

## Wootton Primary School's 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   | Wootton Primary School |
| Number of pupils in school  | 370                    |
| Proportion (%) of pupil premium eligible pupils   | 9.73%                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3 years                |
| Date this statement was published   | October 2021           |
| Date on which it will be reviewed   | October 2022           |
| Statement authorised by   | Rob Crilly             |
| Pupil premium lead  | Rachael Lambdon        |
| Governor / Trustee lead   |                        |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £ 57,800 |
| Recovery premium funding allocation this academic year  | £6235    |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £64,035  |

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is:

- To narrow the attainment gap between pupils. We want to ensure that there is no attainment gap between the outcomes achieved for our pupils who qualify for the funding and other pupils nationally and within the school.
- To ensure that 'Pupil Premium' children benefit from having access to a broad range of opportunities, experiences and clubs. We passionately believe this benefits their wider personal development enabling them to be happy, confident and successful in and out of school.
- To ensure excellent school attendance in order for our children to benefit from the education and opportunities provided by the school.

#### Implementation

Pupil Premium funding is used in different ways to best support individual pupils.

Examples of how we use the funding are:

- Additional staffing in their year group to provide small group provision to further enhance our teaching.
- Payment for School Trips.
- Access to clubs so every Pupil Premium pupil can attend a club.
- Additional pastoral support for all Pupil Premium Pupils through Reading or 1:1 sessions with specialist TAs.
- Specialist teaching groups involving Pupil Premium pupils to narrow the gap between them and non Pupil Premium pupils.
- Tailored training for staff to support specific pupils.
- Additional tutoring and booster group opportunities.

The majority of our pupil premium is spent on academic needs. Some pupils that qualify benefit from learning in smaller groups or having additional intervention to secure their academic potential.

However, funding is determined by the needs of the individual child. Therefore, we also use the Pupil Premium to fund non-academic support for an individual child, for example by funding an important school trip, or providing an opportunity to join an out of school sports club. We also use the funding to contribute towards the cost of our specialist pastoral support worker who works every afternoon in school providing support to our children.

### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Low attainment and slow progress rates made by pupil premium/disadvantaged children. Our disadvantaged children have more gaps and misconceptions and find it difficult to retain/recall prior knowledge.  |
| 2                | A large proportion of our pupil premium children and their families have social & emotional difficulties which can include medical and/or mental health issues. This impacts on attendance rates – absence and persistent absence. Higher for PP children.   |
| 3                | Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading)  |
| 4                | Due to financial constraints, pupils are unable to engage in residential school trips in order to participate fully in academic work that proceeds and follows. Financial constraints also mean that pupils have limited experiences beyond their home life and immediate community. They also have limited access to books, libraries, technology and school uniform. |
| 5                | Some pupil premium children need to develop their positive personal traits, dispositions and virtues that inform their motivation and guide their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.   |

