



# PUPIL PREMIUM AT GREAT WALDINGFIELD CEVC PRIMARY SCHOOL

## Pupil premium spending September 2019 – March 2021

Summary Information			
Total number of pupils:	193 (September 2019)	Date of next Pupil Premium review – March 2021	
Number of pupils eligible for pupil premium:	27 (September 2019)	Total Pupil Premium Budget (2020-21 Financial Year)	£35,980

Strategy Statement
<p><b>Overall aims of our pupil premium strategy:</b></p> <ul style="list-style-type: none"> <li>To reduce attainment gap between the school’s disadvantaged pupils so they are in line with others nationally</li> <li>To raise the in-school attainment of both disadvantaged pupils and their peers</li> </ul> <p><b>What has worked well</b></p> <ul style="list-style-type: none"> <li>Quality first teaching</li> <li>Barriers to learning promptly identified followed by tailored intervention</li> <li>Strengths of support staff identified and utilized effectively.</li> <li>Staff received training for specific interventions (ELKLAN ELSA Phonics Success@Arithmetic)</li> </ul> <p><b>What hasn’t worked well</b></p> <ul style="list-style-type: none"> <li>Remote learning by some children due to school closures</li> <li>Progress tracking is incomplete due to school closures</li> <li>COVID-19 has meant in extreme cases children have been learning remotely for a year</li> </ul> <p><b>The core approaches that are currently implemented and how these will contribute to closing gaps</b></p> <ul style="list-style-type: none"> <li>Ensuring quality first teaching is of the highest standard across the curriculum enabling all learners to engage and succeed in their lessons</li> <li>Targeted academic support to ensure disadvantaged learners close the gap between themselves and their peers</li> <li>Identify and address non-academic barriers to success in school. (Attendance, behaviour and social and emotional support.)</li> </ul>

## Assessment information

Due to coronavirus, there is no assessment data available for the 2019/20 academic year, so we are unable to benchmark progress against other schools. Instead, we have used internal data (e.g. from formative assessments) for the period between September and December 2020.

EYFS		
1 PP	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Reading (40-60m)	0% at 40-60m	63% (10 pupils) at 40-60m
Writing (40-60m)	0% at 40-60m	63% (10 pupils) at 40-60m
Number (40-60m)	0% at 40-60m	78% (6 pupils) at 40-60m

End of KS1 (Y2)		
5 PP	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
On track in Reading	20% (1 child)	70%
On track in Writing	20% (1 child)	61%
On track in Mathematics	40% (2 children)	76%

YEAR 2 PHONICS SCREENING CHECK*		
5 PP	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Pass phonics screening check	60% (3 children)	86%

\* Year 1 pupils who missed the summer 2020 check because of coronavirus will take the check during the second half of the autumn term in year 2.

End of KS2 (Y6)		
7 PP	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
On track in Reading	86% (6 child)	84%
On track in Writing	70% (5 child)	72%
On track in Mathematics	56% (4 children)	76%

## Barriers to learning

Barriers to future attainment	
A	Slow progress rates made by pupil premium children
B	Children have social & emotional difficulties, mental health issues
C	Children lack aspiration for their futures which reduces motivation and places no value on learning
D	Children have limited experiences beyond their home life and immediate community

Intended Outcomes																										
	Desired outcomes	Actual Outcomes																								
A	<p>To close gaps in learning outcomes for all disadvantaged children</p> <p>Disadvantaged children make progress at least in line with other children nationally in reading, writing and mathematics</p> <p>Disadvantaged children attain at least in line with other children nationally in reading, writing and mathematics</p>	<p>Progress tests (PIRA PUMA and GAPS) on return to school in the Autumn term (Summer term tests from previous year) showed disadvantaged (Y2-Y6) had low attainment compared with their non-disadvantaged peers.</p> <table border="1"> <thead> <tr> <th></th> <th>Reading (PIRA)</th> <th>GAPS</th> <th>Maths (PUMA)</th> </tr> </thead> <tbody> <tr> <td>Y2 (5)</td> <td>3/5 below NA</td> <td>4/5 below NA</td> <td>4/5 below NA</td> </tr> <tr> <td>Y3 (5)</td> <td>4/5 below NA</td> <td>4/5 below NA</td> <td>5/5 below NA</td> </tr> <tr> <td>Y4 (6)</td> <td>2/6 below NA</td> <td>4/6 below NA</td> <td>4/6 below NA</td> </tr> <tr> <td>Y5 (5)</td> <td>4/5 below NA</td> <td>4/5 below NA</td> <td>3/5 below NA</td> </tr> <tr> <td>Y6 (7)</td> <td>7/7 below NA</td> <td>6/7 below NA</td> <td>6/7 below NA</td> </tr> </tbody> </table> <p>The Autumn tests were taken at the end of the Autumn term</p>		Reading (PIRA)	GAPS	Maths (PUMA)	Y2 (5)	3/5 below NA	4/5 below NA	4/5 below NA	Y3 (5)	4/5 below NA	4/5 below NA	5/5 below NA	Y4 (6)	2/6 below NA	4/6 below NA	4/6 below NA	Y5 (5)	4/5 below NA	4/5 below NA	3/5 below NA	Y6 (7)	7/7 below NA	6/7 below NA	6/7 below NA
	Reading (PIRA)	GAPS	Maths (PUMA)																							
Y2 (5)	3/5 below NA	4/5 below NA	4/5 below NA																							
Y3 (5)	4/5 below NA	4/5 below NA	5/5 below NA																							
Y4 (6)	2/6 below NA	4/6 below NA	4/6 below NA																							
Y5 (5)	4/5 below NA	4/5 below NA	3/5 below NA																							
Y6 (7)	7/7 below NA	6/7 below NA	6/7 below NA																							

