



# **Great Waldingfield**

Church of England  
Primary School

**Pupil Premium Strategy Statement**

**2020-2023**



# Pupil Premium Strategy Statement 2020-2023

## Great Waldingfield CEVC Primary School Overview

In the key findings of the research carried out by the National Foundation for Education Research (NFER) identified that it was crucial how schools implement their strategies to improve the outcomes for disadvantaged pupils. In successful schools the pathways to improvement took between three and five years. At Great Waldingfield the decision was made to have a three year strategic plan for improvement to show how we will embed our support for disadvantaged children.

### Strategy aims for disadvantaged pupils

Measure	Activity
<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>Lesson Observations, book looks and learning walks to be used and prompt feedback given to class teachers on strengths and areas for development. Support to be given to class teachers in their areas for development. EEF tiered approach adopted (Teaching; targeted academic support; wider strategies)</p> <p>Our new curriculum is planned with high expectations of pupil learning and outcomes. There is a focus on language and communication. It builds on what the children know and has clear progression of knowledge of skills.</p> <p>Teachers identify in their planning where lessons are being tailored to take account of specific barriers to learning.</p> <p>All children have knowledge organisers for science, history and geography, which include key vocabulary, at the beginning of each unit of work.</p> <p>PIRA, GAPS and PUMA termly progress assessments to ensure gaps and a slowdown in progress are identified and addressed promptly.</p> <p>Multiple choice assessments take place at the end of each unit of work in science, history and geography.</p> <p>Maximising the impact of TAs (MITA) approach is used in the deployment of TAs to ensure they support where the need is greatest.</p> <p>Pre and post-teaching sessions are planned effectively to ensure pupils can access future lessons and consolidate learning from a prior lesson. (No more than three children in a group)</p>

	Precision teaching identifies specific gaps in learning and is addressed in 1:1 sessions.
Targeted academic support to ensure disadvantaged learners close the academic gap between themselves and their peers.	<p>Pupils in receipt of Pupil Premium are closely tracked. This group is discussed during pupil progress meetings where strategies to improve outcomes are agreed and class teachers deliver. SENCo and PP Lead monitor.</p> <p>Priority Readers (children below ARE in reading or where parents have difficulty in supporting reading at home) read with an adult every day in school. Primarily for accuracy, speed and expression. Additional interventions are in place for comprehension.</p> <p>Trained staff deliver specific interventions to close gaps and improve outcomes. Interventions are delivered by trained practitioners. (E.g. ELKLAN, Success@Arithmetic)</p>
Identify and address non-academic barriers to success in school. (Attendance, behaviour and social and emotional support.)	<p>Constructive teacher pupil relationships are placed explicitly at the heart of school development. ('Supporting Wellbeing, Emotional Resilience and Learning' – SWERL)</p> <p>Tailored interventions to improve social and emotional well-being are delivered by trained practitioners. (E.g. ELSA, Lego based Therapy)</p>
Barriers to learning these priorities address	<p>The academic gap between Pupil Premium and their peers nationally.</p> <p>Children who experience social and emotional hardship.</p> <p>The lack of academic success that builds confidence and self-belief.</p>
Projected spending	£23,500

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Positive progress in reading and outcomes in line with or exceeding national averages.	June 2021
Progress in Writing	Positive progress in writing and outcomes in line with or exceeding national averages.	June 2021
Progress in Mathematics	Positive progress in mathematics and outcomes in line with or exceeding national averages.	June 2021

Phonics	All children reach the expected standard with the exception of those with a cognitive reason.	June 2021
Other	Disadvantaged children enjoy the same opportunities of their non-disadvantaged peers.	June 2021

## Targeted academic support for current academic year

Measure	Activity
Ensure high quality of teaching is consistent across the school leading to high quality learning	<p>Regular and rigorous lesson observations, book scrutiny and discussions with pupils identify areas of strength and for development. Strengths are promptly shared. Areas of development are addressed with staff given the appropriate support.</p> <p>Pupil Progress meetings support class teachers in delivering extra support or challenge; meeting the needs of all learners.</p>
Developing pupils' vocabulary and the ability to enunciate with clarity.	<p>All pupils in EYFS and KS1 are assessed using Language Link. Children who remain below ARE in KS2 are assessed using Language Link.</p> <p>Language Link intervention, specific to the need, is delivered by trained practitioners.</p> <p>ELKLAN trained practitioners deliver speech, language and communication interventions.</p> <p>Knowledge Organisers for science, history and geography with a focus on key vocabulary. Vocabulary is revisited and built on year on year.</p>
Ensure pupils read fluently and with confidence. They develop a love for reading.	<p>Readers below ARE and children who do not have the opportunity to read at home read to an adult daily.</p> <p>English subject leader CPD – Developing Reading Programme and disseminates to all staff.</p> <p>Teaching of reading is consistently of high quality through the sharing of good practice.</p> <p>Whole class sets of high quality novels in KS2 to resource the teaching of reading.</p>
High quality phonics teaching and learning	<p>All staff new to KS1 receive training in the teaching of phonics.</p> <p>Letters and Sounds is used in the teaching of phonics to ensure consistency, continuity and progression.</p>
All children are fluent in number bonds and multiplication and division facts	<p>Children identified promptly and in KS2 complete Success@Arithmetic intervention. KS1 children have a</p>

	login for TimesTable Rockstars and KS1 children have Numberbots. All children have access to Sumdog.
Barriers to learning these priorities address	Poor oral language and communication skills. A reading level that prevents access to the whole curriculum Low self-worth through lack of academic success
Projected spending	£21,000