## 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>To close the gap in attainment and increase rates of progress in pupil premium children in reading, writing and maths so that they are in line with children who are not from disadvantaged backgrounds. Their retention and recall should also improve (know more, remember more).</p>   | <ul style="list-style-type: none"> <li>➤ Pupil premium children make similar to, or better than progress compared to peers of a similar starting point across the school in all subjects.</li> <li>➤ Improved recall of facts and understanding in lessons and evident in subject leader pupil voice surveys.</li> <li>➤ Tutoring taken up by all PP children who are offered the provision.</li> <li>➤ Teachers and LSAs support learning effectively – addressing misconceptions and adapting teaching.</li> <li>➤ Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children’s learning and has helped in accelerating their progress.</li> <li>➤ PP children will leave KS1 as fluent readers and achieve the expected standard for their year.</li> </ul> |
| <p>Our children will leave our school with a good level of spoken English with an ability to use a range of vocabulary correctly. They should be able to communicate and express themselves adequately and contribute to discussions effectively.</p>  | <ul style="list-style-type: none"> <li>➤ Children complete the chataway programme by the end of Reception.</li> <li>➤ Improved opportunities for children to showcase their speaking and listening techniques.</li> <li>➤ Evidence of children speaking as part of the whole school poetry programme shows high standards in children communicating effectively.</li> </ul>   |
| <p>Our children will be aware of how to look after their mental health and how to recognise that they need support. They will have a range of strategies at their disposal for coping with any issues and will be aware of the support network that is available to them. Families will have access to support for social and emotional concerns and attendance of these children will be monitored to ensure they are in school and learning as much as possible.</p> | <ul style="list-style-type: none"> <li>➤ Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.</li> <li>➤ Identified children are offered counselling, nurture groups, lego therapy and friendship programmes to help meet their social and emotional needs.</li> <li>➤ A review of the PSHE curriculum will show how mental health is incorporated into teaching across every year group.</li> <li>➤ Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).</li> </ul>  |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>➤ Monitoring of attendance by the Head teacher ensures an increase in PP pupils' attendance and a decrease in persistent absence.</li> </ul>   |
| <p>Our disadvantaged children will have the same access to extracurricular activities and residential trips as our non-disadvantaged children through the pupil premium voucher scheme. They will be able to pay for clubs and trips (both residential and non-residential) and therefore widen their experiences of the world. There will be a step up in participation and places will be prioritised for disadvantaged pupils.</p> | <ul style="list-style-type: none"> <li>➤ Increased percentage of disadvantaged children to access extracurricular clubs and peripatetic music lessons.</li> <li>➤ PP children engaging in a range of extra-curricular clubs.</li> <li>➤ All children in Years 3-6 to experience additional art enrichment through the specialist art supervisor teacher.</li> </ul>   |
| <p>Our children will be motivated learners who can reflect critically and thoughtfully on their learning journey and progress. They will present themselves as respectful members of the community who take responsibility and care for the world around them whilst demonstrating excellent behaviour at all times.</p>  | <ul style="list-style-type: none"> <li>➤ Through observations and book scrutinies, pupil premium children will demonstrate that they are being the best they can be in all aspects of their learning. These children will also show the traits of perseverance and will respond to and reflect on their feedback consistently.</li> <li>➤ Disadvantaged children will attain the same standards compared to their peers of a similar starting point across the school in all subjects.</li> <li>➤ Monitored through the school housepoint, values and consequence systems, children who are from a disadvantaged background demonstrate that they meet the high expectations we set around behaviour.</li> <li>➤ Pupil voice will show the positive traits our children develop as they move through the school.</li> </ul> |

## 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: £32,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Metacognition and self regulation</b><br/>Introduce teaching of metacognitive strategies.</p> <p>Teachers to model their own thinking as part of everyday practice to demonstrate metacognitive strategies. Explicit focus on perseverance.</p> <p>Provide opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.</p> <p>Providing enough challenge for learners to develop effective strategies.</p> | <p>According to EEF research, the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>They found that teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes and that these approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>Studies involving primary school typically found these techniques more effective also.</p> | <p>1 and 5.</p>               |
| <p><b>Phonics</b><br/>Introduce new approach to teaching phonics in the school.</p> <p>Training staff to ensure they have the necessary linguistic knowledge and understanding</p> <p>Monitor the progress of phonics programme and approach to teaching phonics to ensure it is responsive.</p> <p>Analyse and check children's progress and adapt as needed.</p>   | <p>EEF research shows that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Findings showed that teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>   | <p>1 and 3</p>                |
| <p><b>Reading</b><br/>Maintain and develop explicit teaching of reading comprehension strategies.</p>  | <p>EEF research found that the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches</p>   | <p>1 and 3</p>                |

