

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 Wishford Primary School
Number of pupils in school	81
Proportion (%) of pupil premium eligible pupils	16.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years- 2021/22-2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Stephanie Cleaver
Governor / Trustee lead	Jamie Melville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,965
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£15, 965

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and young people and their peer group is a challenge at the forefront of society today. As we continue to recover following the Covid-19 pandemic, the evidence suggests that the pandemic has served to highlight the impact on students from socio-economically disadvantaged groups who have struggled disproportionately to their peers. Undoubtedly a complex situation, schools will be aiming to confront issues around learning as well as well-being. That said, we know that attainment in school is a key indicator of positive outcomes in the longer-term and as such this issue merits priority status in all our schools in Acorn Education Trust.

The Pupil Premium and Recovery funding in Acorn schools will be deployed strategically with a focus on ensuring positive impact for our learners. In Acorn schools, we have acted on available research to create this plan which will meet the needs of all our students (but especially those who are from disadvantaged backgrounds) moving forwards. Rooted in a sustained response, our schools will identify objectives to ensure that each child is able to continue their journey through education with the support that they require along the way. This is in line with our Trust vision of “preparing young people for their world” in their time which also serves as our ultimate objective for our disadvantaged learners, as for all. Never has this been more important.

We recognise that there are rarely quick fixes. Investing in high quality teaching in the classroom is one of our key principles. Building a curriculum fit for the future and adopting research-led pedagogical practice are paramount to the success of all. Employing evidence-based intervention for learners who have either fallen behind or who may have Special Educational Needs is critical to closing the gaps. Furthermore, implementing whole-school strategies to enable our learners to grow and develop as individuals ready for the world can optimise success. To that end, over the next three years, our Pupil Premium and Recovery funding will be deployed in these areas with focus on the achievement of children and young people from disadvantaged background as a priority.

Challenges

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

Challenge number	Detail of challenge
1	<p>Issues with attendance and punctuality are seen in our disadvantaged pupils. Attendance data shows our disadvantaged learners (FSM6 group) have 3% lower attendance percentage compared to their peers (non-FSM6).</p> <p>Disadvantaged children have 91.9% attendance whilst whole school attendance sits at 95.17%. This creates gaps in their knowledge due to how much schooling is missed.</p> <p>Punctuality is also an issue for some of our disadvantaged children, the late starts having a negative effect on a good start to the day and early lessons being partially missed. Our assessments and observations indicate that absenteeism and poor punctuality is negatively impacting disadvantaged pupils' progress.</p> <p>The challenge lies in encouraging better engagement and attendance for key individuals whilst also catching up on missed learning</p>
2	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Children start in Reception class with low life experience and low vocabulary because of this- low communication skills.</p>
3	<p>Having a good start to the day. Our disadvantaged children often come to school snacking on breakfast bars or telling their class teacher that they haven't had any breakfast.</p> <p>Through talking to the children, and by teacher feedback on pupil's levels of engagement and participation, it is evident that not having a good breakfast in the morning, and lacking the energy this provides manifests itself in tiredness and an inability to participate and engage in lessons.</p>
4	<p>Observations and record keeping indicate low parental support, particularly around supporting reading at home. Reading records show, more in disadvantaged children, that reading is not being practiced every evening and do not read as well as their peers. This means the disadvantaged children show poorer fluency skills than their peers and this negatively affects their comprehension skills. This is indicated by reading age attained and NFER reading test/SATs reading and ELG reading outcome/score.</p> <p>Disadvantaged children have lower access to educational practice resources such as reading books, pencils, paper etc that they could independently enjoy practicing skills taught at school. Learners from disadvantaged backgrounds do not read as widely as their peers resulting in lower levels of vocabulary- also impacting negatively on reading skills.</p>
5	<p>Assessments highlight a whole school issue around the children's understanding of basic sentence structure.</p>

	<p>Poor parent knowledge of grammar and sentence structure had an immediate and negative effect on the children's writing during school closures. Parents were not confident and knowledgeable enough to ensure that the teaching of these basic skills was done to a good enough standard.</p> <p>The quality of grammar and sentence structure taught during home learning was quite poor. From assessments, and from teacher feedback in pupil progress meetings, all our childrens' abilities to use high quality and purposeful grammar and punctuation has suffered, with our disadvantaged pupils suffering to a greater extent when compared with the SPAG outcomes of their peers</p>
6	<p>Our diagnostic and summative assessments, teacher observations and feedback in pupil progress meetings, indicate that maths basic skills and fluency of our disadvantaged pupils have been negatively impacted by school closures to a greater extent than for other pupils. The EEF has found from surveys of teachers and parents in England in 2020, many pupils were not engaging in high quality home learning and that disadvantaged pupils appear to have been learning less than their peers (e.g. Sutton Trust, 2020; Institute for Fiscal Studies, 2020).</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths. At Great Wishford this can be seen in lack of knowledge due to content not being covered in home learning or content covered without high quality teaching for understanding.</p>

