

Pupil premium strategy statement – Wollaston Primary School

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	Wollaston Primary
Number of pupils in school	326
Proportion (%) of pupil premium eligible pupils	12.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	January 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Zoe Richards/Yvette Timms
Pupil premium lead	Yvette Timms
Governor / Trustee lead	Sharon Toyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,295.00
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£72,295.00

Part A: Pupil premium strategy plan

Statement of intent

It is our intention at Wollaston Primary School to:

- *Provide the same opportunities for all children both academically, pastorally and within the wider school community.*
- *For all children to make progress equal to or better than their ability.*
- *We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.*
- *Pupil Premium funding will be allocated following a needs analyse which will identify priority classes, groups or individuals. Limited resources and funding means that not all children receiving Free School meals will be in receipt of Pupil Premium interventions at one time.*

We intend to achieve this by:

- *Identifying those year groups that show significant need of extra support*
- *Identifying areas of learning that are not as strong*
- *Identifying those children who may be particularly vulnerable.*

Demography and School Context

Wollaston Primary School is a village community school in North Northamptonshire, it is part of an academy trust (Inspire Multi-Academy Trust) of 12 primary schools. It consists of 12 classes, 4 of which are currently mixed year groups. The school is currently working towards to having straight year groups across the school.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are not making expected progress in Maths, Reading and Writing.

2	The need to improve expectations of all children's abilities from all members of staff
3	Children's Maths skills need to be improved across the school
4	Early years phonics and reading needs to be reviewed
5	Poor mental health and anxiety due to lockdown hinders children's ability to learn

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
<u>QFT</u> through consistent quality teaching and use of pixl therapies/recovery curriculum all PP children in the school will make at least expected progress or higher in maths, writing and reading. Children to be rapidly back on track.	Data shows that children will be rapidly back on track and if this is not the case the teacher will be able to explain why and put a plan of action into place. Children's books will show that there is no visible difference between advantaged and disadvantaged children. Pupil interviews will show that children are excited and engaged by their learning and can remember clearly what they have been taught.
To raise the profile of PP with the staff in the school.	Staff will know who the PP children in their class are and who the child's mentor is. They will implement strategies appropriate to the children in their care using and assessing any data carefully. They will take responsibility for the children in their care.
To improve maths skills across the school.	Children will be confident in basic maths skills and able to apply them when answering questions, hypothesising and exploring. For a significant number of PP children to achieve Greater depth.
To improve early years reading across Reception and Key Stage One.	A significant improvement in phonics outcomes that impacts positively on the children's reading fluency. Phonics screening and reading speed data will reflect improvements alongside comprehension skills.
To support staff with Mental Health Strategies that they can implement with their children.	To decrease anxiety and improve learning as a result. "Happy children, happy learners."

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: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training in new phonics programme for EYFS and Key Stage One</p> <p>£8000 cost to be covered for first year only.</p>	<p>Weak communication and language skills affects children’s ability to hear, repeat and identify sounds. This impacts on their phonics and subsequent reading abilities. Poor reading skills has had ramifications on other areas of the curriculum and their learning outcomes.</p> <p>Assessment data shows that lower than expected progress was made especially in KS1.</p>	<p>1 and 4</p>
<p>Implementing Power Maths fully into the curriculum</p> <p>£6000</p>	<p>Assessment data showed lower than expected progress in maths and no greater depth in year 5. Only 40% of children were at the expected level at the end of year 5.</p> <p>Across the school only 37% of children who are eligible for PP achieved expected level or above in maths. This compares with 59% achieving expected level or above of children who are not eligible for PP.</p> <p>Power Maths is being rolled out across the school with the majority of staff having now received some training and using it effectively to improve learning outcomes. Staff have more confidence in delivering maths using this scheme which has positive outcomes for the children.</p> <p>The academy have asked schools across the trust to use Power Maths.</p>	<p>1 and 3</p>

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

Budgeted cost: £23,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS support two days a week until Christmas £115 per day = £3450</p>	<p>Children in reception were impacted by Covid by spending large amounts of time at home rather than at pre-school. They had limited or no transition opportunities to visit school before starting. Base line assessments show that communication and language skills are low and that children are limited in their use of vocabulary. Sentences are either very short or limited to one word answers. We know how important vocabulary is in developing children's language and reading skills.</p> <p>Children's independent skill are less developed than previous years again we believe this is due to the impact of not being at pre-school. Many of them are unable to independently put on their coats or shoes and need a lot more direction than in previous years. We aim to develop their confidence in their own abilities so that they become more independent learners.</p>	<p>4 and 5</p>
<p>Employment of another teacher to provide structured intervention in reading. £20,000</p>	<p>Data showed less than expected progress was made in many of the year groups but where reading intervention had occurred progress was much better with 9% of Pupil Premium children achieving greater depth.</p> <p>We will aim to carry this on identifying year groups where intervention is most needed. Poor reading skills have had ramifications on other areas of the curriculum and their learning outcomes.</p>	<p>1 and 4</p>

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

Budgeted cost: £13,789.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing the use of the Jigsaw REST programme</p> <p>£1000</p>	<p>We have identified how our children's resilience is lower than in previous years and the effect this is having on their well being and therefore their learning in the classroom. If they don't feel happy they cannot learn to their best of their ability.</p> <p>This programme has been identified as being a valuable resource in helping children build their resilience and enabling staff to support this in a more structured and rigorous way.</p>	5
<p>National tutoring programme to be used to support children who are significantly behind (£6,000)</p>	<p>We want to invest in some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest small group teaching is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The EEF toolkit evidence for within group setting states that it has moderate impact for low cost, with extensive evidence to support its development in Maths.</p>	1,2
<p>Access to sport clubs and certificates</p> <p>Specific fun and fitness group to be offered to Pupil Premium children</p> <p>20 children x £2.50 £50 plus the cost of certificates (£19.20) £69.20</p>	<p>All pupil premium children have access to a sum of money that can be used for before or after school sports clubs, music lessons, uniform and trips. We feel that it is important that they are able to access extra-curricular opportunities available to all other children. We see this as a vital way of improving their mental health and wellbeing.</p> <p>Staff members having the knowledge and confidence to point our pupil premium children towards these opportunities.</p>	5 & 2

<p>Staff meetings and training Minimal cost Achieved mostly through staff meetings</p>	<p>Staff will be provided with opportunities to explore their role in supporting pupil premium children in their class. To date staff have been very good at identifying and working with children with SEND, this now needs to be expanded to include children who are Pupil Premium or class as vulnerable.</p> <p>All pupil premium children have an identified adult mentor within school and the children have responded well to this.</p>	<p>2</p>
<p>Ride High programme for Schools. Cost £4800 + £420 for the cost of the minibus.</p>	<p>This twelve-week programme run by a company in Milton Keynes aims to improve communication skills, behaviour, peer relations and self-control for the children who take part. It promotes confidence and self-esteem. It creates a targeted learning plan for each group that takes part.</p> <p>The cost will allow 8 of our children to take part. The children have been chosen according to strict Riding High criteria.</p>	<p>2 and 5</p>

Total budgeted cost: £51,239

Leaves: £15,000 for resources etc

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

The use of a trained teacher to take children on a one to one intervention to improve reading showed significant results in Year 3 who are now our Year 4 cohort. This was in contrast to other years in the school.