|  |  |         |
|--|--|---------|
| <p>Pupils monitor their own comprehension and identify areas that they need to improve on themselves.</p> <p>Develop a love of reading through the exploration and access of a wide range of rich vocabulary texts.</p>  | <p>allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Whilst phonics improves the accuracy of the child's reading, it does not necessarily improve their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p>   |         |
| <p><b>Number and fluency development</b></p> <p>Through high quality maths teaching children given regular opportunity to reason about maths.</p> <p>Introduce new number fluency document to all stakeholders</p> <p>Maintain and monitor teaching of White Rose maths scheme for mastery.</p>  | <p>Through research, the EEF found a high level of success should be required before pupils move on to new content. Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.</p>   | 1       |
| <p><b>Writing</b></p> <p>Review writing long term plans for range of texts, topics and writing genres.</p> <p>Focus on modelling well and using high quality texts with the children.</p> <p>Teaching sequence CPD including writing for a purpose.</p> <p>Monitor the implementation of writing sequence training and outcomes evident in books.</p>  | <p>This is again supported by the EEF's research into metacognition and modelling thought processes in which it was found that these approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>'In addition, the EEF's guidance report on 'Improving Literacy in KS2' states that purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components: planning; drafting; sharing; evaluating; revising; editing; and publishing.</p> | 1 and 3 |
| <p><b>Curriculum</b></p> <p>CPD staff meetings planned throughout the year to develop the teaching and implementation of new curriculum topics, schemes and approaches.</p> <p>New schemes introduced to support the mastery of a range of curriculum subjects including knowing more and remembering more. New schemes to ensure that the teaching and coverage of topics, skills and subject knowledge is rigorous and robust.</p> | <p>The evidence for mastery within the wider curriculum is the same as the evidence used to support our approach to maths. Through research, the EEF found a high level of success should be required before pupils move on to new content. Mastery learning approaches have consistently positive impacts. Knowing more and remembering more is linked directly to the idea of mastery.</p>   | 1 and 3 |

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

Budgeted cost: £29,300

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Oral language interventions</b><br>- speech and language   | According to the guidance report 'Improving Literacy in KS2', purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.   | 3                             |
| <b>Phonics interventions</b><br>Introduce phonics interventions across KS1 and Years 3 and 4 which incorporates elements of the new approach to teaching phonics adopted in all KS1 classes.<br><br>Phonics specialist LSA. | As detailed above.<br>EEF research shows that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Findings showed that teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. | 1 and 3                       |
| <b>Small group tutoring</b><br>Plan for and implement small booster/tutoring groups for Year 4-6 in maths and, later in the year, reading. Focus to be placed on filling gaps in understanding and persevering.             | The EEF teacher toolkit states that 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. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.                          | 1, 3, 5                       |

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

Budgeted cost: £35,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>Attendance monitoring</b>                              | The DfE's guidance on improving school attendance (updated until Sept 21), states that leadership teams within school should recognise attendance as an important area of school improvement and should make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. | 2                             |
| <b>Family support worker and school based counsellors</b> | Evidence from the EEF toolkit suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.                                     | 2                             |

|   |  |   |
|---|--|---|
|   | <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> |   |
| <p><b>Access to arts and sports participation</b></p> <p>Lunch club art specialist</p> <p>Afterschool sports clubs provided by Freestyle with priority places available to children in receipt of PP.</p> | <p>The EEF toolkit states that overall, the average impact of arts participation on other areas of academic learning appears to be positive with about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.</p>  | 4 |

**Total budgeted cost: £96,300**

## 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.

#### Quality of Teaching For All

The quality of teaching for all objectives on the school's pupil premium strategy for 2020-2021 focused on ensuring the high quality and consistency of reading and maths lessons across the school.

#### **Reading and poetry:**

Progress data for reading shows that children made a good start to the year. This included PP. Progress slowed over the lockdown period (spring) where some children lost face to face teaching for 10 weeks of learning time. 48% of children in receipt of pupil premium funding across Y1-Y6 met the expected standard in reading.

- Reading lessons are having a positive impact on the children's understanding in comprehension settings.
- Whole class texts are in place and are inspiring a love of reading.
- Analysis of whole school books for range of topics, level, genre and vocabulary is needed moving forward.
- We were unable to measure the impact of the poetry curriculum formally due to the closures. Children reported that they enjoyed learning the poems and performing them in different ways.
- The poetry units will continue into the new academic year.

#### **Phonics:**

Nationally, schools were unable to measure the impact in Y1 due to the lockdown. The 20/21 cohort of Y1 children will be assessed in December 2021.