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>Children's attendance and punctuality is not having a negative effect on their learning.</p> <p>Disadvantaged pupils being in school on time for their first lesson.</p>	<p>The overall attendance rate for disadvantaged pupils in 2023/24 being no less than 95%, the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% or to have closed completely.</p> <p>The school's systems for tracking attendance will be robust.</p> <p>Early intervention will be put in place to support those struggling to attend in terms of well being and academic support.</p> <p>Interventions will address gaps in learning caused by missing school.</p>
Improved oral language skills in disadvantaged children group.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence,

	<p>including engagement in lessons, book monitoring and ongoing formative assessment.</p> <p>Teachers will teach vocabulary in lessons across the curriculum and have a secure understanding of how this impacts learning. There will be a school-wide approach to this.</p>
By end of July 2024, disadvantaged learners' reading fluency will have improved so allowing comprehension skills to have been developed to a higher standard and be in line with their peers	<p>Outcomes of assessment show a progressive closing of the gap in reading year upon year.</p> <p>All learners will be reading in school at least five times per week.</p> <p>Evidence based and targeted intervention will show positive impact on progress.</p>
<p>Children working at ARE in writing each for each year group.</p> <p>Spelling, punctuation and grammar not a weak area in the children's writing across the school.</p>	<p>Outcomes of assessment show a progressive closing of the gap in writing year upon year.</p> <p>Evidence based and targeted intervention will show positive impact on progress.</p>
Children working at ARE with expected or better maths fluency.	Outcomes of multiplication check show a progressive increase of disadvantaged learners reaching the pass mark in year 4 multiplication check in 2023/24 so the gap is closing or has closed.
Maths fluency supports reasoning and problem solving skills	Outcomes of assessment show a progressive closing of the gap in writing year upon year.
By the end of July 2022, the curriculum will be reviewed to identify gaps in learning due to the pandemic and other causes.	<p>Curriculum mapping and lesson planning will identify where learning needs to be reviewed.</p> <p>Use of spaced learning and retrieval techniques are evident in curriculum mapping and lesson planning.</p> <p>Opportunities/experiences to support and extend learners (especially those who come from disadvantaged backgrounds) are evident.</p> <p>It is clear how the curriculum and teaching and learning prepares learners for their next steps.</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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 'Little Wandle' DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. * Staff release time	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 EEF (educationendowmentfoundation.org.uk)	4 and 5
Purchase of Big cat books for Little Wandle Letters and Sounds to develop Early Reading	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 – this is planned and taught through the Big Cat books	
NELI CPD for EYFS teachers- time for new EYFS teachers to complete the training	The research on children who have been a part of the NELI program has shown that 'NELI children made an average of 3 ADDITIONAL months' progress in language' https://www.elklan.co.uk/NELI/	2
Maths mastery CPD for all teaching staff- * improve teachers' subject knowledge *improve teachers' knowledge of mastery and running intervention as pre and post teaching Teacher release time to be funded to embed key elements	The NCETM states that mastery is characterised by a belief that, by working hard, all children are capable of succeeding at mathematics. On this basis, children are taught all together as a class and are not split into 'prior attainment' groupings. A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints that many of the schools cite teaching for mastery as a key factor.	6

and complete CPD in Maths Mastery teaching	Fair Education Alliance EEF has found that Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).	
Write stuff CPD for staff- encourage a consistent and vocab rich teaching environment	One of the key ideas for The Write Stuff is to promote the 'enjoyment' of writing. Jane Considine advocates that 'pupils who enjoy writing are higher attainers'. Research evidence has been written in support by Clark 2012 and Weiner 1985. Purpose and audience are central to effective writing." – Education Endowment Foundation finding sits alongside our reading challenge 5, which supports children's writing outcomes. https://www.thetrainingspace.co.uk/faq/	2
Continue Jane Considine spelling CPD- ensure the consistency of whole school approach	The Spelling book follows the key ideas of: Decoding Alphabetic Code Spelling Alternatives Phonological Awareness Hypothesis Model Pattern Finding Diane McGuiness said of repeated practice as that found in The Spelling Book, "The brain searches for 'reoccurring regularities'. What is frequently encountered will be remembered. What is very strange or discrepant will be noticed." – Diane McGuiness, 1997 https://www.janeconsidine.com/FAQs	4 and 5
Continuous learning for EYFS CPD- to improve the quality of the learning activities for vocab development and experience development in the outdoor (and indoor) environment.	DfE research states "To support cognitive development and instil a lifelong love of learning, strategies (to promote learning) included taking a child-led approach, ensuring access to a wide range of resources (and rich vocabulary) that are age appropriate; using visual aids to support learning; and providing an environment with age appropriate furniture and equipment.	2, 4 and 5

