



Great Waldingfield CEVC Primary School

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 Waldingfield CEVC Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	18% (35 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 2021/22 2022/23
Date this statement was published	September 2020
Date on which it will be reviewed	September 2021
Statement authorised by	SLT Mr David Sanford Mrs Rachel Hutchings
Pupil premium lead	Mrs Tina J Hosford Headteacher
Governor	Mr Mark van de Lande

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,237
Recovery premium funding allocation this academic year	£6,430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£55,667

Part A: Pupil premium strategy plan

Statement of intent

At Great Waldingfield CEVC Primary School it is our intention that all children have access to a challenging and enriching curriculum, with opportunities and support to develop their abilities, make significant progress and achieve highly in all areas. We will assess the attainment of all children using this data effectively to identify gaps in learning promptly and simultaneously investigate non-academic barriers to learning and address them straightaway. Working diligently, we will identify the more able amongst the disadvantaged as we recognise they will not have had the benefits of the cultural capital of their more privileged peers as a foundation. It is our goal to reverse the affects the COVID pandemic has had on all children and especially the disadvantaged, some of whom have fallen further behind and inevitably face a greater challenge to catch up.

Our strategy to achieve these objectives is a tiered approach developed by the EEF and based on extensive research. Great teaching is at the core of our plan as there is considerable evidence that indicates that high quality teaching is the most important resource schools have to improve outcomes for all children. Alongside excellent teaching we use targeted academic support for children who are not making good progress across the spectrum of achievement and also those most able who need further challenge. This maybe in small group (no more than three) or one to one. These interventions are linked to classroom teaching. Thirdly we address the significant non-academic barriers to success in school including learning behaviour, attendance and social and emotional needs.

Key Principles

- **To ensure a challenging and diverse curriculum for all children including the disadvantaged**
- **Use assessment effectively to promptly identify and address barriers to learning and the more able**
- **To have the high aspirations for all children whatever their starting point and provide them with knowledge, skills and opportunities to fulfil them**

Challenges

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

Challenge number	Detail of challenge
1	Language acquisition Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Parental support in learning

	Discussions with disadvantaged pupils and their parents indicate that many have difficulty in supporting their children at home with homework and especially daily reading. This is evident from Reception through to KS2.
3	<p>Impact of school closures</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in all subjects including the core subjects – reading, writing and maths.</p>
4	<p>Cultural capital</p> <p>Observations of, and discussions with pupils disadvantaged indicate they lack cultural capital. Research shows that lack of cultural capital gained outside of school (including before school) may have a detrimental effect on their ability to be high attainers particularly in English and the humanities. This creates difficulty in identifying this group as more able.</p>
5	<p>Well-being including behaviour for learning, social and emotional needs and attendance</p> <p>Although disadvantaged children’s attendance and punctuality is equal to non-disadvantage there is room for improvement across the school. Observations and discussions with pupils are evidence of a need to broaden their horizons and engage in a diverse curriculum, providing an opportunity to develop aspirations and contribute to their well-being.</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
Improved language acquisition across the curriculum from reception to Year 6	Lesson observations, book scrutiny and pupil voice are evidence of significantly improved language acquisition across the curriculum
The gap between children who have little support for learning at home and their more advantaged peers has closed.	Assessments (particularly in reading, writing and maths) are evidence that the disadvantaged (including the more able disadvantaged) have closed the gap on their advantaged peers.
Improved attainment in reading, writing and maths for all the disadvantaged including the more able disadvantaged	Assessments are evidence of the disadvantaged attaining at least in line with the national average and 30% of disadvantaged are high attainers.
The cultural capital of the disadvantaged is significantly improved.	Pupil voice is evidence of engagement in a diverse curriculum that is a window to other cultures and a mirror for the locality. Planning is evidence of a range of cultural capital experience.

<p>Disadvantaged children's attendance and punctuality is consistently above the national average (pre-pandemic) to non-disadvantaged. There is no persistent absenteeism.</p> <p>Children's horizons are broadened.</p> <p>Children are aspirational</p> <p>Children are confident and have a sense of well-being.</p>	<p>Disadvantaged children attend school regularly and are punctual.</p> <p>Children engage in a diverse curriculum and verbalise their aspirations.</p> <p>Pupil voice is evidence that children feel good about themselves, can identify their emotions and have strategies to support them.</p>
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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