20/21 cohort of Year 2 children - 86% passed the December 2020 phonics screening.

- Phonics is being reviewed for the new academic year due to government changes and the review they are conducting into different schemes.
- New phonics specialist HLTA to start in September who will run interventions and bring in new expertise in phonics.

**Maths:**

33% of children in receipt of pupil premium funding across Y1-Y6 met the expected standard in maths. Again, progress slowed over the spring term due to the national lockdown.

- Where observations included maths lessons, the content was deemed to be appropriate with a good level of challenge and teacher subject knowledge.
- CPD was put in place for all teachers.
- We will continue to use WRH maths booklets in the year to come but will review the tests used for assessing this in Y1, 3, 4 and 5.

**End of KS2 results based on teacher assessments:**

|                | <i>Pupils eligible for PP 20/21<br/>(End of Y6 = 7 ch)</i>   |
|----------------|--|
| <b>Reading</b> | 71% made the expected progress based on their Y2 data.<br>5 children achieved the expected standard. |
| <b>Writing</b> | 100% made the expected progress based on their Y2 data.<br>5 children achieved the expected standard |
| <b>Maths</b>   | 86% made the expected progress based on the Y2 data.<br>3 children achieved the expected standard.   |

**Targeted Support**

Speech and language and chataway:

- Speech and language interventions were deployed successfully whilst school was open.
- All children made progress through the chataway programme with some children making two levels of progress.
- All children involved in the programme will be assessed in September and some moved onto the talking groups.
- New reception children will be assessed when they start in September and will enter the same cycle.

Switched On reading:

- SwitchedOn reading was also implemented into Year 3 for target children. Improvement was seen in the reading books that the children were able to access and fluency had greatly improved.
- All children across Year 2 were heard reading on a regular basis. 33% of children in receipt of the pupil premium funding met the expected standard.

Tutoring:

- All pupil premium children in Years 4, 5 and 6 were offered maths tutoring.
- 48% of these children met the expected standard or above.
- Tutoring took place during the Autumn term but was stopped in Spring due to the national lockdown. The children received 10 sessions of tutoring.

**Other approaches**

Attendance:

- As a result of constant monitoring, welfare checks and correspondence from the school, pupil premium attendance was 96.94% compared to the whole school at 97.38%.
- Several pupil premium children were identified as having issues around attendance through the monitoring process and we were able to improve their attendance because of this.

Supporting families in need:

- 20 families whose children were in receipt of the pupil premium funding accessed support from the family

support worker through advice concerning parenting, housing, food and legal matters.

Sports and arts participation/improving artistic and practical experiences:

- Use of the voucher for sports and clubs was reduced due to the pandemic.
- Through the voucher scheme, 7 children accessed clubs, 12 children accessed trips, 1 child accessed the after school club, 2 children accessed music lessons and 23 children obtained new uniforms.
- All children in Years 6, 5 and 4 accessed extra art activities through the lunch time art assistant, producing pieces which directly linked to their topics.
- All children in Year 6 took part in bushcraft activities with the specialist outdoor learning assistant, widening their understanding of nature and the outside world.

Specialist support intervention:

- 15 children in receipt of the pupil premium funding received additional specialist support interventions from the school based counsellors or specialist LSAs who are trained in interventions such as lego therapy and drawing and talking.

### **Overall Analysis**

The national lockdown impacted the effectiveness of the interventions and strategies outlined in our 2020-2021 Pupil Premium Strategy. We will continue with some of these approaches moving into the new academic year as without disruption to the programme timings, we believe they will be a lot more successful. The interventions, though deployed for a shorter amount of time, saw impact in improvement over the Autumn term and also helped to bring the children back to where they were upon returning in the Summer term.

By approaching the strategy from an 'improving the prospects of the whole child' perspective, we are able to ensure every child is happy and learning to the best of their ability in school and will therefore continue to plan for the quality of education, targeted support and consider other approaches too.

## **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*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| White Rose Maths | White Rose Hub  |