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	Great Wilbraham C of E Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Richard Brown, Headteacher
Pupil premium lead	Kim Holtby, Senior Teacher
Governor / Trustee lead	Brendan Reid, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 15,829
Recovery premium funding allocation this academic year	£ 2,176
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	£ 18,005

Part A: Pupil premium strategy plan

Statement of intent

We intend:

- To use the funding responsibly for the good of the children ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- To consider provision that is appropriate and helps to support children at whatever stage they are in their education. We recognise that this will include supporting the progress for those who are already high attainers.
- To keep high-quality teaching at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- To be responsive to common challenges and individual needs, using robust diagnostic assessment and not assumptions about the impact of disadvantage.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, intervening early and raising expectations.

Challenges

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

Challenge number	Detail of challenge
1	Data shows attendance and lateness can be an issue among some of our disadvantaged pupils causing gaps in their learning as well as affecting their readiness to learn when coming in late.
2	Assessment, observations and discussions with teachers indicate that basic literacy skills are not fluent in our disadvantaged pupils making writing with fluency a challenge.
3	Assessment, observations and discussions with teachers indicate that the rate of progress in maths and English is slower among most of our disadvantaged pupils compared to their peers. This is leading to a widening attainment gap.
4	Observations and discussions with teachers indicate some of our disadvantaged pupils demonstrate lower levels of resilience when facing a challenge. Their metacognition skills are underdeveloped.
5	Observations and discussions with teachers indicate some of our disadvantaged pupils have low self-esteem and SEMH difficulties. This affects their readiness for learning impacting on progress and ultimately attainment.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Data to demonstrate improved attendance / lateness. Target children identified. Robust system in place for notifying parents. Positive working relationships with families.
Improved attainment in writing for disadvantaged pupils at the end of KS2.	Strategic deployment of resources (including TAs / interventions). Robust tracking of impact of any interventions / additional support. Attainment and progress data in line with national averages. CPD opportunities for all staff to ensure all children have access to 'Quality First Teaching'.
Accelerated progress in all areas for target group of disadvantaged pupils.	Target children identified. Strategic deployment of resources (including TAs / interventions). Robust tracking of impact of any interventions / additional support. Attainment data that reflects accelerated progress for target group. CPD opportunities for all staff to ensure all children have access to 'Quality First Teaching'. All pupils have access to enrichment activities as well as access to support materials such as revision guides.
High levels of resilience and metacognition observed among disadvantaged pupils.	Staff who model and demonstrate high levels of metacognition. CPD opportunities for staff to understand how to teach metacognition strategies / model their own. Evidence of pupils reflecting on and monitoring their learning. Effective pitch in all classes. Effective use of ELSA support.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Target children identified. Effective use of ELSA support. All pupils have access to enrichment activities as well as access to support materials such as revision guides.

Activity in this academic year

Details how we intend to spend our pupil premium (and recovery premium funding) **this academic year**..

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on teaching of writing.	'Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.' EEF	2, 3
CPD on metacognition.	'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.' EEF	4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Twice weekly tuition for target groups in Y1 – 5. *Recovery premium to fund 25% school contribution and to pay for training*	'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.' EEF	2, 3
'Beacon Book' - short interventions targeted at a particular difficulty or misconception.	Shorter interventions allow children to be in class as much as possible accessing quality first teaching.	2, 3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to trips – ensure all pupils can attend.	'Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.' EEF	1, 4, 5
ELSA (Emotional Literacy Support Assistant).	ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed. 'School-based interventions have evidence of improving not only pupils' wellbeing but also their mental health and behaviour. Interventions have been shown to improve outcomes including resilience and self-esteem, reduce anxiety or depressive symptoms, and prevent violent and aggressive behaviour. Mental health interventions have also been shown to improve academic achievement.' Early Intervention Foundation	1, 4, 5
Additional resources such as uniform for all pupils.	Although research does not support the impact of wearing school uniform in itself, we believe ensuring that all children feel part of our school community and have our identity will impact on their social stability and happiness.	1, 3, 4, 5

Total budgeted cost: £18,005

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.

Academic Year: 2020/21	Total fund allocated: £17,070		Eligible pupils: 10	
Priorities	*Actions to Achieve*	*Planned **Impact** on pupils*	*Planned Funding*	*Evidence*
Individualised learning to develop pupils academically	Key interventions delivered to individuals	Pupils to make at least expected progress within focused area	See Excel grid	Progress in books, data good for most PPG – data booklet
'Breakfast club' before school	Catch up sessions for Y6 PPG	Y6 PPG to make at least expected progress and close to ARE	See Excel grid	Not all PPG parents wished children to attend, those that did benefited
Support in maths	Interventions to target specific individuals	Pupils to make at least expected progress.	See Excel grid	Intervention baseline and completion show progress
Support in English	Interventions to target specific individuals	Pupils to make at least expected progress.	See Excel grid	Intervention baseline and completion show progress
Provide resources	Uniform order, revision guides, support materials	Ensure children are ready for school and able to learn	See Excel grid	Not only academic progress but also social and well being observations Remote education resources supplied
Allow children to access opportunities	Promote use of PPG for activities	Allows children to have impact on learning outside the classroom and in other subjects	See Excel grid	Observations Progress in books Attendance at opportunities were limited due to covid restrictions
Pastoral support	ELSA trained specialist to work with children and establish an ELSA area	Immediate discussion and intervention to support pupil well being and mental health	See Excel grid	ELSA programme was utilised and a number of children involved, particularly helpful post lockdown
Digital technologies to support with online learning	Purchase digital technologies if money is available	Pupil interaction and development of key skills	See Excel grid	This was imperative and completed during AT2020, in time for January lockdown and resources were disseminated at home or used in school.

Externally provided programmes

Programme	Provider
ELSA	Cambridgeshire County Council initial training, support and annual subscription fee