

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 | High Wych CE Primary |
| Number of pupils in school | 228 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22-2024/25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Mrs M J West Headteacher |
| Pupil premium lead | Mrs M J West |
| Governor / Trustee lead | Mr A Ashworth PP Governor |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £43,000 |
| Recovery premium funding allocation this academic year | £5,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £524 |
| 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 | £49,000 |

Part A: Pupil premium strategy plan

Statement of intent

The children at High Wych CE Primary school are all entitled to a broad range of learning experiences, irrespective of background. Children may be limited in opportunities not abilities so we encourage and support the children to achieve success whatever their starting point.

We use the pupil premium to support the challenges presented to disadvantaged children including those who are already high achievers, those with a social worker and young carers. The activities outlined are intended to support the needs of all children, regardless of whether they are disadvantaged or not.

High quality teaching and early intervention is at the heart of our approach as recommended by the Education Endowment Foundation. Our strategy is part of the wider school plans for recovery using one to one and small group support using teachers who know them best.

Our approach will look at each child individually and diagnostically assess their needs and challenges. We will ensure pupils are

- Assessed early and intervene quickly once the need is identified
- Challenged by staff within lessons and that staff take responsibility for the pupils' outcomes within their class

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Communication, Speech and language difficulties in Early Years hinder progress in all areas. Assessments and observations of Early language indicate vocabulary gaps starting from Nursery and Reception. |
| 2 | Assessments and observations of phonics development indicate that disadvantaged pupils need support as this leads to hindrance in reading development thus affecting all areas of the curriculum. |
| 3 | Assessments and observations indicate that Early maths attainment of some disadvantaged pupils is lower than for all pupils. On entry maths attainment last year of vulnerable children in Reception was lower than for all children. |

| | |
|---|---|
| | This year is similar with more vulnerable children working below expected level upon entry than for all children. |
| 4 | Our attendance data suggests that disadvantaged pupils attend less well than all pupils. The attendance rate for disadvantaged children can be around 3% less across the year depending upon circumstances. |
| 5 | Opportunities to participate in all activities on offer should not be hindered by socio- economic barriers |

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 |
|---|---|
| Accelerated acquisition of communication, speech and language with increased vocabulary among disadvantaged pupils. | Assessments and observations indicate that Speech and language difficulties are identified early. Disadvantaged children in Nursery and Reception make improvements from their starting points as exemplified through use of vocabulary as well as Wellcom and Nessy monitoring. |
| Reading improvement with Phonics being clearly taught to support the acquisition of communication skills in both reading and writing. | Phonics screening threshold in Year 1 results show that children continue to be above National and flourish. Vulnerable children continue to succeed to read at expected standard in Year 1 and 2. Observations and assessments show that this will continue to improve across KS2 and that any gap will close. Vulnerable children, through pupil voice will continue to clearly express book choices at the expected standard. Little Wandle phonics scheme has been bought, staff trained on it and used well. |
| To achieve and sustain improved attendance and punctuality, especially for our disadvantaged pupils. | The attendance for disadvantaged children is similar for all pupils. Pupil voice shows that school is addressing barriers to attendance. Any gap between groups is reduced. Persistent absence for disadvantaged children is addressed and pupil voice shows this. Data shows that identified children and families are supported to improve their attendance and punctuality so that children attend well and learn. |
| Children are able to take up the opportunities offered, especially disadvantaged children. | All children, especially disadvantaged children attend visits and trips irrespective of socio-economic challenges. |
| To achieve and sustain improved maths attainment, especially for disadvantaged children. | Children are age appropriately secure in number bonds and timetables and any assessments especially the disadvantaged. Observations and assessments show that this is improving and the gap closed. Pupil voice shows that children are making good progress. |