## Wider strategies for current academic year

Measure	Activity
Develop self-confidence and well-being and improve self-worth	ELSA to be used to ensure children with social /emotional barriers are coached and nurtured. Lunchtime activity club to develop Playground Leader skills and co-operative play. Breakfast Club provides the option for children to come into school at a quieter time and a calming interlude between home and school. Embed the 'Waldingfield Way' – work hard, do your best, encourage others and you will be successful.
Improve attendance and punctuality of disadvantaged children	Breakfast Club provides the option for children to come into school at a quieter time and a calming interlude between home and school. Contributions towards transport costs
Increase access of Pupil Premium children to a wider range of experiences, trips and clubs	Contributions offered towards school trips and visits. Contributions offered towards extra-curricular clubs (these may be outside of the school day e.g. swimming) where children demonstrate a particular interest or talent.
Barriers to learning these priorities address	Poor attendance and punctuality Lack of confidence and feeling of self-worth Social and emotional needs
Projected spending	£1250.00

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Sourcing high quality CPD at the appropriate time. Providing high quality cover for class teachers	Plan PD days and twilights in time to secure the best quality CPD. Discerning use of cover teachers – only high quality.
Targeted support	Ensuring LSAs are trained to the highest standard in areas of strength.	Minimum requirement for LSAs GCSE Grade C+ in maths and English. Areas of strength promptly identified.

	Time restrictions on class teachers to deliver interventions	Only training providers who are accredited in the area of expertise used. Plan independent learning to enable class teacher to deliver targeted interventions to small groups and 1:1.
Wider strategies	Harder to reach families are fully informed.	Improved communication. Approaching individual parents at times that suit them.

## Review: last year's aims and outcomes

Aim	Outcome																
<p>To ensure all disadvantaged children make progress at least in line with other children nationally in reading</p> <p>To ensure all disadvantaged children attain at least in line with other children nationally in reading</p>	<table border="1"> <thead> <tr> <th colspan="2">PROGRESS</th> <th colspan="2">ATTAINMENT</th> </tr> </thead> <tbody> <tr> <td>Positive</td> <td></td> <td>Below</td> <td></td> </tr> <tr> <td>In line</td> <td></td> <td>Expected</td> <td></td> </tr> <tr> <td>Negative</td> <td></td> <td>GD</td> <td></td> </tr> </tbody> </table>	PROGRESS		ATTAINMENT		Positive		Below		In line		Expected		Negative		GD	
PROGRESS		ATTAINMENT															
Positive		Below															
In line		Expected															
Negative		GD															
<p>To ensure all disadvantaged children make progress at least in line with other children nationally in writing</p> <p>To ensure all disadvantaged children attain at least in line with other children nationally in writing</p>	<table border="1"> <thead> <tr> <th colspan="2">PROGRESS</th> <th colspan="2">ATTAINMENT</th> </tr> </thead> <tbody> <tr> <td>Positive</td> <td></td> <td>Below</td> <td></td> </tr> <tr> <td>In line</td> <td></td> <td>Expected</td> <td></td> </tr> <tr> <td>Negative</td> <td></td> <td>GD</td> <td></td> </tr> </tbody> </table>	PROGRESS		ATTAINMENT		Positive		Below		In line		Expected		Negative		GD	
PROGRESS		ATTAINMENT															
Positive		Below															
In line		Expected															
Negative		GD															
<p>To ensure all disadvantaged children make progress at least in line with other children nationally in mathematics</p> <p>To ensure all disadvantaged children attain at least in line with other children nationally in mathematics</p>	<table border="1"> <thead> <tr> <th colspan="2">PROGRESS</th> <th colspan="2">ATTAINMENT</th> </tr> </thead> <tbody> <tr> <td>Positive</td> <td></td> <td>Below</td> <td></td> </tr> <tr> <td>In line</td> <td></td> <td>Expected</td> <td></td> </tr> <tr> <td>Negative</td> <td></td> <td>GD</td> <td></td> </tr> </tbody> </table>	PROGRESS		ATTAINMENT		Positive		Below		In line		Expected		Negative		GD	
PROGRESS		ATTAINMENT															
Positive		Below															
In line		Expected															
Negative		GD															
To ensure all disadvantaged children attain the standard in the phonics screening																	