

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	Woore Primary and Nursery School
Number of pupils in school	14
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	08/11/21
Date on which it will be reviewed	October 2022
Statement authorised by	Mrs M Ward
Pupil premium lead	Mrs M Ward
Governor lead	Mrs L Suffolk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,830.00
Recovery premium funding allocation this academic year	£2,030.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£21,860.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The activity we have outlined in this statement is also intended to support the needs of other pupils in school, regardless of whether they are disadvantaged or not.

High-quality teaching is a key aim, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to identified challenges and individual needs. The approaches we have adopted complement each other to help pupils make the best progress they can. Pupil progress will be monitored regularly and early interventions will be put in place where the needs are identified. We will endeavor to raise the expectations and outcomes of those pupils disadvantaged whilst also supporting those non-disadvantaged pupils who are at risk of falling behind.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This has particularly affected pupils in reception, year 1 and year 2.
2	The pandemic and subsequent school closures have greatly impacted the progress and attainment of pupils. Internal assessments and classroom observations show that attainment in maths is an area of weakness for both disadvantaged and non-disadvantaged pupils.
3	The pandemic and subsequent school closures have greatly impacted the progress and attainment of pupils. Internal assessments and classroom

	observations show that attainment in writing is an area of weakness for both disadvantaged and non-disadvantaged pupils.
4	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to school closures and lack of face to face teaching, little engagement with other children and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils and their peers in Y1, including their attainment.
5	The pandemic has restricted access to enrichment opportunities such as school visits, visiting professionals and after school clubs. This has had a negative effect on social and emotional well-being and educational progress.
6	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 younger disadvantaged pupils.

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 reading attainment among disadvantaged pupils, particularly for those in the EYFS and KS1	Those disadvantaged pupils in the EYFS, Y1 and Y2 make good progress from their starting points at the beginning of the year.
Improved maths attainment for disadvantaged pupils across the school.	Disadvantaged and non-disadvantaged pupils make good progress from their starting points at the beginning of the year.
Improved writing attainment for disadvantaged pupils across the school.	Disadvantaged and non-disadvantaged pupils make good progress from their starting points at the beginning of the year.
To achieve and sustain improved social and emotional well-being for all pupils in our school, particularly our disadvantaged pupils.	Improvements in social interactions and emotional well-being of the pupils. Seen through: <ul style="list-style-type: none"> • Positive play and interactions with other children-evidence noted through pupil observations • Well-being questionnaire
To provide curriculum enrichment opportunities to develop social interactions and quality curriculum enhancement	Disadvantaged and non-disadvantaged pupils make good progress within a broad curriculum. Curriculum content is enhanced through wider learning opportunities, subsequently, pupils know more and remember more. Attendance of disadvantaged pupils in extra-curricular clubs is high. Disadvantaged pupils develop positive social and emotional skills.

Improved oral language skills and vocabulary among disadvantaged pupils.

Disadvantaged pupils develop their oral language skills and make good progress indicated by assessments and through observations.

Assessments show that both disadvantaged and non-disadvantaged pupils improve their GPS skills and begin to close the gap following the pandemic.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £7,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and Teaching assistants receive CPD for the new SSP programme- Little Wandle Letters and Sounds. This includes the release of staff to undertake the training.</p>	<p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF Guide to the Pupil Premium-1. High Quality teaching https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>EEF Phonics Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Purchase of decodable books and resources to match new SSP programme- Little Wandle Letters and Sounds</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>EEF Early Years Toolkit https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> <p>EEF Phonics Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Teachers in the EYFS and KS1 receive CPD from the MathsHub 'Mastering Number Programme'. Teachers and Teaching</p>	<p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF-Guide to PP)</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's</p>	<p>2</p>

<p>assistants receive training in the delivery of 'Numberstacks' intervention. This includes the release of staff to undertake the training.</p>	<p>mathematical development, and of effective mathematical pedagogy. (EEF Early Maths report)</p> <p>EEF Guide to the Pupil Premium-1. High Quality teaching https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>EEF Early Maths https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>NCETM Early Years https://www.ncetm.org.uk/in-the-classroom/early-years/</p>	
<p>Teachers and Teaching assistants receive English CPD from English Hub and Other CPD providers such as Shropshire Council. This includes the release of staff to undertake the training.</p>	<p>Evidence in the reports below suggest that high quality CPD in Literacy would support increased pupil progress.</p> <p>EEF Guide to the Pupil Premium-1. High Quality teaching https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>EEF Literacy KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF Literacy KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	3
<p>Teachers released to undertake peer support and guidance in – house and across schools.</p>	<p>Effective professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3
<p>Purchase of materials such as work books for English and Maths to support children to catch-up on missed curriculum content</p>	<p>It is essential to have the necessary resources to support teaching and learning</p>	2, 3, 6