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: £ 15,000 plus

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of a DFE validated synthetic Phonics programme to secure phonics teaching for all pupils. Training delivered to support all teachers and TAs across the school. | Phonics approach has a positive impact on accuracy of word reading, particularly for disadvantaged pupils. See Education Endowment Foundation-phonics toolkit Little Wandle scheme and training | 2 |
| Purchase of standardised diagnostic assessments and training for staff | Strengths and weaknesses identified for each pupil to ensure the correct interventions are applied. See Education Endowment Foundation-standardised testing | 1, 2, 3, 4 |
| PP strategy training via webinar by Hfl attended and Governor webinar on PP. | Outcomes from the course are identified and actioned eg Identify barriers for pp children and implement best actions to break down these barriers | 1-5 |
| Continue to enhance the curriculum planning and teaching of maths. CPD for the subject leader and release time where necessary. Greater Depth Maths resources bought from HfL. | The EEF guidance is based upon the best evidence for KS2 and KS1 maths. | 3 |
| Steps therapeutic behaviour training attended by staff | Herts therapeutic behaviour training for children to support behaviour to ensure a shared understanding of the approach | 4 |
| Attend training to support the improvement in writing across KS2 Appoint a teacher to lead on writing. | To understand the importance of writing and develop an approach to writing sustain improvements | 1 |
| Training by SENCO for TAs on | Interventions are used successfully to support the progress of the children and accelerate progress | 1-4 |

| | | |
|---|--|---|
| interventions and closing the gaps | | |
| Webinar training to deliver additional support through Neli-N | Improved understanding of the delivery of oral communication improvement through Neli-N Evidence from DfE | 1 |

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

Budgeted cost: £30,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provide training for teaching assistants to deliver additional support for identified children in Nursery, Reception and Year 1 through Neli-R, Neli-N and Wellcomm | <p>The EYFS TAs provides targeted support using NELI-R, Neli-N and Wellcom to improve the language skills of specific children</p> <p>The impact is evaluated and reviewed throughout the year.</p> <p>EEF- Oral Language interventions</p> | 1-2 |
| Provide 1:1 and small group sessions to targeted children through in house tuition including extending more able children | <p>Small group work or 1:1 sessions after or before school used to accelerate the progress of pupils using class teachers. TA support small groups in the afternoons for those children below age related expectations as well as disadvantaged pupils using specific interventions or gap analysis data</p> <p>Easter school tuition and summer school tuition</p> <p>EEF- one to one tuition</p> | 2-3 |
| Provide additional SEN TA time to support English within | <p>SEN TA works in Yr 2 and 3 in the mornings to support the progress of disadvantaged pupils as well as those working below age related expectations.</p> <p>The impact is evaluated and reviewed throughout the year.</p> <p>EEF- Oral Language interventions</p> | 1-3 |

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

Budgeted cost: £ 5000 plus

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Ensure all PP children have the opportunity to attend extra- curricular clubs and educational activities | The children will be provided with a broad range of activities and trips throughout their schooling to ensure they have a broad curriculum. | 5 |
| Attendance concerns are addressed with parents to reduce lost learning | To ensure that parents understand the importance of attendance as stated by the DfE in Improving School Attendance. | 4 |
| Provide new parents with a session on phonics and reading in EY | To ensure parents understand the approach to phonics and reading and how to ensure the children develop a love of reading through the support they can give at home. | 1-2 |

Total budgeted cost: £ 45,000

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 2021 to 2022 academic year.

These children have endured the effects of school closure due to COVID which has affected their attendance and learning. There were no SATS during 2020 and 2021.

The children are assessed at the end of each term using the Herts tracking system following moderation of teacher assessment and NFER tests. Teachers use a variety of formative assessments throughout the lessons to ensure progress is being made.

Our internal assessments during 20/21 suggest that the performance of disadvantaged pupils for reading, writing and maths was lower than non-disadvantaged. Many of our disadvantaged children have additional SEN/EHC plans. These children were also affected by school closure. We taught via Teams where we could so that children were able to access lessons throughout this time, supplying laptops and iPads where necessary.

Our assessments and observations indicate that pupil learning behaviour has been impacted by the lockdowns. We are improving learning behaviour so that all children, but especially disadvantaged pupils can focus within lessons and learn.

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 |
|-----------------------|---------------|
| Nessy | Nessy |
| IDL English and maths | IDL |
| Wellcomm | GL Assessment |
| Neli- N and Neli- R | Nuffield |