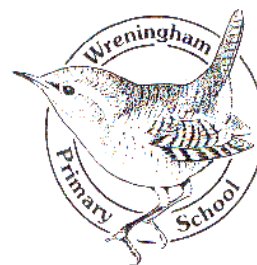




Wreningham CE VC Primary School

PUPIL PREMIUM STRATEGY STATEMENT April 2022 – March 2023



Purpose

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

The Government allocates extra funding, Pupil Premium, to all schools, to address any underlying inequalities between children eligible for Free School Meals (FSM) and their peers. As a group nationally, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

For each pupil who is eligible for free school meals (at any point in the last 6 years) the school receives £1,385 (revised to £1,455 in Revision 3, February 2023).

Schools receive an extra premium of £2,410 (revised to £2,530 in revision 3) for pupils:

- In local authority care
- Adopted from care (and the parent self-declares)
- Were in care in the last year, which ceased by virtue of a special guardianship order (and the guardian self-declares), residence order or Child Arrangement Order.

School's Pupil Premium Profile

Metric	Data
School Name	Wreningham VC Primary
Total number of pupils in the school	109
Proportion of pupil premium eligible pupils	14.6%
Pupil premium allocation this academic year (22/23)	£18,005 (based on 12 pupils FSMEver6) Oct census 22 (pp£1455) £7,230 (4 Post LAC) October census 2022 (pp£2,530) Total - £25,235
Academic year or years covered by statement	April 2022 to March 2023
Number of PP – Oct 21 Census	12 FSM and 4 Post LAC
Pupil Premium Lead	Rob Jones
Governor Lead	Katie Burrell

Means-tested FSM - Pupils Attracting Pupil Premium

Pupil Premium is provided for disadvantaged pupils based on free school meals entitlement.

12 pupils (October 22 census)

September 2022 – July 2023

Post LAC Attracting Pupil Premium

4 pupils

I05 Revision £25,235

Amount of Pupil Premium Funding Over the Previous 6 Years

Financial Year (April – March)

2016-17 £7,920

2017-18 £16,120

2018-19 £7580

2019-20 £3960

2020-21 £10,415

2021-22 £12,760

2022-23 £25,235

Forecast 2023-24 £17,460 & 10,120 Total £27,580

Strategy Aims for Disadvantaged Pupils

Measure	Intended Outcome
Priority 1	That all disadvantaged pupils make academic and social progress across the school that is at least as good as their peers, and that they leave school as well-rounded, considerate, and happy individuals- in line with our school vision and ethos.
Priority 2	Children to acquire good early reading, phonics skills and comprehension; develop the existing approaches to further engage all children in reading.
Priority 3	Build levels of cultural capital, providing music lessons, funding school trips and visits, art club, ECO Schools Green Flag club, sports club and competitions.
Priority 4	Support PP children emotional and mental health, leading to greater resilience, improved well-being, attainment and progress (e.g. ELSA, Art Therapy, Mindful café).

Potential barriers to future attainment

<i>In-school barriers (issues to be addressed in school)</i>
2 PP pupils have SEND
Speech and language skills leading to communication difficulties
Lower reading and phonics attainment can negatively impact access to the wider curriculum
Learning behaviours e.g., resilience/perseverance/readiness to learn
Social, Emotional & Mental health issues might have arisen due to children having an adverse experience during lockdown.
Gaps in learning due to limited access to technology
Issues for parents supporting their child's learning might result in gaps in understanding/ low baseline.
External barriers (issues which also require action outside school)
<i>External barriers (issues which also require action outside school)</i>
One PP child – persistent absence.

Teaching priorities for current academic year

Aim	Target
Progress in Reading	For all Y6 pupils to make at least as good as their peers in reading from KS1
Progress in Writing	For all Y6 pupils to make at least as good as their peers in writing from KS1
Progress in Mathematics	For all Y6 pupils to make at least as good as their peers in maths from KS1

Phonics	Achieve at least national average pass rate in Phonics Screening Check in Year 1
Other	Attendance for pupil premium children will be in line with the average attendance of other pupils

Targeted academic support (2022/2023)

Measure	Activity
Priority 1 Any gap between pp and non pp will narrow	Pre-learning/sneak peek and over learning, and high quality, evidence based, interventions delivered by teachers, HLTAs and TAs focusing on gaps in learning and accelerating progress. TA training to ensure interventions are well delivered throughout the school. Use of assessment data to identify target pupils
Priority 2 Closing the gap and improved attainment	Purchase of Little Wandle SSP. Phonics analysis to inform teaching by identifying and addressing any gaps in learning. Everyday Readers (saturated reading) for those children who need additional reading practice in EYFS/KS1 and KS2 Ensure high quality phonic decodable reading books to engage and support children to become motivated and independent readers Access to maths resources – numicon, number beads, number lines etc.
Priority 3	Continue to develop the school's cultural capital through the curriculum and including the school council, Eco Schools, School Games, after school clubs, science challenges, RE weeks, music lessons
Priority 4	ELSA provision, Nurture based support to support mental health Any pp children with mental health and social and emotional issues make good progress.
Projected Spending	See below

