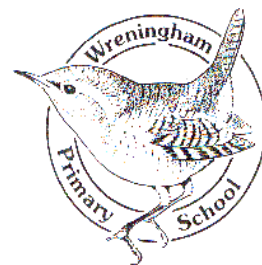




Wreningham CE VC Primary School

PUPIL PREMIUM STRATEGY STATEMENT 2021 - 2022



Purpose

The Government allocates extra funding, Pupil Premium, to all schools, to address any underlying inequalities between children eligible for Free School Meals (FSM) and their peers. As a group nationally, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM. For each pupil who is eligible for free school meals (at any point in the last 6 years) the school receives **£1,345**. Schools receive an extra premium of **£2,345** for pupils:

- In local authority care
- Adopted from care (and the parent self-declares)
- Were in care in the last year, which ceased by virtue of a special guardianship order (and the guardian self-declares), residence order or Child Arrangement Order.

School's Pupil Premium Profile

Metric	Data
School Name	Wreningham VC Primary
Total number of pupils in the school	109
Proportion of pupil premium eligible pupils	14%
Pupil premium allocation this academic year (21/22)	£12,760 (based on 6 pupils FSM and 2 Post LAC Jan 2021 census)
Academic year or years covered by statement	2020/21-2021/22
Number of PP – Jan 2022	Jan 2022 15 pupils – 12 FSM & 3 PP Post Lac funded
Pupil Premium Lead	Rob Jones
Governor Lead	Katie Burrell

Means-tested FSM - Pupils Attracting Pupil Premium

Pupil Premium is provided for disadvantaged pupils based on free school meals entitlement

NC YR Pupil 1

NC YR Pupil 2

NC YR Pupil 3

NC Y1 Pupil 4 - December 2020

NC Y2 Pupil 5 - Sept 2019

NC Y2 Pupil 6 - Oct 2019

NC Y3 Pupil 7 - Oct 2019

NC Y3 Pupil 8

NC Y5 Pupil 9 - Oct 2019

NC Y5 Pupil 10 - Sept 2019

NC Y5 Pupil 11 - Sept 2016

NC Y5 Pupil 12

Post LAC Attracting Pupil Premium

NC YR Pupil 13

NC Y1 Pupil 14

NC Y2 Pupil 15

105 £12,760

6 pupils FSM funded £8,070

2 pupils Post LAC £2,345

Amount of Pupil Premium Funding Over the Previous 6 Years

Financial Year (April – March)

2016-17 £7,920

2017-18 £16,120

2018-19 £7580

2019-20 £3960

2020-21 £10,415

2021-22 £12,760

Strategy Aims for Disadvantaged Pupils

Measure	Activity
Priority 1	Efficiently fill any gaps rebuild/ recover in learning due to the pandemic, building on existing knowledge, to enable PP pupils to make good progress given individual starting points.
Priority 2	Children to acquire good early reading, phonics skills and comprehension; develop the existing approaches to further engage all children in reading.
Priority 3	Build levels of cultural capital (e.g. providing music lessons, funding school trips and visits, art club, ECO Schools Green Flag club, sports club and competitions)
Priority 4	Support PP children emotional and mental health, leading to greater resilience, improved well-being, attainment and progress.

Barriers to future attainment

<i>In-school barriers (issues to be addressed in school)</i>
Speech and language skills leading to communication difficulties
Lower reading and phonics attainment can negatively impact access to the wider curriculum
Learning behaviours e.g., resilience/perseverance/readiness to learn
During Covid 19 pandemic
Social, Emotional & Mental health issues might have arisen due to children having an adverse experience during lockdown.
Gaps in learning due to limited access to technology
Issues for parents supporting their child's learning might result in gaps in understanding/ low baseline.
External barriers (issues which also require action outside school)
<i>External barriers (issues which also require action outside school)</i>
One PP child – persistent absence (prior to lockdown).

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	For all Y6 pupils to make at least expected progress in reading from KS1	July 2022
Progress in Writing	For all Y6 pupils to make at least expected progress in writing from KS1	July 2022
Progress in Mathematics	For all Y6 pupils to make at least expected progress in maths from KS1	July 2022
Phonics	Achieve at least national average pass rate in Phonics Screening Check in Year 2 Achieve at least national average pass rate in Phonics Screening Check in Year 1	July 2022
Other	Attendance for pupil premium children will be in line with the average attendance of other pupils	July 2022

Targeted academic support for current academic year (2021/22)