Budgeted cost: £ 55,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure quality of teaching is of a high standard across the curriculum enabling all learners to engage and succeed in their lessons.</p>	<p>The Education Endowment Foundation (EEF) case studies schools who have been exceptionally successful in closing the gap between disadvantaged children and their non-disadvantaged peers. These schools have ensured that their pupils are taught by high quality effective teachers. The National Foundation for Educational Research (NFER) report also identified improving the quality teaching as the most effective way to improve outcomes for all.</p>	<p>1, 2, 3 & 4</p>
<p>Purchase of standardised diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 3</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	<p>1, 3</p>
<p>Enhancement of our teaching and curriculum planning reading, writing and mathematics in line with DfE and EEF guidance.</p> <p>Maths Mastery is taught consistently and to a high standard across the school. CPD from Angles (Maths Hub) is disseminated.</p>	<p>Review the teaching of reading and writing in line with the New Reading Framework - Teaching the Foundations of Literacy.</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.</p>	<p>1, 3</p>

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

Budgeted cost: £21,500 (PP) plus £6,430 (Recovery Premium Funding) Total = £27,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support to ensure disadvantaged learners close the academic gap between themselves and their peers.	<p>The EEF found that that targeted academic support including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p>Evidence from NFER also found that an effective model in closing the gap for disadvantaged children was quality first teaching followed by small group remediation for those who need it and then one to one tutoring for the few children who have not succeeded in the less-intensive services.</p>	1,2 & 3
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		1,2 & 3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve poor attendance and punctuality	<p>The EEF tiered approach identifies non-academic barriers to learning as having significant impact to the success of disadvantaged children during their school career.</p> <p>The EEF recommend a bespoke SEL programme of study as each school setting will have individual needs. At</p>	5
Support social and emotional needs, Great Waldingfield tailored PSHE curriculum. The No Outsiders Programme		5
Increase opportunities for cultural capital for the disadvantaged	Research by NACE (National Association for Able Children) shows that lack of cultural capital gained outside of school (including before	4, 5

	school) may have a detrimental effect on their ability to be high attainers particularly in English and humanities. This makes it more difficult to identify this group as more able.	
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Total budgeted cost: £55,667

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.

Last year despite school closures internal data (see below) shows disadvantaged children are achieving broadly in line with their peers. They are making similar progress when compared with other children with the same starting point. However, we are not complacent and there is always room for improvement. Additionally, we are extremely aware that it may take time for the full extent of school closures to become known.

Phonics intervention in Year 1 was promptly put in place. 7/7 disadvantaged children achieved 32 in phonics screening assessment. An intensive phonics programme has continued and the results of the recent phonics screening (November 2021) for Year 2 were pleasing. [27 out of 30 children achieved 32 or above. Two of the three children who did not meet the threshold had only been at the school since September 2021].

Close monitoring and prompt intervention has improved both attendance and punctuality for all children including the disadvantaged. Although in its infancy our PSHE curriculum has been tailored to the needs of the school and is being delivered consistently across the school. Subject leaders have reviewed their subject to include diversity ready to be introduced in September 2021. This new curriculum will provide opportunities for children to understand their own culture and identity. The ELSA support has been expanded to three who provide social and emotional support to those in need.

Data – All pupils - Mean standardised score

	Reading				Grammar, punctuation and spelling				Mathematics			
	September 2020	December 2020	March 2021	June 2021	September 2020	December 2020	March 2021	June 2021	September 2020	December 2020	March 2021	June 2021
Year 1		103	86	103		106	102	108		107	99	112
Year 2	96	105	104	104	95	98	98	95	97	107	104	109
Year 3	99	104	100	103	88	101	98	100	96	105	98	105
Year 4	90	94	93	97	88	95	94	95	95	98	98	100
Year 5	99	106	101	110	94	104	102	107	99	106	101	107
Year 6	97	102	105	120	97	103	102	111	96	104	112	116

Data – Pupil Premium - Mean standardised score

	Reading				Grammar, punctuation and spelling				Mathematics			
	September 2020	December 2020	March 2021	June 2021	September 2020	December 2020	March 2021	June 2021	September 2020	December 2020	March 2021	June 2021
Year 1		103	94	102		103	94	106		97	97	104
Year 2	76	94	80	93	80	90	88	85	85	94	93	100
Year 3	100	100	103	104	90	93	95	101	88	97	96	102
Year 4	86	95	84	107	92	100	100	101	92	99	100	102
Year 5	79	92	94	93	85	94	90	91	93	94	93	99
Year 6	85	102	109	115	89	99	97	104	86	93	94	104