Funding teacher time to complete continuous learning CPD to ensure quality and consistent planning and use of.	Staff having the professional knowledge and skill to support this learning underpinned this good practice. DfE- Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five Published: 31 March 2021	
Explore, prepare, develop and embed the use of “Walk Thrus” as part of instructional coaching for teachers in schools.	A set of principles written by Tom Sherrington and Oliver Caviglioli. This book has been positively reviewed by Research Schools and other commentators.	All
Use of National College training materials for teachers and leaders to extend their knowledge and practice in the classroom.	The EEF supports high quality teaching in the classroom as a key ingredient of a successful school. Teachers who have access to high quality CPD are more likely to stay in schools.	All

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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Doodle maths for improved practice of maths as structured and targeted intervention and home practice	By setting work at just the right level, DoodleMaths lets all learners work independently and experience ongoing success, building their confidence and understanding. Doodle creates a unique program for every child. Learners use the app a few minutes a day to revise tricky topics and fill any gaps in their knowledge in as little as 6 weeks. Continued revisits and new learning in small steps is supported by Rosenshine’s principles which underpin our school curriculum design.	6
Additional phonics sessions targeted at disadvantaged pupils who require further	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown	4

phonics support due to lack of parental support to practice developing early reading skills at home, delivered by one of our TAs	to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF	
1:1 intervention in maths, English and science for disadvantaged children who have been identified as requiring support to meet specific needs and/or catch up. Intervention to be monitored for impact.	There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy. To be most effective, the tuition should be guided by the school, linked to the curriculum, and focused on areas where pupils will most benefit from additional practice or feedback.	1,4,5 and 6
Teaching Assistant support for Speech, Language and Communication Needs. Training costs plus time to deliver high quality intervention.	EEF research on the best use of Teaching Assistants has found that well-trained TAs deliver high quality intervention either 1:1 or in small groups can have significant progress.	2 and 4

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

Budgeted cost: £3465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce half termly rewards for attendance- education promoting rewards- books/stationary (involve parents in a family award)	Working closely with parents and carers is proven to improve engagement.	1
SAM period rewards- to celebrate successful outcome and targets met- rewards to be pens/pencils/notebooks/books etc	Working closely with parents and carers is proven to improve engagement.	1
Reading rewards to continue rewarding the children with books at home to enhance books available in the home environment.	Involves parent in the reading process at school- encourages parental involvement in the children's reading / frequency of reading practice.	4

Investigate volunteer/staff member to run a weekly book swap in school	Ensuring that all children have access to reading materials at home means no child misses out due to poverty and a book rich environment is promoted- If children have access to books/reading material.	4
Support with costed activities to ensure all learners have access to all the school has on offer.	No child misses out due to poverty	2, 3 and 4

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

During the academic year 2020-2021 our internal assessments using teacher assessment, some NFER assessment, Salford Reading and Basic Number Screening assessment showed that our disadvantaged learners' outcomes were approximately 3 – 6 months behind the outcomes we would have expected of them in previous years in key areas of the curriculum. This has meant that the outcomes we aimed to achieve in our previous strategy of 2020-2021 were not fully completed.

The assessment of why the outcomes were not met points primary towards the impact of Covid 19 which disrupted all areas of the strategy's successful completion. School closure was most detrimental to our disadvantaged learners and from home they were not able to benefit from all our pupil premium funded activities and support. We worked hard to limit the impact of the closures on the education of our disadvantaged learners by accessing computing equipment for those in need and internet access for one family. This enabled us to continue to provide a good quality education aided by online resources such as White Rose Maths home learning and some Oak Academy learning.

Our overall attendance figures for 2020/2021 sat above our target of 96% at 96.9%. This was also a little higher than National which sits at 96% for that year. Our disadvantaged learner attendance was lower at 93.1%, which is slightly lower than National for this group which was 94%. The gaps in attendance between our disadvantaged learners and their peers is quite large which is why we have attendance in focus for this year's strategy plan.

