

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	South Wonston Primary school
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24 (This is Year 2 of the plan)
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Sarah Rowe
Pupil premium lead	Sarah Rowe
Governor lead	Stephen White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,470
Service premium funding allocation this academic year	£32,640
Recovery premium funding allocation this academic year	£4,676
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Looked After Children funding allocation this academic year	£13,200
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	£80,986

Part A: Pupil premium strategy plan

Statement of intent

Our aims and beliefs are that all children, regardless of their background or the challenges they face, are entitled to a rich, broad, balanced and relevant curriculum. This in turn develops a sense of curiosity and awe and wonder to equip them with the experiences needed to engage fully in school and leave us with a lifelong love of learning, ready for the next stage in their education. We provide a safe, inclusive environment which allows all children to grow to become confident, resilient and happy members of the community. We support disadvantaged children to achieve; including those who are already high attainers. Children's social and emotional wellbeing is at the forefront of all that we do.

Together we will nurture, inspire, challenge and achieve.

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills are underdeveloped for some PP children
2	Lack of resilience, self-belief, confidence and self-esteem to have a go without support
3	Gaps in curriculum understanding and knowledge
4	High attaining pupils not on track to achieve GDS by the end of Year 2 and Year 6
5	A proportion of our PP children are also on the SEN register (40%) A proportion of our Service Premium children are also on the SEN register (17.6%)
6	Attendance / lateness issues (95.04% EVER6 compared to 96.73% for whole school and 54% of PP children had an attendance below 95%)
7	Emotional and well-being needs of pupil and/or parents
8	Less access / exposure to extra-curricular activities
9	Impact of mobility of Service Premium children

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
<p>Improve oral language skills for pupils eligible for PP.</p>	<p>Pupils eligible for PP in YR and beyond make rapid progress by the end of year and an increasing number make age related expectations.</p> <p>2021 – 2022: Increasing number of non-SEN PP children reached age related expectations across all year groups.</p> <p>Progress from 2020-21: Achieved</p> <p>EYFS 2021-22: 33% achieved GLD (3 children)</p>
<p>Ensure that all the PP pupils see themselves as learners and value education. They are able to focus with greater concentration and settle quickly to their work.</p>	<p>Through developing a whole school Growth Mindset approach children will become more resilient, confident learners.</p> <p>Through the use of sensory circuits PP pupils are more easily able to focus and settle to their work</p> <p>2021 – 2022: Achieved</p>
<p>The behaviours of a very small minority of pupil premium pupils is addressed.</p>	<p>Improved engagement in learning.</p> <p>SIP priority 2022 – 2023: implement the Six Strands Curriculum (Primary Behaviour Support Service) so that staff can better support children through a personalised approach</p>
<p>Children eligible for pupil premium with SEN needs will make expected progress in reading, writing and mathematics</p>	<p>Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at termly pupil progress meetings and individual strategies to enhance learning will be planned.</p> <p>2021 – 2022: Achieved</p>

<p>Address the limited support / interaction at home for some pupils in receipt of pupil premium.</p>	<p>Additional support in school ensures that pupils achieve in line with their peers. Class teachers identify pupils who lack support at home and plan and implement strategies according to need.</p> <p>2021 – 2022: Achieved</p>
<p>A broader range of life experiences enhances children’s vocabulary and aspirations</p>	<p>Our enquiry based curriculum, offers a rich and varied range of experiences that are accessible to all of our children. This ensures that pupils learning beyond the classroom has a positive impact on their achievement and wellbeing.</p> <p>Children in Y2-6 will learn an instrument during their weekly music lesson.</p> <p>Children have access to extra-curricular club – cost of fees is not an issue</p> <p>2021 – 2022: Achieved</p>
<p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn. Increase attendance rates for some pupil premium children.</p>	<p>Our school values ‘Together, we will nurture, inspire, challenge and achieve’ ensures that children’s emotional welfare as well as academic achievement is of the highest priority. Our pastoral team are responsive and flexible in their approach to individual needs. Attendance rates are in line with other pupils.</p> <p>2021 – 2022: PP: 90.89% Non PP: 94.49% (there are a few children who receive PP with very low attendance)</p>
<p>Service Children’s needs are identified quickly on entry and addressed. All children eligible for service pupil premium will make expected progress in reading, writing and mathematics.</p>	<p>Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at pupil progress meetings and individual strategies to enhance their learning will be planned.</p> <p>2021 – 2022 Expected progress Reading: 81% Writing: 84% Maths: 83%</p>