Wider strategies for current academic year

Measure	Activity
Supporting pupils' wellbeing.	Provide extra-curricular and enrichment opportunities including after school sports clubs, music tuition, wellbeing cafes and educational visits.
Barriers to learning these priorities address	Poor attendance
Projected Spending	See below

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	Quality first teaching (QFT) for all pupils. Extensive research that improved quality of teaching is most effective in supporting all children but will disproportionately benefit those with less support or access to educational resources at home.	Regular observations of interventions, lesson drop- ins in all year groups Learning Walks, Book Looks Planning Scrutiny Staff continuous professional development
Targeted support	Ensuring enough time is given to interventions. Ensure interventions and tuition is specific to the pupils' needs and is informed by evidence from assessments.	Data from any assessments shared with teachers, SENCO and head teacher.
Wider Strategies	Provide a broad range of learning experiences. Ensure uptake of extra curricula clubs.	Monitor participation in extracurricular activities

Planning and evaluation outline April 2022/ March 2023:

Pupil Premium used for:	Amount allocated to the intervention/ action	Brief summary of the intervention or <u>action</u> , including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium. What will it achieve if successful?	Staff Lead- How will the activity be Monitored?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality Teaching for all


Education Support Staff Teaching Assistant within every class for all day. E03	<u>£13,405.64</u> TA KF 2h/week. CG 5h/week Sensi CG 2h/week Jo/L 8h/week 1-to-1 OC KR 1h/week Precision Week RC Y4 KR 1H/Week FH Y3 AB 2h/week ELSA KS 2h/week KS Focused Interventions 8hours/week (PM) <u>hours in total</u> £11.38/hourly rate x 31hours x 38weeks/year	Small group support, individual support, 1-to-2: within class TA leading pre learning or over learning, catch-up, ensuring any understanding which might have been misunderstood or misconceptions forming (under the supervision of the teacher). Groupings regularly reviewed and linked to identified gaps in learning. Progress data evaluated at the end of each termly cycle. Building positive relationships, supporting children to see themselves as learners.	All disadvantaged pupils make academic and social progress across the school that is at least as good as their peers. Boost self-confidence through support and engagement in class. Includes additional TA support in class1 (with 1 pupil FSM/ 2 pupils post LAC) PP children/ all pupils acquire good early reading and phonics skills – regular reading to an adult.	Lesson Obs. Learning Walk Focus Book Look Progress meetings	Analysis of end of year data in the suggests the overwhelming majority of non-SEND PP children are all on track to achieve at least expected standard at the end of their respective key stages. The needs of each pp pupil are being met. TAs delivered targeted interventions in one-to-one or small group settings – pupil progress meetings evidenced the effectiveness of this approach. Attainment gap between PP and non-pupil premium children.
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Targeted Support

National Tutoring Programme E19 Line 40850	<u>£550</u> School receiving £1,012 income 22/23 financial year (subjective code 99122 (i18C)) Tutor paid £26.98/hour In Financial year 22/23 – 34 sessions delivered	To support quality of teaching, providing targeted support and deal with non-academic barriers in school. Tutoring for disadvantaged pupils and any pupils who would benefit.	Provide small-group tuition to support identified pupils who are falling behind in their learning in maths/English. Currently tutoring – 16/1/23 led by KS. – focus on writing and children working Just Below in English including 1PP and 1post LAC. Previous groups 2022/23 include: 1 group of 3 pupils from 14/7/23 focus on Maths– 14 sessions.	KS The tuition partner feeding back to the Headteacher	Impact evident in pupils' English books – pre-test and work completed in their English books show significant progress. Maths fluency (see Pearson maths Tuition Feedback Sheet pre-test and post-test scores)
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Office 365 licenses A3 License Microsoft	£255 £51/license KR/AB/CC/KS/JoL	365 A3 license access word, Excel etc.	Teaching assistants able to access SharePoint and Outlook		
SENCO Release Time E02	£540 3 full days PP Grant SENCO Release 3 days 18 hours	Release time to support the SENCO to co-ordinate additional support for pupils with SEN, liaise with parents, support teachers with the identification of children with special educational needs, liaise with other professionals who are involved with pupils and co-ordinating provision for children with SEN.	Ensuring the school keeps the records of all pupils with SEN up to date. Monitoring Intervention Plans are being enacted in class etc. Children achieving targets on their Intervention Plans. Attendance on cluster SENCO meetings	Headteacher Pupil progress meetings	Provision map effectively mapping all interventions across the school. Intervention plans are reviewed termly. SEN pupils receiving targeted support.
ELSA Emotional Literacy Support TA E09	£450 £450 PP Grant 6 days training ELSA – AB TA	Two ELS leads in the school to support pupils' emotional wellbeing. <i>£40/half term x 3 terms TA Training</i> Release Time to support pupils	Build the capacity of the school to support pupils' emotional needs. EEF evidence shows that social and emotional learning can add +4 months, behaviour interventions can add +4 months	ELSA lead KR/AB	Different children identified and supported – mental wellbeing strengthened, strategies to cope shared.
Subsidising After School Clubs and Music Tuition	£1300	Tennis and Martin's Football club Music School financially supports: 8 pupils receiving music tuition.	Supporting inclusion and improved well-being.	Headteacher	Disadvantaged pupils accessing all trips and residential courses, music tuition, clubs etc. by subsidising the costs for them. Disadvantaged pupils enjoy school life and are successful and aspirational.
Other Approaches					
MSAs E07	£2,730	Part funding additional MSA hours from September necessary 2 pupils needing 1-to-1 support. £10.5003 x 10h/week = £105x26 weeks (from September 2022) (Sept -March 7 months)	Ensure consistent and appropriate supervision of pupils to ensure their safety and wellbeing during lunchtime.	MSAs Under the direction of the Headteacher	A good atmosphere is maintained. Good order at lunch times is evident. Children enjoy lunchtimes.
Phonics E19	£190 £236 £1710	Ensuring fidelity to a scheme and approach to the teaching of phonics. Purchasing books etc. so that LW phonics is well resourced, supporting the delivery of the phonics scheme.	Purchase Little Wandle LW catch up book and Revision cards. LW 7+ set/ Banded books Big Cat LW Continuing investment in additional resources for 'LW Letters	English Subject lead	Phonics is effectively delivered - children make good progress in knowing their GPC, supporting their reading decoding and blending and developing their

