



Wolsingham Primary School

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	Wolsingham Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	13.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	S. Kitching (Headteacher)
Pupil premium lead	S. Kitching (Headteacher)
Governor / Trustee lead	P. Eastwood (Lead Governor Disadvantaged Pupils)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,935
Recovery premium funding allocation this academic year	£5,633
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£565
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	£38,133

Part A: Pupil premium strategy plan

Statement of intent

At Wolsingham Primary School, we believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all our pupils. The attainment and progress of all vulnerable pupil groups, including disadvantaged pupils, is carefully tracked and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated and due to small numbers, linked to individual need. Our aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils, fully preparing them for their future both academically and through the experiences that they receive.

Challenges

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

Challenge number	Detail of challenge
1	SEND difficulties of disadvantaged pupils impacting on progress made in reading, writing and maths.
2	Attainment of disadvantaged pupils in reading and writing below that of non-disadvantaged pupils (particularly Y2, Y5 and Y6).
3	Social and Emotional difficulties impacting on progress made across KS1.
4	The percentage of disadvantaged pupil absence is greater than that of Non-disadvantaged pupils within the school.
5	Pupils unprepared for school activities and home learning tasks/homework incomplete due to parents unable to provide support with learning at home.
6	Few opportunities for first-hand cultural and life experiences reduce opportunities to develop and stimulate a love of learning.

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
Increase progress made by SEND disadvantaged pupils in reading, writing and maths.	Average progress made by disadvantaged pupils with SEND increases compared to that of 2020-21 in reading, writing and maths.
Increase progress made by disadvantaged pupils in reading and writing.	Average progress made by all disadvantaged pupils increases compared to that of 2020-21 in reading (comprehension) and writing (sentence structure, grammar and punctuation).
Reduce impact of social and emotional difficulties on progress made by pupil premium +	Pupil Premium + pupils continue to make at least expected progress in reading, writing and maths.

Reduce the gap in attendance between disadvantaged and non-disadvantaged pupils.	The gap in attendance between disadvantaged and non-disadvantaged pupils reduces compared to 2020-21.
Ensure all disadvantaged pupils have the equipment and resources they need to carry out activities within school and during extra-curricular activities.	Reduce the number of occasions when disadvantaged pupils are not fully prepared for curricular and extra-curricular activities.
Provide opportunities for disadvantaged pupils to carry out home learning activities/homework supported by school staff.	Increase in the proportion of home learning activities/ homework carried out by disadvantaged pupils compared to 2020-21.
Increase confidence of parents of disadvantaged pupils to support learning at home.	Parents report increased confidence in supporting children to learn at home.
Provide increased opportunities for disadvantaged pupils to take part in cultural and life experiences which contribute to progress made in progress made across the curriculum.	Disadvantaged pupils access first-hand experiences which further support outcomes across the curriculum.

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: £6,182

Activity	Evidence that supports this approach	Challenge number(s) addressed
Modelling Exciting Writing Training for all teaching staff. (£800)	Assessment analysis and work scrutiny indicates requirement of greater understanding of grammar, punctuation and sentence structure for pupils in order to apply skills to extended writing particularly in KS2. Lesson observations indicate requirement of greater confidence in teaching staff to model writing and to engage and enthuse pupils to enjoy writing.	1, 2
Attachment Disorder Training (£250)	Social and Emotional Learning (EEF +4) Increasing number of PP+ within school	3
Supporting SEND needs within the classroom training for class teachers (£800) To fund release time. (£1,320)	Assessment analysis and work scrutiny indicates requirement of greater knowledge and understanding for class teachers to adapt and support learning for SEND pupils in class.	1
Purchase of The Key CPD Toolkit Metacognition Training for staff (£435) To fund on-going training and release time. (£1,320)	Metacognition and Self-regulation (EEF +7)	2, 5
Read Write Inc. Refresher Training for teachers and Teaching Assistants including cover costs and resources. (£520)	Phonics (EEF +5)	1, 2
Purchase of comprehension resources to teach specific skills. (£600)	Reading Comprehension Strategies (EEF +6)	1, 2
Purchase of Literacy Shed+ resource to aid planning for writing. (£137)	Providing engaging and enjoyable stimulus for writing provides better standards of writing.	1, 2