			Reading (PIRA)	GAPS	Maths (PUMA)
		Y1 (7)	4/7 below NA	5/7 below NA	3/7 below NA
		Y2 (5)	3/5 below NA	4/5 below NA	3/5 below NA
		Y3 (5)	2/5 below NA	4/5 below NA	3/5 below NA
		Y4 (6)	3/6 below NA	2/6 below NA	2/6 below NA
		Y5 (5)	4/5 below NA	4/5 below NA	4/5 below NA
		Y6 (7)	1/7 below NA	3/7 below NA	4/7 below NA
		<p>There was some progress in the Autumn term:</p> <p>Current data shows that disadvantaged children make slower progress in reading, writing and mathematics than their non-disadvantaged peers.</p> <p>Current data shows that disadvantaged children there is an attainment gap in reading, writing and mathematics than their non-disadvantaged peers.</p> <p>In Y6 the gap has narrowed in reading and writing indicating that tailored intervention and quality first teaching has had the desired impact.</p> <p>The impact of school closures due to COVID-19 impacted disproportionately on disadvantaged children. Despite the take up of government laptops engagement was lower amongst disadvantaged children. Disadvantaged children were also less likely to engage with 'live intervention' (remote) during school closure. Some disadvantaged children did not take up the offer of a school place during this time. This led to slower progress amongst disadvantaged children and lower attainment than their non-advantaged peers.</p>			
B	Improved social and emotional well-being of disadvantaged children.	<p>Two further trained ELSAs creates capacity for all disadvantaged children to have ELSA support</p> <p>'Live' (remote) ELSA sessions held during the school closure helps break down the social and emotional well-being barrier to learning</p> <p>Weekly remote 'well-being' surgery held for children and their families helps break down the social and emotional well-being barrier to learning</p>			

		Two transition weeks prior to the school opening prepared disadvantaged children for returning to school avoiding lost learning time on full reopening.
C	Children link learning to future careers and recognize that education is the key to a better life	The language of this was introduced e.g. today you are going to be scientists. The science subject leader has identified scientists to be taught about to each year group. Planned visits from successful learners in the community were put on hold until after the pandemic.
D	All disadvantaged children have equal opportunity to broaden their horizons.	The history curriculum has been revised to include a more diverse group of people from history and historians to study. The impact is unclear as during the school closure the children experienced different levels of learning. Planned visits to support the curriculum that would increase cultural capital were put on hold until after the pandemic.

## Review of expenditure for 2019 2020

INTERVENTION			
Objective	Action	Cost	Actual Outcome
To ensure all disadvantaged children make progress at least in line with other children nationally in mathematics To ensure all disadvantaged children attain at least in line with other children nationally in mathematics	HLTA delivering Success@Arithmetic intervention <ul style="list-style-type: none"> <li>1 hour 3 times/week Y5</li> </ul>	£1800.00	During school closure from 20.03.20 Success@Arithmetic was suspended it was reinstated at the beginning of the Autumn term 2020. Data at the beginning of the autumn term showed disadvantaged children had fallen further behind than their non-disadvantaged peers. The end of autumn term the gap had begun to narrow. Schools closed again on the 04.01.21 and Success@Arithmetic was suspended.
To improve the social and emotional well-being of disadvantaged children.	ELSA (Emotional Literacy Support Assistant) delivering emotional and social support <ul style="list-style-type: none"> <li>3 hours/week (1:1)</li> </ul> Socially Speaking	£1450.00 £500.00	Sadly one of our trained ELSAs passed away. Capacity was reduced. (A further two ELSAs have now been trained.) ELSA was suspended during school closure in March 2020. It resumed in Autumn 2021 in a limited way

