updated end of Dec 2021)
Date on which it will be reviewed	July 2022
Statement authorised by	J M Eccles
Pupil Premium lead	A Brayford
Trustee lead	J Ratcliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21760
Recovery premium funding allocation this academic year	£2880
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

The aims of the Moorlands Primary Federation are:

To provide high-quality education in each of our schools;

To offer an education rooted in faith, shared Christian values and love; *

To provide every child with life-enriching experiences, instilling a passion and enjoyment of learning and to enable children to make a positive contribution to their world;

To develop a highly-skilled teaching and learning team, which shares good practice in order to benefit the children within each school and to further develop staff.

**Diocesan schools*

What are your ultimate objectives for your disadvantaged pupils?

To provide all pupils with fair and equal opportunities to achieve their potential in all areas of the curriculum.

To use extra funding for disadvantaged pupils to support opportunities and ensure that first class teaching is accessible.

To plan, monitor and evaluate support and intervention to secure progress and achievement.

To support all the different strands of the Pupil Premium:

- Ever 6 Free School Meals Children- children who have been eligible for free school meals in of any the last six years;
- Looked after Children in the care of the local authority;
- Children who are no longer looked after by the local authority due to adoption, guardianship or residence order;
- Ever 5 Service children- children eligible for the service child premium in any of the previous 4 years as well as those recorded as a service child for the first time this year.

How does your current pupil premium strategy plan work towards achieving those objectives?

We have five children currently on role eligible for PP funding. The effects of the Covid 19 pandemic have resulted in some children having below national expected level attainment in reading, writing and maths. It is our intention to use PP funding to close this gap on national expected levels by ensuring rapid progress. Some children are high attainers. It is our intention to use PP funding to 'challenge' these children to achieve even more. 96% of our funding is it be used funding educational staff, as we believe this has the greatest impact on pupil outcomes. Our ability to deliver our strategy depends upon the children remaining in attendance.

What are the key principles of your strategy plan?

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy;
- Access to high-quality educational resources and experiences for all disadvantaged pupils across all provision;
- Targeted academic support for disadvantaged pupils including academic guidance and pastoral support;
- Provision of strategies to support disadvantaged pupils with their attendance, and well-being;
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Impact of the Covid pandemic on school-based teaching and learning. Challenge to improve progress and attainment in reading, writing and maths of children in receipt of PP funding.
2	27% of PP children are listed on our SENDs register – all below NEL in reading and writing.
3	% of (non-SENDs) children at NEL is 53%
4	Not all PP children have fair access to educational materials and extra-curricular activities

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
Improve progress and attainment in writing of PP children	Improve end of 2021 DATA of: 53% at national expected level to more similar of reading 77%.
Ensure all PP children have equal access to all extra-curricular school activities.	All PP children to have the opportunity to attend educational visits/ events.
Ensure all PP children have appropriate, equal, educational materials as non-PP children.	All PP children to be offered electronic resources to facilitate remote learning. School uniform to be available to all children.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Support Assistant to work, with small groups and one-to-one. £2880</p>	<p>Small group tuition (EEF findings suggest average +4 months) '1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One-to-one tuition and small group tuition are both effective interventions. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</p> <p>Targeted 1:1 tuition (EEF findings suggest average +5 months) '1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. 3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support. 4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.'</p>	<p>1,2,3</p>

Budgeted cost: £2880

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

Budgeted cost: £20625

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning support assistant delivering academic guidance (25 hours)	<p>Teaching Assistant Interventions (EEF findings suggest average +4 months) 'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,' 'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'</p>	1,2,3
	<p>'The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils (+4 months). Most of the evidence relates to reading and other aspects of literacy. Impact is lower for mathematics in primary schools (+ 3 months). The majority of effective approaches involve targeted small group or one to one interventions. Impact in small groups tends to be a little lower (+3 months), but this needs to be offset against the greater number of pupils who benefit. Short sessions of around 30 minutes or so, several times a week are most effective.'</p> <p>Making Best Use of Teaching Assistants 'Ensure explicit connections are made between learning from everyday classroom teaching structured interventions. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. Use TAs to deliver high quality one-to-one and small group support using structured interventions. Ensure TAs are fully prepared for their role in the classroom/intervention. Use TAs to add value to what teachers do, not replace them'</p>	

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

Budgeted cost: £3290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide educational materials for those children that require them. For example: loan laptops and tablets. Devices for children affected by Covid isolation. School Uniform if and when required (1200)</p>	<p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EEF)</p>	<p>4</p>
<p>Fund all educational visits for PP children. Laches Wood (640) Other ed visits (250) Performing arts participation Peripatetic music tuition (600) Funding of costumes (100)</p>	<p>Arts participation (EEF) 'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond Maths or English outcomes. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress. Improved outcomes have been identified in English, Mathematics and Science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</p>	<p>4</p>
<p>Provide pastoral support (500)</p>	<p>Social and emotional learning (EEF findings suggest average +4 months) '1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. 2. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.' 'Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months).'</p>	<p>4</p>

	<p>Shorter (30 mins or so) frequent sessions (4–5 times a week) appear to be the most successful structure for interventions.'</p> <p>Improving Social and Emotional Learning in Primary Schools Guidance Report 'Use a planned series of lessons to teach skills in dedicated time.' (Rainbows and Radiate)</p>	
--	--	--

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.

Due to COVID-19, external performance measures have not been published for 2020 to 2021. Internal teacher assessment was as follows: non-SEND - Reading 77%; Writing 53%; and Maths 85% of PP children were levelled at the national expected level. All children with identified SEND attained below NEL in all areas.

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
Read, Write, Inc.	

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?	<ol style="list-style-type: none">1. Subsidy of educational visits – to ensure all PP children had equal opportunities to attend educational visits.2. Learning Support Assistant tuition – (15 hours) – improve outcomes for PP children.3. Provide additional educational materials.
What was the impact of that spending on service pupil premium eligible pupils?	<ol style="list-style-type: none">1. All PP children experienced offsite education with their peers.2. Children received small group and one-to-one academic guidance to diminish the attainment gap between themselves and their peers, reading and maths was especially successful.3. Ensure no PP child was disadvantaged with resources.

2020/21 allocation: 12105	2020/21 Total amount spent: 12495
Pupil numbers: 22	

Further information

--