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

Budgeted cost: £10,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued purchase and use of Accelerated Reader Program and MyON (£2950)	Reading Comprehension Strategies (EEF +6) Accelerated Reader appears to be effective for weaker readers as a catch-up intervention based on evidence for Education Endowment Fund. It allows pupils to read for pleasure as well as widely and often, widening pupils' experience of text features and language thus impacting on writing abilities. Program can also be linked to "out of school" use and will help develop links with parents.	1, 2
Numbots/ TT Rockstars (£289)	Individualised Instruction (EEF +4) Digital Technology (EEF +4) Individualised online programs that enable pupils to practise basic mathematical skills whilst earning rewards. Previous use has demonstrated that pupils who access the program regularly make accelerated progress.	1
Homework club for disadvantaged pupils. (£780)	Homework (EEF +5) Disadvantaged pupils have limited support with their learning at home. Support to complete homework/home learning activities provides the additional consolidation of learning in the classroom.	1, 2, 5
Targeted support at break times and lunchtimes, developing positive play and relationships with peers. (£1460 ½ hour per day)	Social and Emotional Learning (EEF +4) Developing skills to learn to play cooperatively with peers limits impact on learning in the classroom of altercations at unstructured times.	3
Targeted support by TAs in identified year groups particularly where there is a higher proportion of PP children and PP children who also have SEND needs. £2,535 (5 hours per week in class support maths and English x 3 TAs)	Teaching Assistant Interventions (EEF +4)	1, 2

Targeted 1:1 and small group tutoring by class teachers to support writing. £1,014 (2 hours per week)	Small Group Tuition (EEF +4) 1:1 Tuition (EEF +5)	1, 2
Daily opportunities in school to practise reading with adult / peer. (£1460 ½ hour per day)	Peer Tutoring (EEF +5) 1:1 Tuition (EEF +5)	1, 2, 5

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

Budgeted cost: £7,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide internal and external learning experiences to create relatable reasons to read widely and write creatively. (£3,500) Subsidised Residential Visits (£450). Subsidised educational visits. (£750) Musical instrument tuition (£110)	Consultation with teaching staff shows that this is a barrier for learning of many disadvantaged children. Relevant experiences provided have resulted in higher standards of writing and increased self-esteem.	5, 6
HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals. (£780)	Analysis of attendance data shows disadvantaged pupil absenteeism is above school level for non-disadvantaged pupils.	4
Seesaw app purchased to support remote learning and homework providing pupils with teaching resources as well as learning activities. (£686)	Homework (EEF +5) Digital Technology (EEF +4)	1, 2, 5
Teaching staff to consult with SLT if they judge a disadvantaged pupil to be not accessing any curriculum area well due to a lack of equipment or unable to complete home learning activities. (£625)	Consultation with teaching staff shows that this is a barrier for learning of many disadvantaged children. Lack of correct equipment can lower self-esteem and create anxiety resulting in reduced effort to take part in / complete learning tasks.	5

Attendance at school holiday club. (£400)	Social and Emotional Learning (EEF +4)	3
Workshops for parents of disadvantaged pupils – supporting learning at home. (£540)	Parental Engagement (EEF +4) Homework (EEF +5)	1, 2, 5

Total budgeted cost: £24,511

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.