	<ul style="list-style-type: none"> <li>30 minutes 2 times/week</li> </ul>		to avoid the ELSA working across bubbles. Remote ELSA sessions took place during the 2021 school closure.
To close gaps in learning outcomes for all disadvantaged children	<p>Additional maths and SG&amp;P Y6</p> <ul style="list-style-type: none"> <li>2 hours/week</li> </ul> <p>Phonics intervention Y2 (resits)</p> <ul style="list-style-type: none"> <li>1 hour/week</li> </ul>	<p>£950.00</p> <p>£475.00</p>	<p>Three pupil premium children in Y6 (2019/20). 2/3 achieved +EXS in reading writing and maths (TA). 1 joined GW in Y6.</p> <p>Intervention was suspended during school closure 2020. Group now in Y3. No phonics resit.</p>
To improve speech, language and communication (SLC)	<p>Purchase Language Link</p> <p>Use Language Link for diagnostic assessment</p> <p>Intervention using Language Link</p> <p>Train three more LSAs in ELKLAN</p>	<p>EYFS/KS1 Free</p> <p>KS2 £400.00</p> <p>Set up fee £150.00</p> <p>£1500</p> <p>(Includes supply and travel. Extra hours for coursework)</p>	<p>All children completed Language Link diagnostic during Autumn 2019. Intervention started in January 2020. Intervention was suspended in March 2020. In September Language Link diagnostics were repeated to ascertain if children's needs had changed.</p> <p>Intervention commenced October 2020 and suspended January 2021. Recommenced March 2021</p>
To improve wellbeing and life chances of specific disadvantaged children	Educational psychologist visits	£1500.00	Educational psychologist visit unable to place due to pandemic
To improve the quality of teaching in writing	Whole staff training in Talk4Writing Consultancy	<p>£2000.00</p> <p>£1000.00</p>	<p>Training took place.</p> <p>GAPS progress tests (beginning and end of Autumn term) show a narrowing gap:</p> <p>22 below EXS - beginning of the Autumn term</p> <p>17 below EXS – end of the Autumn term (incomplete data for Y1)</p>
To improve the wellbeing, attendance and punctuality of an individual pupil	Counselling (trained professional)	£480.00	No reliable data for attendance due to the pandemic. Staggered starts have impacted negatively for all children.
To improve decoding and fluency in reading;	<p>Identify 'priority' readers. (Children below ARE and children who do not read at home).</p> <p>Children are heard read by a trained adult in school every day.</p>	£2100.00	<p>PIRA progress tests (beginning and end of Autumn term) show a narrowing gap:</p> <p>20 below EXS - beginning of the Autumn term</p> <p>13 below EXS – end of the Autumn term (incomplete data for Y1)</p>
To learn to compromise and cooperate to improve friendships and social skills	Lego Therapy delivered to three children	£255.00	Planned to take place in March 2020

SUPPORT			
Objective	Action	Cost	Outcome
To ensure all disadvantaged children have equal opportunities to non-disadvantaged children.	27 hrs 30 minutes per week (including break times) 1:1 emotional and behavioural support	£8500.00	Supported child continues to work at GD in reading, writing and maths. Learning for other children was not disrupted.
To provide wrap around care for disadvantaged children.	Provide facilities for before and after school care. (Early Birds and T Birds)	£5090.00	Improved start to the school day for children who attended.
To ensure all disadvantaged children are in school and on time	Financial support for one pupils journey to school	£1320	Child attended school on time.
ENRICHMENT			
Objective	Action	Cost	Outcome
To ensure all disadvantaged children have equal opportunity to broaden their horizons.	Subsidise (up to the full cost) the Y6 residential. Subsidise (up to the full cost) the Y4 residential. Subsidise (up to the full cost) other class visits and visitors where parents have been asked for a voluntary contribution.	£1000.00 £750.00 Approximately £2500.00	Trips including residential visits have not taken place since October 2019. Many destinations closed their doors to school visits very early on in the pandemic. Suffolk advised schools not to book residential visits.
To ensure improved healthy diet for disadvantaged children in line with non-disadvantaged children	Milk drink every day offered to all disadvantaged children	£320	School closures had a detrimental effect on the diet of the disadvantaged.
To engage dis-advantaged children in reading non-fiction and with the wide world	Purchase First News The Week (Junior version)	£305.00 £160.00	PIRA progress tests (beginning and end of Autumn term) show a narrowing gap: 20 below EXS - beginning of the Autumn term 13 below EXS – end of the Autumn term (incomplete data for Y1)

<b>Total</b>	<b>£31,205</b>
Approximately £2940.00 is kept for unexpected needs. (E.g. a child/children in receipt of Pupil Premium arriving in our school mid-year.)	