



# PUPIL PREMIUM AT GREAT WALDINGFIELD CEVC PRIMARY SCHOOL

At Great Waldingfield CEVC Primary School the total amount of Pupil Premium Grant allocated in the 2020 – 21 budget (1<sup>st</sup> April 2020 to 31<sup>st</sup> March 2021) is £45,750

Summary Information			
Total number of pupils:	194 (September 2021)	Date of next Pupil Premium review – July 2022	
Number of pupils eligible for pupil premium:	34 (September 2021)	Total Pupil Premium Budget (2021-22 Financial Year)	£49,237

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>

- Ensuring quality first teaching is of the highest standard across the curriculum enabling all learners to engage and succeed in their lessons
- Targeted academic support to ensure disadvantaged learners close the gap between themselves and their peers
- Identify and address non-academic barriers to success in school. (Attendance, behaviour and social and emotional support.)

## Assessment information

Due to coronavirus there is no national data or statutory data for EYFS (GLD), Year 1 (Phonics screening), end of KS1 (SATs) or end of KS2 (SATs). Internal data for the end of academic year 2020-21 is show below.

EYFS		
0 PP	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Reading (ELG)	-	
Writing (ELG)	-	
Number (ELG)	-	

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

## Planned expenditure for 2020 2021

Academic Year 2020 2021					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<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>Effective use of diagnostic assessment to identify gaps in learning.</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>The Education Endowment Foundation (EEF) Guide to Pupil Premium includes case studies from schools who have been exceptionally successful in closing the gap between disadvantaged children and their non-disadvantaged peers. These schools have ensured that all children in their schools 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. Schools where there are lower numbers of disadvantaged children were found to not perform as well as schools where there were higher numbers.</p>	<p>Rigorous monitoring:</p> <ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Book scrutiny</li> <li>• Pupil voice</li> <li>• Data analysis</li> </ul> <p>CPD will focus on quality first teaching</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Quality of teaching lead</p>	<p>July 2021</p>
Total Budget cost:					£23,500

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Targeted academic support to ensure disadvantaged learners close the academic gap between themselves and their peers.	Prompt tailored support provides a positive impact on disadvantaged children who are not making good progress.	In their studies 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. Evidence from NFER also found that for those 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.	Structured interventions Small group tuition One-to-one support Interventions delivered by class teachers or trained LSAs/HLTAs in specific areas of the curriculum.	Headteacher  Deputy Headteacher  Quality of teaching lead	July 2021
Total Budget Cost:					£21,500

Wider strategies					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
<p>Improve poor attendance and punctuality</p> <p>Support social and emotional needs</p> <p>Increase opportunities for cultural capital for the disadvantaged</p>	<p>Disadvantaged children's attendance and punctuality is equal to non-disadvantaged. There are no children identified as 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>The final tier in the EEF three tier model is wider strategies which relates to the most significant non-academic barriers to learning.</p>	<p>ELSA to be used to ensure children with social /emotional barriers are coached and nurtured.</p> <p>Option of earlier drop-off times to accommodate family commitments at normal drop-off times. Contributions towards transport costs</p> <p>School visits are well planned</p> <p>Subsidise school trips and visits</p> <p>Link learning to careers. Visitors from the locality who are successful because of their education as role models</p>	<p>Headteacher</p> <p>Deputy Headteacher</p> <p>Quality of teaching lead</p>	<p>July 2021</p>
Total Budget Cost:					£1250