Quality of teaching for all		
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.
A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.	Targeted intervention by staff in identified year groups and particularly in Reception.	100% of PP pupils achieved GLD in 2020/21. 71% of Reception cohort achieved GLD in 2020/21. 92% of Reception cohort achieved GLD in CLL in 2020/21 – the pupils not achieving GLD in CLL have ASD.
	Purchase and use of Speech Link software to aid identification of issues.	
D. PP pupils in KS1 and KS2 make accelerated progress in reading across 19/20.	Targeted intervention by teachers in identified year groups including for PP children.	52% of PP pupils made accelerated progress in reading. 57% of PP pupils reached end of year expectations in reading, 52% in writing and 71% in maths.
	Continued purchase of Accelerated Reader program	67% (3 children) of PP pupils made at least expected progress in reading by the end of KS2. 85% of pupils achieved at least the expected standard in reading at the end of KS2. 100% of pupils made good or better progress in reading across Year 5.
	Purchase of MyON online reading books linked to ARP	74% of pupils made good or better progress in reading across Year 4. 90% of pupils made good or better progress in reading across Year 3. 96% of pupils made good or better progress in reading across Year 2. 91% of Year 2 pupils passed the phonics check in the autumn term.

	Read Write Inc. Training for new teachers and Teaching Assistants including cover costs and resources.	89% of Year 1 pupils would have passed the 20/21 phonics check if taken in the summer term. 70% of pupils achieved the expected standard in reading by the end of KS1. 85% of pupils achieved the expected standard in reading by the end of KS2.
E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.	Ongoing CPD for teaching and support staff – effective first quality teaching strategies. Model lessons by curriculum leads and external providers (e.g. Adam Bushnell)	100% of PP pupils made at least expected progress by the end of KS2 in writing. 100% of middle and higher prior attaining PP pupils made at least expected progress by end of KS2 in writing. Adam Bushnell in writing Y6 and Y3 – having an author in school encourages children to carry out writing activities at home, writing for enjoyment. Children in some year groups carrying out independent and collaborative writing activities at home to share in school e.g. producing their own books with chapters and illustrations.
	Purchase of Literacy Shed+ resource to aid planning for writing.	94% of pupils made good or better progress in writing across Year 6. 90% of pupils made good or better progress in writing across Year 5. 79% of pupils made good or better progress in writing across Year 4. 60% of pupils made good or better progress in writing across Year 3.
F. Increased opportunities for first-hand cultural and life experiences contributes to improved outcomes across reading, writing and maths.	Provide internal and external learning experiences to create relatable reasons to read widely and write creatively. Subsidised Residential Visits. Subsidised educational visits. Musical instrument tuition	
Targeted support		

<p>A. The proportion of PP pupils with speech and language difficulties achieving GLD at the end of Reception increases.</p>	<p>Initial speech and language assessment using Speech Link followed by targeted support by TA in Reception.</p>	<p>100% of PP pupils achieved GLD in 2020/21.</p> <p>71% of Reception cohort achieved GLD in 2020/21.</p> <p>92% of Reception cohort achieved GLD in CLL in 2020/21 – the pupils not achieving GLD in CLL have ASD.</p> <p>67% of PP with SEND made at least good progress in reading.</p> <p>50% of PP with SEND made at least good progress in writing.</p>
<p>B. The proportion of PP pupils with cognition and learning difficulties making at least expected progress increases.</p>	<p>Targeted support by TAs in identified year groups particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs).</p>	<p>60% of PP pupils with cognition and learning difficulties made expected or better progress in writing across 20/21, 80% in reading and 80% in maths.</p>
<p>C. Social-emotional difficulties have limited impact on learning.</p>	<p>Targeted support by at break times and lunchtimes, developing positive play and relationships with peers.</p>	<p>100% of PP+ pupils achieved at least end of year expectations in reading, writing and maths.</p> <p>Very few incidents between PP+ pupils and peers observed at break times and lunchtimes thus reduction in impact on learning.</p>
<p>D. PP pupils in KS1 and KS2 make accelerated progress in reading across 20/21.</p>	<p>Targeted support by TAs in identified year groups (Y2, Y3, Y6) particularly where cohorts are large, there is a higher proportion of PP children and PP children also have SEND needs.</p>	<p>52% of PP pupils made accelerated progress in reading.</p> <p>57% of PP pupils reached end of year expectations in reading, 52% in writing and 71% in maths.</p> <p>67% (3 children) of PP pupils made at least expected progress in reading by the end of KS2.</p> <p>85% of pupils achieved at least the expected standard in reading at the end of KS2.</p> <p>100% of pupils made good or better progress in reading across Year 5.</p> <p>74% of pupils made good or better progress in reading across Year 4.</p> <p>90% of pupils made good or better progress in reading across Year 3.</p>