		Whole staff CPD to ensure effective delivery of LW phonics. Reading Lead to deliver support for parents.	and Sounds' Phonics SSP-		reading comprehension.
Teacher CPD- Professional Networks Teachers' Courses E19	£877.50 Maths Consortium £432 EYFS Consortium £445.50 Alison Borthwick	QFT - Investment in release time and training to allow subject leads to participate in professional networks on a termly basis in each of the core and foundation subjects.	Teaching staff access to high quality training and courses helping ensure QFT. The networks are collaborative and have a focus on sharing best practice, resources and discussing latest developments.	Lesson Obs Book Looks	All courses – staff complete a CPD evaluation form and share with staff. Improved teacher subject knowledge in Maths and EYFS
School trips E19	Total £507 Total £103 total cost x 50% = £205 Total £161 total cost x 50% = £302	Class 4 Residential Norfolk Lakes December 2022 - 4 PP pupils – school 50% contribution Class 3 Residential How Hill March 2023- 4 PP pupils – school 50% contribution	Subsidised trips help ensure disadvantaged pupils' full participation in school activities		Social, emotional, cultural, environmental, physical benefits to all pupils and disadvantaged pupils.
School uniform – approximately £30/per pupil E19	£360	£30 x 12 PP pupils funded in purchasing school uniform	Help ensure pp children feel they belong to the school.		Contribute to a strong school ethos
Letter Box Club from the Book Club Trust	£108	Each PP child that is enrolled receives their own colourful parcel of books, maths games, stationery and other high quality materials once every month for six months.			
PP Grant Purchase of Reading books/class reading books	£520	Purchased books include Reading Spine books e.g. Dark blue/ dark red / black Pandora books			Pupils accessing high quality age-appropriate reading books
Resources	£145	Addition game £13.30 Rainbow Books £29 Book Trust £29 Tricky Spelling cartoon £11.97 Numicon £60	Resources for PP pupils and LAP		
Spelling Shed Spelling scheme	£105	A weekly spelling lesson and teaching resources			

Part funding Junior Librarian E20	£310	Junior Librarian used to catalogue books, enables book reviews etc	Create an engaging online library for pupils, staff and parents; make reading 'cooler' with an integrated eBook library; reading is promoted supporting boys and all pupils to engage in reading and leading to improved literacy scores especially with boys	Librarian Headteacher	Survey of pupils' attitudes to reading. Reading a high profile in the school
Dyslexia Outreach Schools Membership E28 	Total = £625 Total = £195 BB £100 – Annual membership £330 - diagnostic	Support with regard to the provision for dyslexic learners including training. Annual Membership for Dyslexia. https://www.dyslexiaoutreach.co.uk/new-home/home/our-pricing/ – full diagnostic £330 Dyslexia assessment from Outreach Team	One year membership package includes: - Discounted prices for all DOS services - Access to members-only area on website - Loan of resources - Loan of assessment materials - Unlimited access to online pre-recorded bite-sized training - Telephone and email access to specialist advice - Termly newsletter	SENCO	Strategies used in school
EPSS Educational Psychologist	Total £896 Purchased ad hoc as required £448/year annual subscription H V-B (Sep 22) ad hoc amount	To ensure that all pupils who need to access assessments through Ed Psych provision area able to have this in a timely fashion. Individual, pupil-specific casework, including assessment and consultation done.	Report from EPSS on TC and includes a Summary of suggested Recommendations	SENCo Parent meeting/ next steps	Educational Psychologist report compiled with strategies to support the pupil and recommendations of further action
Close monitoring of attendance parents	£60	Training Close monitoring of attendance and communications with parents early when attendance becomes a concern	Low attendance is quickly identified, and families supported.	Headteacher	Attendance of PP children is in line with all children.
£25,880.14					