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: £ 7825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Termly pupil progress meetings with DHT, SENCO & Class teacher</p> <p>3 x day cover & DHT</p> <p>£2200</p>	<p>Specific meeting time to focus on the performance of different groups of pupils in a class, and identify positive or negative trends in their progress.</p> <p>David New & Jeremy Bird – The Key</p>	1, 3, 4, 5, 6, 7
<p>Supervision for ELSA and FEIPS</p> <p>£170</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools</p>	1, 2, 7, 9
<p>ELSA Service Level Agreement and Conference</p> <p>£260</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools</p>	1, 2, 7, 9
<p>Staff CPD – Subject leader</p> <p>£2400</p>	<p>High quality staff CPD is essential to follow EEF principles.</p> <p>This is followed up during Staff meetings and INSET.</p> <p>To lead effectively all Subject leaders receive release time each term.</p> <p>The Deputy Head teacher & is non-class based and the SENCO are non-class based 3 in order for them to drive school improvement.</p>	1, 3, 4
<p>High quality teacher coaching</p>	<p>Teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based</p>	1,2, 3, 4, 5

£1800	<p>on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p>National College</p>	
<p>Little Wandle Phonics Programme</p> <p>£995</p>	<p>EEF Attainment Gap Report (2018) - Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school.</p> <p>EEF Teaching and Learning Toolkit</p>	1, 3

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

Budgeted cost: £ 33,011

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In school teacher intervention Teacher led small group intervention with targeted pupils</p> <p>£2000</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. 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.</p> <p>EEF Toolkit</p>	<p>2, 3</p>
<p>SALT interventions</p> <p>£3400</p>	<p>Communication and language approaches</p> <p>EEF Toolkit</p>	<p>1, 5</p>
<p>Teaching assistant deployment and interventions</p> <p>1 to 1 reading 'Nessy' phonics/spelling programme Specific interventions – Word Wasp, Power of 2, Clicker etc</p> <p>£10950 £263</p>	<p>Teaching Assistant Interventions Focus on deployment and skills of specific staff</p> <p>EEF Toolkit</p>	<p>3, 5</p>

Whizz maths interventions: Y4 – Y6 £425	https://www.whizz.com/case-studies/ Read case studies and trialled with year 6 (2021 – 2022). Feedback from Maths Whizz – our school was one of the top school's for progress in the country.	3, 4, 5
SENCO ½ day a week targeted pupil premium children £7718	EEF SEND Specialist – Gary Aubin	5
Times Tables Rockstars £255	Children combine their love of IT with improving their basic skills eg rapid recall of multiplication facts, phonic knowledge etc. The IT element is a motivating factor.	2, 3
1:1 LSA for PP child with ASD (no EHCP) £4500	EEF Teaching and Learning Toolkit – One to one tuition Improved learning behaviour and school attendance.	5, 7
Sensory Circuits £3500	In school evidence has shown an improvement in children's engagement during lessons, attendance and wellbeing. Jane Horwood – Sensory Circuits: A Sensory Motor Skills Programme for Children	2, 5, 6, 7

