

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	Much Wenlock Primary School and Nursery
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Summer 2022
Statement authorised by	C Litchfield
Pupil premium lead	C Litchfield
Link Governor	R Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 54970
Recovery premium funding allocation this academic year	£ 4,500 - estimated
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,470

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and governors are committed to meeting the pastoral, social and academic needs of all children within a caring and nurturing environment. As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils may need additional support.

Quality first teaching is at the heart of our approach, with all staff receiving appropriate CPD. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to individual needs and we understand that disadvantaged children are not a homogeneous group who have similar needs and barriers. As a school we also value the importance of parental engagement and we will strive to build strong and purposeful links between home and school.

To ensure that we meet the needs of all pupils we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- constantly monitor and evaluate the effectiveness of our provision

Challenges

Challenge number	Detail of challenge
1	Issues relating to parental engagement in school and learning, which may have a negative impact on progress and attainment.
2	Assessment data indicates that disadvantaged children's progress and attainment is lower than that of other children in key subjects.
3	Observations and assessments from EYFS indicate that children are starting school with poorly developed language skills including poor vocabulary leading to slower progress in reading.
4	Assessment data indicates that disadvantaged children's progress and attainment in phonics is lower than other children by the end of KS1
5	Additional costs limit opportunities for extra-curricular activities and educational visits.

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 close the gap in attainment between disadvantaged children and non-disadvantaged children in key subjects including phonics in KS1	Data from teacher assessment and KS1, KS2 assessments show the gap in English and Maths to be narrowing.
To improve oral and language skills for disadvantaged children.	Observations from EYFS and KS1 to show children's speaking and listening skills to have improved. By the end of KS1 disadvantage children's phonics knowledge to be in line with other children.
All children to have access to a rich and varied extra-curricular activities and educational visits	The number of disadvantaged children taking part in extracurricular activities will be similar to other children.
To improve parental engagement with their child's learning	Parents/carers will be more actively engaged in their child's learning and know how to support them with homework tasks.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support in class. Reduced class sizes in Year 5 and Year 6 to allow more targeted teaching.</p> <p>Teaching Assistants to work with targeted children in class.</p> <p>Targeted CPD for TAs on supporting children</p>	<p>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>One to one tuition and small group tuition are both effective interventions.</p> <p>Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>EEF – Small group tuition</p>	2
<p>Mastery of Maths CPD for staff</p> <p>English and Maths subject leaders release time to provide support for staff to ensure quality teaching impacts on all children</p> <p>Staff meetings for moderation and sharing best practice</p> <p>Targeted staff CPD on quality first teaching</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF</p>	2
<p><i>Update phonics and reading scheme</i></p> <p>Staff CPD on the teaching of phonics.</p> <ul style="list-style-type: none"> • Focus on ensuring phonics teaching is consistent across phases. • Increase the range of good quality reading 	<p>1. 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.</p> <p>2. The 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>	2,3,4

books linked to the phonics scheme.		
<p><i>Speaking and Listening to be given a higher priority within the curriculum.</i></p> <p>School CPD on ensuring children are given a wide range of speaking and listening, including to an audience.</p>	All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.	2,3,4

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics booster group</i></p> <p>Additional phonics booster groups for targeted children in KS1 and KS2</p> <ul style="list-style-type: none"> Headteacher / SENCO / Subject leader to closely monitor impact of interventions and adjust as necessary <p>Phonics CPD for staff</p>	Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF.	2,3,4
<p>Targeted children to receive additional 1-1 reading time.</p> <ol style="list-style-type: none"> Reading ages to be monitored Additional reading resources provided to encourage love of reading and reading at home. 	Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	2,3,4
<i>After school maths booster groups</i>	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.	2,3
<p><i>KS1 to take part in the NCETM mastering number</i></p> <p>KS1 and reception children have additional daily maths sessions.</p>	NCETM – Mastery of number	2,3
<i>CPD for staff – Speaking and Listening</i>	Early intervention is highly beneficial for individuals with speech, language and communication needs. Studies have found that the earlier an individual receives speech and language therapy, the better the	2,3

Staff in KS1 / EYFS to receive CPD on supporting children with speech and language delays	outcome regarding their speech, language and communication abilities.	
Additional adult support in the EYFS to increase speaking and listening opportunities <i>EYFS staff to update curriculum to allow for more Speaking and listening opportunities.</i>	Language development at the age of 2 years predicts children's performance on entry to primary school. Children's understanding and use of vocabulary and their use of two or three word sentences at 2 years is very strongly associated with their performance on entering primary school. Research Report DFE-RR134	4,5

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning Mentor to support children and families</i> Learning Mentor to be available to support children and families experiencing emotional difficulties. Drop in sessions with the Learning Mentor for targeted children	Social & emotional learning (or SEL) is an essential part of every child's education and it is widely recognised that a focus on emotional wellbeing and relationships will be critical to children's ability to re-engage and learn when they go back to school following the Covid-19.	1
<i>Reading / phonic workshops for parents</i> EYFS to provide reading workshops for parents to model reading a story. School website to host videos demonstrating the correct pronunciation of phonemes Phonic scheme shared with parents, including actions. Purchase of additional reading books for children to take home.	Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF	1,2,3

<p>Drop in information sessions for parents focusing on mastery of maths.</p> <p>Videos made available on line showing how calculations are taught and times tables.</p>	<p>From discussions and feedback from parents it is clear that there is some misunderstanding and confusion around mastery of maths. This in turn can lead to some difficulties with parents supporting their children at home.</p>	1,2
<p><i>Support for extracurricular clubs and visits.</i></p> <p>Termly monitoring of children attending clubs.</p>	<p>Financial support for families to allow children to access educational visits and access to extra-curricular activities.</p> <p>Monitoring of registers show disadvantaged children don't participate in extracurricular activities at the level of others.</p>	5
<p><i>uniform</i></p>	<p>Financial support for parents to purchase uniform</p>	5
<p><i>Accesses to after school clubs and breakfast clubs</i></p>	<p>Financial support for parents to allow children to access breakfast clubs and after school clubs.</p> <p>Evidence shows that the social interaction before starting school can have a positive impact on children's academic performance.</p>	5

Total budgeted cost: £ 48,000