



Wymondham CE Primary School Achievement through Enjoyment and Excellence

Pupil Premium Grant Strategy Statement 2021 -22

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	Wymondham CE Primary School
Number of pupils in school	36
Proportion (%) of pupil premium eligible pupils	17/36 = 47%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	J V Hopkins
Pupil premium lead	A Scott
Trustee lead	M Cole D Ellison -Lee

Funding overview



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Detail	Amount
Pupil premium funding allocation this academic year	£17485
Recovery premium funding allocation this academic year	£2000
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	£19485



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 the current inequalities between children eligible for free school meals (FSM) and their non-disadvantaged peers by ensuring that funding supports their needs.

The funding is used in three areas:

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



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Key Principles

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 high quality teaching and learning. We will continue to ensure that all pupils receive high quality teaching and learning and there is a focus on the areas in which disadvantaged pupils need the most support. 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 concentrate our spending on achieving the highest possible standards in reading, phonics and spelling. This will be through direct teaching and intervention or indirectly through improving attendance, behaviour or access to resources and support. We will provide support for pupils to develop language through a wide range of experiences. We will ensure a high quality early years provision with a focus on developing early language, vocabulary and reading particularly for those who have experienced disadvantage in early life.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Pupil Premium funding will be allocated following a needs analysis which will identify support required for pupils in receipt of the funding. Children not entitled to Pupil Premium may be included in some intervention/focus groups.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed. 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.



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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	Meeting age related expectations in Reading and Maths.
2	Meeting expected or high standard in writing at Key Stage 2.
3	Providing a secure start in phonics/spelling and reading as they enter EYFS and a sequence of learning through KS1 and KS2.
4	Opportunities for pupils to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing which have been impacted by partial school closures and rural location.
5	Attendance – our attendance data over the last year indicates that attendance among disadvantaged pupils is low. Our assessments indicate that absenteeism is negatively impacting some disadvantaged pupil's progress.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/2025 show that more than 80% of disadvantaged pupils met the expected standard



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Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/2025 show that more than 80% of disadvantaged pupils met the expected standard
Writing progression of skills in place across all year groups and improved attainment in disadvantaged pupils.	KS2 writing outcomes in 2024/2025 show that more than 80% of disadvantaged pupils met the expected standard.
Good quality phonics teaching leading to outcomes that are at least in line with the national average.	End of Year 1 Phonic scores in line with or higher than national average. This is sustained over several years.
To continue to develop and address children's social and emotional needs.	Sustained high attendance from PP 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)

Budgeted cost: £1317.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Meeting age related expectations in Reading and Maths through CPD to	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1



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support quality first teaching and intervention.		
Implementation of a writing progression of work to secure stronger writing teaching for all pupils. Staff CPD to support high quality teaching and learning in writing.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy?	2
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and reading books to match the scheme.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3
Improve the quality of social and emotional (SEL) learning. SEL activities will be embedded into routine educational practices and supported by professional	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) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4



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development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14024.50

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	1,2,3,5
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	1,2,3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4.



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significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
Support from outside agencies	Helping to minimise risk of underachievement due to emotional/ health/well-being/social/academic factors.	1,2,3,4,5

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

Budgeted cost: £4143

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)	4
Extra-curricular activities eg learning a musical instrument, dance.	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)	1,2,3,4,



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After school club (school led tutoring)	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)	4
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 meals and School Milk	Children will be able to concentrate better, particularly in the afternoons. Ensures children get at least one hot school meal per day and supports nutrition and health.	4

Total budgeted cost: £19, 485



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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The school assess children using standardised assessments in Reading (KS1/KS2 SAT's, Scholastic), Maths (KS1/KS2 SAT'S, White Rose Maths assessments) and Grammar (KS1/KS2 SAT's, Scholastic).

% of Pupil Premium children working at or above Age Related Expectations – July 2021

Reading – 67%

Writing – 75%

Maths – 67%



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Externally provided programmes

Programme	Provider
Nessy	Nessy Learning Ltd
Literacy/maths shed	The Literacy Shed
Espresso	Discovery Education UK
TT Rockstars	Maths Circle
Tapestry	Tapestry
White Rose Maths	White Rose Maths