Measure	Activity
<p>Priority 1</p> <p>Any gap between pp and non pp will narrow</p>	<p>Pre-learning/sneak peek and over learning, and high quality, evidence based, interventions delivered by teachers, HLTAs and TAs focusing on gaps in learning and accelerating progress.</p> <p>TA training to ensure interventions are well delivered throughout the school.</p> <p>Use of assessment data to identify target pupils</p>
<p>Priority 2</p> <p>Closing the gap and improved attainment</p>	<p>Purchase of Little Wandle SSP. Phonics analysis to inform teaching by identifying and addressing any gaps in learning.</p> <p>Everyday Readers (saturated reading) for those children who need additional reading practice in EYFS/KS1 and KS2</p> <p>Ensure high quality phonic decodable reading books to engage and support children to become motivated and independent readers</p> <p>Access to maths resources – numicon, number beads, number lines etc.</p>
<p>Priority 3</p>	<p>Continue to develop the school's cultural capital through the curriculum and including the school council, Eco Schools, School Games, after school clubs, science challenges, RE weeks, music lessons</p>
<p>Priority 4</p>	<p>ELSA provision, Nurture based support to support mental health</p> <p>Any pp children with mental health and social and emotional issues make good progress.</p>
<p>Projected Spending</p>	<p>See below</p>

Wider strategies for current academic year

Measure	Activity
<p>Wellbeing</p>	<p>Provide extra-curricular and enrichment opportunities including after school sports clubs, music tuition and</p>

	educational visits.
Barriers to learning these priorities address	Poor attendance
Projected Spending	See below

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Quality first teaching (QFT) for all pupils.	Regular observations of interventions, lesson drop- ins in all year groups Learning Walks, Book Looks Planning Scrutiny Staff continuous professional development
Targeted support	Ensuring enough time is given to interventions. Ensure interventions and tuition is specific to the pupils' needs and is informed by evidence from assessments.	Data from any assessments shared with teachers, SENCO and head teacher.
Wider Strategies	Provide a broad range of learning experiences. Ensure uptake of extra curricula clubs.	Monitor participation in extracurricular activities

Supporting our Pupil Premium families during COVID

PP pupils were all offered a priority place during school lockdowns. The reduced opening of all schools in March, followed by the period of widening opening of schools from 1st June, had a profound impact on the ability to implement the actions and strategies outlined in their current pupil premium strategy and/or planned expenditure.

Consequently, it has not been possible to implement and evaluate all planned strategies, with plans being amended and provision adapted to support our most disadvantaged pupils and families.

Planning and evaluation outline April 2021/ March 2022:

Pupil Premium used for:	Amount allocated to the intervention/ action	Brief summary of the intervention or <u>action</u> , including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium. What will it achieve if successful?	Staff Lead- How will the activity be Monitored?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality Teaching for all					
Teaching Assistant within every class for all day E03	£2000	Building positive relationships, supporting children to see themselves as learners. Within class any pre learning or over learning teaching needed to ensure any understanding which might have been misunderstood or misconceptions forming to be directly looked at, under the supervision of the teacher	Boost self-confidence through support Includes additional TA support in class1 (with 1 pupil FSM/ 2 pupils post LAC) PP children/ all pupils to acquire good early reading and phonics skills – regular reading to an adult	Lesson Obs. Learning Walk Focus Book Look	The needs of all pupils are addressed through high quality classroom teaching and TAs compliment this role. TAs deliver targeted interventions in one-to-one or small group settings – pupil progress meetings evidence the effectiveness of this approach. Attainment gap to narrow between PP and non-pupil premium children
Targeted Support					
National Tutoring Programme E19 Line 40850	£125 one third of one 15-hour subsidised block of tuition per pupil from a Tuition Partner (Total cost was £750)	Provide additional support to the school to help pupils whose education has been most affected by the school closure due to the coronavirus pandemic.	Provide small-group tuition to support 3 identified pupils who are falling behind in their learning in maths.	The tuition partner feeding back to the Headteacher	Pupil 9 maths fluency improvement
Purchase of laptops/set- up costs E20	£800	New laptops 4 pupils – license and set-up costs	Ensure pupils have access to a laptop consistently at school.		Access to remote learning enabling pp to build on existing knowledge