Our teacher's and parent's feedback and observations indicated that our children's wellbeing and mental health were significantly impacted last year. Again this seems to be primarily linked to Covid 19 and school closures. The impact was particularly seen in our disadvantaged learners who struggled to fit back into social behaviours and needed support and time to adapt to increased social situations. We had used some of the pupil premium funding to keep two of our TAs up to date during closures with their ELSA training and qualifications and so we were able to put into place support for all pupils- both planned programs and informal as needed. We had also maintained a high TA to class ratio so we were able to put in place intervention support for small groups and 1:1 to target where catch up and emotional health support became necessary.

School outcomes at end of 2020/21:

Phonics:

100% of our Year 1 children achieved their phonics in 2020/21. This includes 100% of our disadvantaged learners.

Reading:

At year 2, 100% of disadvantaged learners achieved EXS.

In year 6, 50% of our disadvantaged children achieved EXS. 50% of disadvantaged learners also had SEND needs.

Writing:

At year 2, 100% of disadvantaged learners were working towards EXS, but working within year 2 expectations.

In year 6, 50% of our disadvantaged children achieved EXS. 50% of disadvantaged learners also had SEND needs.

Maths:

At year 2, 50% of disadvantaged learners achieved EXS and 50% were working within year 2 expectations.

In year 6, 50% of our disadvantaged children achieved EXS. 50% of disadvantaged learners also had SEND needs.

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
National College CPD	The National College
Support with Early Reading / English lead support	Ramsbury Hub
Walk Thrus	Tom Sherrington and Oliver Caviglioli

Little Wandle Letters and Sounds	Little Wandle
Jane Considine Spelling Program	The Training Space
Minute a day	
Doodle Maths	Doodle Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Peripatetic music lessons</p> <p>Small group intervention support for catch up phonics</p> <p>Thrive and ELSA support to help children feel confident being back in school</p> <p>Home visits from school staff to raise confidence in coming back to school and to support any issues in home learning (for children and parents)</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Improved mental health and well-being for children with lower self esteem</p> <p>Lowering the gap that had appeared in phonics due to home learning</p>

Further information (optional)

In Acorn Education Trust schools, our strategy planning for disadvantaged learners is central to our whole-Trust improvement planning. Set by the Standards and Improvement Committee of Directors, the principles behind the strategy planning for disadvantaged learners are shared by all and link to the Trust improvement plan and that of individual schools. This ensures a comprehensive, holistic and robust approach to planning for the Pupil Premium.

In order to support our disadvantaged learners, we have implemented and used the following activities:

Staff training-

- We have given CPD to staff and introduced a new spelling strategy to extend vocabulary and improve spelling through constant and familiar revisits to patterns of spellings and irregular spellings
- We have completed CPD around Rosenshine's principles and used these principles of learning to underpin our curriculum design
- We have also completed CPD on good questioning for learning so teachers can make ongoing and frequent assessments of the children's learning throughout the lesson- and question well and for purpose
- Maths CPD around the use of bar modelling and multiplication teaching run by the NCETM has also been completed

Enhanced provisions from the Trust-

- We have had one of our children accessing Link2 to ensure he received the best education and SEMH were being met every day
- One of our disadvantaged learners accessed our Trust Forest School
- The Trust Thrive practitioner continued to supported one of our families via TEAM calls to meet the child's emotional health and well being needs

TA support-

- We have kept a high TA to class ratio working in school to help us provide smaller group and 1:1 support as we returned to school from closures.
- We have kept two of our TAs trained and up to date with ELSA supervision meetings in order to meet the mental health and wellbeing needs of any of our children who required/needed this support as they returned from lockdowns.

Home visits-

- We have utilised staff onsite to complete home visits to help check on the welfare of our children and to ensure food parcels / home learning etc got delivered

Curriculum-

- We reviewed our curriculum and redesigned some areas to meet the needs of our children as they returned. For example, we ran diagnostic assessments in English and Maths and re wrote timetables and curriculum plans to ensure missed areas of learning were covered first / we re-positioned non core subjects to make sure some skills and knowledge were taught before others and so in the correct order. We also used the specially written Jigsaw PSHE units to welcome our children back to school

FSM-

- We supported four of our families, who found themselves out of work, to apply for FSM via the LA to ensure their children had food parcels delivered and food vouchers ordered

Early Support-

- Three of our disadvantaged learner families were offered Early Support to help support with health needs and mental health and wellbeing. Two families worked with the school to ensure their children were receiving support and help- and the family were receiving support and help. We worked with one of our families to ensure a house swap was smooth and into an appropriate area for the child.