		<p>96% of pupils made good or better progress in reading across Year 2.</p> <p>91% of Year 2 pupils passed the phonics check in the autumn term.</p> <p>89% of Year 1 pupils would have passed the 20/21 phonics check if taken in the summer term.</p> <p>70% of pupils achieved the expected standard in reading by the end of KS1.</p> <p>85% of pupils achieved the expected standard in reading by the end of KS2.</p>
<p>E. The proportion of PP pupils making at least expected progress across KS2 in writing increases.</p>	<p>Provide cover for class teachers to deliver small group writing skills interventions in Y5 and Y6.</p>	<p>100% of PP pupils made at least expected progress by the end of KS2 in writing.</p> <p>100% of middle and higher prior attaining PP pupils made at least expected progress by end of KS2 in writing.</p> <p>Adam Bushnell in writing Y6 and Y3 – having an author in school encourages children to carry out writing activities at home, writing for enjoyment. Children in some year groups carrying out independent and collaborative writing activities at home to share in school e.g. producing their own books with chapters and illustrations.</p> <p>94% of pupils made good or better progress in writing across Year 6.</p> <p>90% of pupils made good or better progress in writing across Year 5.</p> <p>79% of pupils made good or better progress in writing across Year 4.</p> <p>60% of pupils made good or better progress in writing across Year 3.</p>
<p>Other approaches</p>		
<p>C. Social-emotional difficulties have limited impact on learning.</p>	<p>Attendance at school holiday club.</p>	<p>100% of PP+ pupils achieved at least end of year expectations in reading, writing and maths.</p> <p>Transition periods back into school following school holidays were smooth. Pupils able to continue to build relationships with a wider range of school staff.</p>

<p>G. The percentage of pupil premium absentees reduces further and is in line with those of national.</p>	<p>HT to monitor attendance and lateness on a weekly basis – following up with required action e.g. letters, meetings, referrals.</p>	<p>4% (1 pupil) of PP pupils were considered to be persistent absentees in 2020/21 compared to 7% (2 pupils) in 2019/20 and 21% (6 pupils) in 2018/19</p> <p>In 20/21, 0.03% of PP pupils were late before registration closed and 0.07% after compared to 0.22% before the register closed and 0.07% after in 2019/20 and 1.58% before the register closed and 0.92% after in 2018/19.</p> <p>Attendance of PP pupils was 95.4% in 20/21 compared to 94.6% in 2019/20 and 92.5% in 2018/19 for the same period.</p>
<p>H. Learning and school experience is not impeded by parental ability to support learning at home, family organisation and /or poverty.</p>	<p>Teaching staff to consult with SLT if they judge a PP to be not accessing any curriculum area well due to a lack of equipment or unable to complete home learning tasks.</p> <p>Seesaw app purchased to support remote learning and homework providing pupils with teaching resources as well as learning activities.</p> <p>Times Tables Rockstars and Numbots programs providing online practise of basic maths skills.</p> <p>Technology made available for PP pupils to access learning at home.</p>	<p>100% of PP pupils were able to access remote learning via Seesaw and had the capacity to access learning using iPads/ laptops on loan from the school.</p> <p>Engagement in home learning increased by 11% from summer 2020 to spring 2021.</p> <p>87% of KS2 pupils have engaged with and used TT Rockstars on a regular basis with an average of 3.26s per question.</p> <p>Average increases in speed: Y6 1.7s, Y5 3.12s, Y4 4.22s, Y3 8.64s</p> <p>98% of KS1 pupils engaged with and used Numbots on a regular basis. Class teachers report a significant improvement in basic maths/ number skills in Y2 (21-22) pupils.</p>

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
Accelerated Reader / MyON	Renaissance
Numbots/Times Tables Rockstars	Maths Circle

Read Write Inc.	Ruth Miskin
Literacy Shed +	Literacy Shed
Speech Link	Multimedia Limited