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

Budgeted cost: £8,020

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches such as ELSA –Attuned Play, Lego Therapy, Nurture/ Behaviour Groups are embedded into routines, educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Targeted Interventions for disadvantaged pupils and their peers who are at risk of falling behind.</p> <ul style="list-style-type: none"> • Precision Teach • Nesy • Numberstacks • Writing • Spelling • Phonics • Reading • Speech and Language 	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy</p> <p>EEF Guide to the Pupil Premium Autumn 2021</p> <p>2. Targeted Academic Support</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1, 2, 3, 6
<p>Top up funding provided for School Led Tutoring for 1:1 and small group sessions</p>	<p>Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the NTP.</p> <p>DFE School Led Tutoring Guidance</p>	1, 2, 3, 6
<p>Additional hours for TA to complete DFE School Led tutoring training</p> <p>https://www.gov.uk/government/publications/school-led-tutoring-grant</p>	<p>Tuition can only take place once the School-led Tutor Training Course has been completed and successful completion of the assessment.</p> <p>DFE School Led Tutoring Guidance</p>	1, 2, 3, 6

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

Budgeted cost: £6,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage pupils' musical interests and develop musical skills and confidence through the development of music CPD and curriculum support across the school through Shropshire Music Service SLA.	In terms of the value of music education, young people, parents and teachers alike cited a wide range of benefits, including improvements to pupils' wellbeing and confidence and the positive impact it has on wider studies, including improving literacy, language and communication skills. Many young people said that they valued music for the enjoyment of the subject itself and around half said they studied it due to a desire to pursue a career in music. Gov.uk-Music Education. Report on the call for Evidence (updated 2021) Additional Arts Participation supports moderate impact for very low cost. EEF Teaching & Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	5
Enhance the curriculum through educational visits, residential visits and visiting professionals.	https://www.gov.uk/government/publications/pupil-premium/pupil-premium EEF Guide to Pupil Premium https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	4, 5, 6
Provide PSHE well-being/enrichment days	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 5, 6,
Funded access to extra curricular clubs, including homework clubs	EEF Guide to Pupil Premium https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	2, 3, 4, 5
Apply for Artsmark and begin art enhancements within school	'Here at the Arts Council, we think children and young people's engagement with arts, culture and creativity is essential to help build their confidence, character and resilience that will help them succeed in life'. https://www.artsmark.org.uk/blog/how-can-artsmark-support-creative-lives-young-people	4, 5

	EEF Teaching & Learning Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	
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Total budgeted cost: £ 21,860.00

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.

Work with the Maths Hub was successful in developing the school's Mastery approach and upskilling teachers. This led to wider work and the implementation of White Rose Mathematics. The Maths Lead embedded consistencies in approach to the delivery of mathematics across the school. This work continued successfully during school closures and face to face teaching. Digital and practical mathematics resources were purchased to support the White Rose programme. Implementation and consistency across the school has had a positive effect on pupil outcomes.

To support remote learning, the purchase of licences for online subscriptions meant that pupils could maintain high quality learning whether learning remotely or face to face.

Additional phonics sessions supported pupils effectively, however the lack of face to face learning during the last academic year meant that learning was hindered overall due to the age and stage of the children and their lack of independence.

Small group and 1:1 interventions with teachers and TAs had a positive effect when catching-up from school closures. However, despite catch-up interventions, much work still needs to be done in this area for children to get back on track.

The school successfully worked with two registered tutoring partners through the National Tutoring programme to establish 1:1 tutoring sessions. Outcomes from the tutoring were varied between pupils.

After school clubs have continued to be available to disadvantaged pupils when school has been open. Curriculum enrichment and financial support for school visits continued to support disadvantaged children throughout the year where these were possible.

The pandemic has increased the number of disadvantaged pupils within the school and has meant that finance has been even more challenging than ever before. The school has ensured that pupils have been equally represented with logo uniform.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Shed	Edshed
MyMaths	MyMaths
Espresso	Discovery Education
Eaware	Eaware
White Rose	White Rose