SENCO Release Time E02	£360 2 full days	Release time to support the SENCo to co-ordinate additional support for pupils with SEN, liaise with parents, support teachers with the identification of children with special educational needs, liaise with other professionals who are involved with pupils and co-ordinating provision for children with SEN.	Ensuring the school keeps the records of all pupils with SEN up to date. Monitoring Intervention Plans are being enacted in class etc. Children achieving targets on their Intervention Plans. Attendance on cluster SENCO meetings	Headteacher Pupil progress meetings	Review Intervention plans Complete provision map Pupil Data
ELSA Emotional Literacy Support TA E09	£240 £200	£40/half term x 3 terms TA Mrs Rees Training Release Time to support pupils	Build the capacity of the school to support pupils' emotional needs EEF evidence shows that social and emotional learning can add +4 months, behaviour interventions can add +4 months	ELSA lead KR	Different children identified and supported – mental wellbeing strengthened, strategies to cope shared.
Precision Teaching E03	£1000	KS daily 1-to-2 precision teaching	Used as remedial support for two learners in UKS2 who are behind their peers with important skills and concepts. TC/CB - improved confidence in number fluency and application; improved confidence in decoding unfamiliar words and understanding unfamiliar vocabulary; improved accuracy of spelling common exception words.	Class teacher Book Look	Children more able to access the learning in class evidence in their completed work.
E09 behaviour	£250	Steppingstones -Strategies Towards Positive Behaviour	Consistent approach to behaviour management across the school.	Evident throughout school - playground, classrooms, hall.	A calm and orderly environment in the school and the classroom enabling pupils to learn. A positive and respectful school culture. An environment in which pupils feel safe, and in which bullying is not accepted and is dealt with quickly.
Subsidising After School Clubs and Music Tuition	£64 £100 £500 £21	Summer Holiday club – 2021 Purchase of a child's bike School financially support pp pupils with the cost of music tuition. Super Soccer club – 2PP pupils £21/7 weeks 50%	Supporting inclusion and improved well-being.	Headteacher	Disadvantaged pupils able to access all trips and residential courses, music tuition, clubs etc. by subsidising the costs for them
Other Approaches					

MSAs E07	£1,000	Part funding additional MSA hours	Ensure consistent and appropriate supervision of pupils to ensure their safety and wellbeing during lunchtime.	MSAs Under the direction of the Headteacher	A good atmosphere is maintained. Good order at lunch times is evident. Children enjoy lunchtimes.
SENCO Network-Willow Tree Learning membership E09	£80	Educational Psychology, SEN-D Support and Inclusive School Improvement Service		SENCO	SENCO kept up to date with national initiatives and changes Networking with other Norfolk SENCOs Training e.g. ADHD/Dyspraxia
Phonics E19	£1000	SSP Training Access to the website Little Wandle Resources – phonic decodable books, word cards etc.	Ensuring fidelity to a scheme and approach to the teaching of phonics.	English Subject lead	Improvement in children's reading comprehension Phonics scores raised.
Teachers' Courses & Resources Ltd. E19	£500	-see SIDP 2021/22 -Finding and Addressing Gaps in learning - Maths Recovery in Year One -Achieving Greater Depth in Mathematics in Years 3 & 4 -Developing Mental Strategies in Mathematics in Years 5 & 6	Teaching staff access to high quality training and courses helping ensure QFT	Headteacher	All courses – staff complete a CPD evaluation form and share with staff
School trips E19	Total £210 Total £158 Total £30 Total £30	Class 4 residential Horstead Nov 2021- 4 PP pupils – school 50% contribution Class 3 residential Aylmerton March 2022 - 2 PP pupils – school 50% contribution School trips KS2 records Office Sept 21 6 PP pupils School trip KS1 cathedral Dec 21 6 PP pupils	Full participation in school activities		Social, emotional, cultural, environmental, physical benefits to all pupils
School uniform – approximately £40/pp E19	£480	£40 x 12 PP pupils funded in purchasing school uniform	Ensure pp children feel they belong to the school		Contribute to a strong school ethos
Phonic Books (Moon Dogs Series/Talisman series) for Catch-up Readers	£800	Books designed for older children at the very early stages of reading			Pupils accessing high quality age-appropriate reading books matched to their ability

Resources	£13.30	Addition game	Resources for PP pupils and LAP		
Part funding Junior Librarian E20	£310	Junior Librarian used to catalogue books, enables book reviews etc	Create an engaging online library for pupils, staff and parents; make reading 'cooler' with an integrated eBook library; reading is promoted supporting boys and all pupils to engage in reading and leading to improved literacy scores especially with boys	Librarian Headteacher Survey of pupils' attitudes to reading	Surveys show pupils like using the library. Reading a high profile in the school.
Lexia E20	£500	Lexia UK 36-month license (paid 2019) due 2/2023	Use of technology to support pupils' acquisition of phonics Access in school and at home	SENCO	Pupils successfully completing progressive stages of Lexia
Dyslexia Outreach Schools Membership E28	£95 £135 £315	Support with regard to the provision for dyslexic learners including training	Online training booked includes Working Memory 25/2 JL/RH Dyslexia assessment from Outreach Team CB	SENCO	Strategies used in school
EPSS Educational Psychologist	Purchased ad hoc as required £400	To ensure that all pupils who need to access assessments through Ed Psych provision area able to have this in a timely fashion. Individual, pupil-specific casework, including assessment and consultation done.	Report from EPSS on TC and includes a Summary of suggested Recommendations	SENCo Parent meeting/ next steps	Educational Psychologist report compiled with strategies to support the pupil and recommendations of further action
Close monitoring of attendance parents	£50	Training Close monitoring of attendance and communications with parents early when attendance becomes a concern	Attendance of PP children is in line with all children	Headteacher	Low attendance is quickly identified and families supported.
£ 11,745.30					