

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)	2020/21-2023/24
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 from Nursery and Reception.
2	Assessments and observations of phonics development indicate that disadvantaged pupils need more support which hinders reading development thus affecting all areas of the curriculum.
3	Assessments and observations indicate that Early maths fluency and attainment is lower so disadvantaged pupils need support with their development in maths. On entry maths attainment last year to Reception for all pupils was 50% with 60% PP children working below the expected. This year

	is similar with 100% PP children working below attainment upon entry as opposed 77% for all children.
4	Our attendance data suggests that high expectations of attendance rates and punctuality, especially for disadvantaged pupils is needed to ensure all children attend well. The attendance rate for pp children is around 93-94% with non-disadvantaged at around 96%.
5	Opportunities to participate in the wider activities on offer not 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, wellcom and Nussy 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. The children in 2019 achieved 78% for all children with 25% of PP children achieving. In 2020 the children had to take the screening in Autumn of yr 2 due to COVID and achieved 87% for all and 83% for disadvantaged children. In 2021 the children again took it in Autumn of Year 2 due to COVID and achieved 90% for all and 50% for disadvantaged children. Small numbers of disadvantaged children cause the % to fluctuate. Reading at KS2 results in 2019 showed that non disadvantaged children achieved 84% whilst disadvantaged children achieved 60%. There was also a gap in writing with non-disadvantaged children achieving 92% with disadvantaged children achieving 40%. Observations and assessments show that this will improve and the gap closed.
To achieve and sustain improved attendance and punctuality, especially for our disadvantaged pupils.	The attendance for disadvantaged children is between 93-95% and for non-disadvantaged children is 95-96%. The gap between the two groups is to be reduced. Persistent absence for 20/21 was 9 children (7%) and of those- 44% were disadvantaged. This term 10 children are identified as persistently absent with 50% of these are disadvantaged. 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 sats results show progress and above average results. The 2019 results in maths showed achievement of non-disadvantaged children achieving 96% and disadvantaged 80%. Observations and assessments show that this will improve and the gap closed.

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	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	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.	The EEF guidance is based upon the best evidence for KS2 and KS1 maths.	3
Steps therapeutic behaviour training for staff	Herts therapeutic behaviour training for children to support behaviour to ensure a shared understanding of the approach	4
Attend training for writing in KS2	To understand the importance of writing and develop an approach to writing to improve Quality First Teaching by Herts for Learning.	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
Webinar on 50 things to do when you are 5 from Herts and promote to parents	The training explains the research behind the APP which develops early language skills for low cost. Evidence from Herts for learning	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>Easter school tuition and summer school tuition</p> <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>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.	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 2020 to 2021 academic year.

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.

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.

Our internal assessments during 20/21 suggest that the performance of disadvantaged pupils was reading 71% with attainment for non-disadvantaged 80%, writing for disadvantaged was 43% with non disadvantaged attainment at 76% and maths attainment for disadvantaged was 57% with 84% for non disadvantaged. Many of the disadvantaged children have additional SEN/EHC plans. These children were 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 building to ensure learning behaviour is supported 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