

Pupil premium strategy statement – Wymondham CE Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---|
| School name | Wymondham CE Primary |
| Number of pupils in school | 41 |
| Proportion (%) of pupil premium eligible pupils | 39.02% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-23, 2023-24, 2024-25 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Mark Cole |
| Pupil premium lead | A Scott |
| Governor / Trustee lead | Dave Ellison-Lee (as delegated by Board of Directors) |

Funding overview

| Detail | Amount |
|--|------------|
| Pupil premium funding allocation this academic year | £24,570 |
| Recovery premium funding allocation this academic year | £2430 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year | £27,000 |
| <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £17,909.10 |

Part A: Pupil premium strategy plan

Statement of intent

At Wymondham CE Primary School, we are committed to providing learning that is purposeful, meaningful and ambitious for every individual pupil. Through a broad and balanced curriculum, we set high expectations and encourage aspirations in all pupils. This includes pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that the appropriate provision enables all pupils to succeed irrespective of their background. We are determined to ensure that our pupils are given every opportunity to realise their potential, make good progress and achieve high attainment in all areas.

We will consider the challenges faced by vulnerable pupils, such as those who are 'looked after', have a social worker and who are service children. This statement shows how Pupil Premium, which is additional to main school funding, will be used to address any current inequalities between children eligible for free school meals (FSM) and their non-disadvantaged peers by ensuring that funding supports their needs.

Our aim is that the attainment of Pupil Premium children is level with non-Pupil Premium attainment.

The funding is used in three areas:

1. Improving the quality of teaching e.g. through professional development.
2. Targeted academic support e.g. individual/paired/small group tuition.
3. Wider strategies e.g. extra- curricular activities.

Key Principles

Principles: Teacher development, enhancing quality of teaching, developing teacher subject knowledge,

Achieving: Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring.

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

We recognise that a key factor in achieving high standards of pupil attainment is through teacher development and high-quality teaching and learning. Through delivery of a programme of strong, sustained CPD, focused on evidence-led teaching approaches there will be an improved quality of teaching. Instructional coaching will further contribute to teacher development. We will also concentrate our spending on developing teacher subject knowledge. Combined these will have a high impact on

pupil outcomes. This will have an impact on closing the disadvantage attainment gap while at the same time will benefit the non- disadvantaged pupils in our school.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and supported as appropriate. We will monitor the children’s attainment and progress, as well as their emotional and social well-being in order to measure impact of the Pupil Premium. Pupils will have opportunities to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing. Spending will ensure that no pupil misses out of such important aspects of education, that learning is enriched and their self-confidence grows.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Limited vocabulary to be able to access the academically rigorous curriculum |
| 2 | Gaps in learning, both from the impact of COVID, but also historically |
| 3 | Variability in the effectiveness of teaching over time |
| 4 | Historical lack of achievement in phonics |
| 5 | High levels of persistent absence and low school attendance |

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 |
|--|---|
| All pupils have a strong start within school, with high quality teaching and phonics provision ensuring the ability to read, and therefore access all curriculum areas | GLD outcomes for disadvantaged pupils will meet that of their non-disadvantaged peers nationally |
| Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery | Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time |
| Strong reading outcomes for pupils in the lower school | Pupils achieve in line with non- disadvantaged pupils nationally in the PSC and in the Reading ELG |

| | |
|--|---|
| Raise disadvantaged attainment in all key metrics at each statutory assessment point | Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point. |
| Disadvantaged pupils rates of attendance increase | Disadvantaged pupils attend at the same levels as their non-disadvantaged peers |

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: £9090.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads. | <p>Evidence shows that quality of teaching has a high impact on pupil outcomes.</p> <p>Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p>EEF Effective Professional Development Guidance Report</p> <p>Improving The Impact of Teachers in Pupil Achievement in the UK - Sutton Trust</p> | 2,3 |
| Provide instructional coaching for all teachers, delivered by experienced leaders | <p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.</p> <p>The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> | 2,3 |

| | | |
|---|---|-------|
| | <p>Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</p> <p>Putting Evidence to Work - EEF</p> <p>What is Instructional Coaching - Ambition Institute</p> | |
| Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively. | <p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1,4 |
| Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teachers subject knowledge | <p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p>The Great Teaching Toolkit: Evidence Review - Evidence Based Education</p> | 1,2,3 |

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

Budgeted cost: £14,320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Support staff – small group intervention | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=support%20staff | All |
| Tutoring | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme?utm_source=/projects-and-evaluation/projects/national-tutoring-programme&utm_medium=search&utm_campaign=site_search&search_term=tutoring | All |
| Intervention programmes | We have identified a need to set a small amount of funding aside to support children's learning through intervention programmes. | 2,4 |

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

Budgeted cost: £3,589.1

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------|--|-------------------------------|
| School trips | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1,5 |
| Extra-curricular activities | There is extensive evidence associating childhood social and emotional skills with improved outcomes at | 1,5 |

| | | |
|--|--|-----|
| e.g. learning a musical instrument, dance. | school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| School Milk | We have identified a need to set a small amount of funding aside to support children's nutrition and good health. | All |

Total budgeted cost: £27,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| | |
|--|----------|
| Wymondham Pupil Premium | |
| | |
| LSA support for individuals and groups | 13977.01 |
| Letter-join and Shine | 700 |
| Soundswrite resources | 310 |
| Extra-curricular | 505.5 |
| Ed psych support | 1250 |
| Trips | 620 |
| Milk & sch meals | 432.49 |
| | |
| | 17795 |

| | |
|------------------------------|---------|
| Recovery Premium | 2116.25 |
| | |
| National Tutoring programme | 923.4 |
| Staff training - soundswrite | 717.5 |
| LSA support | 475.35 |

Providing small group and 1 to 1 work with an experienced LSA focused on overcoming gaps in learning. The major focus of our work, through the pupil premium, is aimed at improving pupil progress, enabling children to meet at least age-related expectations in Literacy and Numeracy. Paired or group tuition/intervention supported children with specific identified needs; without which may have put them at risk of underachievement.

All children have made small steps progress. Those that are not working at the expected standard for their year group have made progress and are closing the gap. 64% achieved expected standard. All children were supported through intervention, specific programmes, the National tutoring programme and school-based tutoring.

School visits and activities asking for voluntary financial contributions from parents. This includes trips such as residential and activities like swimming. Pupil premium funding was used to support children.

Children's learning was enriched and their self-confidence continued to grow. No child missed out of such important aspects of education.

Nutrition was supported and the health of children generally very good. No child went hungry.

Financial support for extra-curricular activities, including those offered by other clubs or providers outside of school. This has included, for example dance lessons and private music tuition. This support enables children to participate in clubs/activities for curriculum enrichment which builds self-esteem, nurtures talents and thereby supports mental health and wellbeing.

Children participated in musical performances and as team members in school sports tournaments. Confidence levels were high.

Externally provided programmes

| Programme | Provider |
|------------|------------------------|
| Letterjoin | Letterjoin Handwriting |
| Shine | Hodder Education |