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

Budgeted cost: £ 10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain full time ELSA and part/time ELSA (3 afternoons a week) ELSA's continue to work across the week to give targeted support to specific children - 1 day week PP children focus</p> <p>£7200</p>	<p>Emotional support is one of the most prevalent forms of psychological therapy for children as quoted by British Association for Counselling and Psychotherapy.</p> <p>Research from ELSA Network https://www.elsanetwork.org/elsa-network/</p> <p>EEF Improving Social and Emotional Learning in Primary Schools EEF Teaching and Learning Toolkit</p>	<p>7</p>
<p>Monitoring attendance closely with phone calls and letters sent to parents when needed. HT to meet with parents and discuss</p>		
<p>After School clubs for FSM children to increase participation rates</p> <p>£400</p>	<p>Ever 6 FSM children who choose to take up 1 term of a club can be funded by the school.</p>	<p>2, 8</p>
<p>Trips and residential visits– support families where appropriate. Individual discussions with parents on request.</p> <p>£1790</p> <p>£1240</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation EEF Toolkit</p> <p>Financial hardship does not hinder inclusion – full access to the wider school offer</p>	<p>2, 7, 8</p>

Waterproofs for Forest Schools x 5 £60	Financial hardship does not hinder inclusion – full access to the wider school offer	2, 6, 7, 8
Phonics workshops for parents £80	EEF Parental Engagement	1, 7
Uniform for low income pupils £30	Pupils came to school feeling proud of their appearance and ready to learn.	7

Total budgeted cost: £ 51,636

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

EYFS GLD (3 children): 33%

Phonics Screening Check (2 children): 50%

End of KS1 Assessments (3 children):

Reading: 33%

Writing: 33%

Maths: 66%

End of KS2 Assessments (5 children):

Reading: 80%

Writing: 80%

Maths: 60%

Internal end of year data shows that PP children made expected progress however they are working Below or Just Below age-related expectations. Therefore, the focus needs to be on making rapid progress to reach age-related expectations.

Wellbeing of children continued to be impacted due to Covid-19, especially in the autumn term this year, where many children were still not in school and learning at home online. South Wonston Primary School has a small number of children who have experienced trauma in their lives and who struggle to emotionally self-regulate. We therefore place high importance on pastoral support. Over the course of the year 50% of the ELSA/TALA were disadvantaged children. These groups or 1:1 sessions were vital in supporting children and teaching children key strategies to support them in class and at home.

Over the course of the year our staff have continued to support many families in different aspects, from day-to-day welfare support, food bank vouchers and signposting to additional support.

Covid-19 continued to have an impact on overall school attendance, especially in the Autumn term, this was a picture reflected nationally. Unfortunately, attendance for disadvantaged children was lower than non-disadvantaged with a number of children having attendance below 90%.

Sensory Circuit sessions have energised and settled children into the school day, focusing concentration and readiness for the day's learning. Staff, pupil and parent feedback has been overwhelming positive.

100% of our Year 6 pupil premium children attended the residential. This was an invaluable experience for them which enabled them to develop greater independence, confidence and resilience. Some of the children had never stayed away from home in a 'hotel' or had not previously taken responsibility for their own personal care e.g. knowing when to shower, choosing what to wear, eating dinner at a table with peers (one child commented that they'd never eaten dinner at the table before), selecting healthy options of meals.

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
Times Tables Rockstars	TT Rockstars
Speech link	Multimedia ltd
Nessy (Phonics & Spelling)	Nessy Learning
PurpleMash Online Learning Platform	2 Simple
Language Links	Speechlink multimedia Ltd
SumDog	SumDog
Phonics Play	Phonics Play Ltd
Vocabulary Ninja	Vocabulary Ninja
White Rose	White Rose
Clicker	

Service pupil premium funding: £32866

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Service Family Support Assistant - 3 x am a week £5203</p> <p>ELSA support including training and supervision (3 x pm) £7183</p> <p>Additional Admin time for processing Service Children leaving and joining the school (Trickle deployment means that this is ongoing throughout the school year) £2,400</p> <p>LSA in class support £13,580</p> <p>After school club for Service children £2500</p> <p>Well being and pastoral care resources £2000</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>All service children had access to pastoral support when required, either individually or in a small groups. This could have been a family group or groups of children who required to same type of support.</p> <p>Children joining the school were quickly accessed so that early support could be put into place in class or through specific interventions.</p>