

Pupil premium strategy statement

1. Summary information					
School	Wraxall Church of England Primary School				
Academic Year	2021-22	Total PP budget	£11,208	Date of most recent PP Review	10/2021
Total number of pupils	79	Number of pupils eligible for PP	6	Date for next internal review of this strategy	02/2022

2. Current attainment - 2018/19 Outcomes		
KS2	<i>Pupils eligible for PP (3 pupils)</i>	<i>Pupils not eligible for PP (10 pupils)</i>
% achieving at least expected in reading, writing and maths combined	66%	80%
% achieving at least expected in reading	66%	90%
% achieving at least expected in writing	100%	100%
% achieving at least expected in maths	66%	80%
KS1	<i>Pupils eligible for PP (1 pupils)</i>	<i>Pupils not eligible for PP (12 pupils)</i>
% achieving at least expected in reading, writing and maths combined	0%	82%
% achieving at least expected in reading	0%	91%
% achieving at least expected in writing	0%	91%
% achieving at least expected in maths	100%	82%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Understanding for mastery in Maths to develop fluency and reasoning skills to improve attainment and raise progress levels
B.	Social, emotional and communication development is lower amongst PP pupils
C.	Increase attainment in Reading and Writing
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Increase attendance rates in line with National Attendance figures. Average attendance rates for pupils eligible for PP are 90% (below the attendance for all non-PP children of 94%). This reduces their school hours and can cause them to fall behind on average.
E.	Covid-19 related access to education as a result of anxiety, technology restrictions, self-isolation

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Increase mathematical fluency and reasoning skills to raise progress and attainment levels	The gap between PP and non-PP pupils will be reduced and PP pupils will make progress at an extended rate to non-PP pupils
B.	Develop social, emotional skills of pupils to increase their resilience through raised self-esteem and confidence	Fewer incidents of low mood and low self-esteem Pupil, parent and staff feedback about friendships and positive break-times is raised Pupil self-image is improved
C.	Increase attainment and progress in reading for PP pupils	PP pupils will make progress at an extended rate to non-PP pupils
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of absences among individual pupils eligible for PP to 10% or below. Overall PP attendance improves from 90% to 96% in line with non-PP pupils.
E.	Pupils engage in learning both in school and remote learning leading to increased attainment and progress rates for pupils eligible for PP.	PP pupils engage with home learning when they are not attending school. PP families are in receipt of weekly contact during periods of absence from school (due to Covid-19) Resources and links to support wellbeing are shared with families and appropriate agencies are accessed. Technology is made available where necessary.

5. Planned expenditure

Academic year

2021-2022

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.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased mathematical fluency and reasoning skills resulting in raised progress and attainment levels.	Mastery learning - EEF	Staff feedback has shown a lack of confidence in using maths mastery approaches. We feel that the CPS (Concrete, Pictorial, Abstract) approach is useful for embedding understanding of mathematical concepts and following the mastery learning approach (See EEF) will support learners. Mastery learning has a moderate outcome for low cost	CPD – internal and external Staff meetings Teaching resources purchased Maths resources purchased to support teaching through concrete apparatus Peer observations Work scrutiny/book look. Pupil feedback. Maths Mastery Specialist training	PP Coordinator/ HT/Maths Lead	February 2022

Increase attainment and progress in reading and writing for pupils	Parental Engagement Reading comprehension strategies Oral Language Intervention Pre/Post Teaching	We want to ensure that pupils can achieve high attainment across all subjects and fully access the curriculum and new learning opportunities. Particular emphasis on reading for pleasure and vocabulary development is consistently shown to improve attainment. These strategies have a moderate or high impact for a low or moderate cost.	Courses selected using evidence of effectiveness. Use INSET days to deliver training. Peer observations to see use of effective challenge. Work scrutiny/book look. Pupil feedback. Staff meeting and inset day CPD on different strategies to raise reading and writing attainment	PP Coordinator/ HT	Feb 2022
Total budgeted cost					£4000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop social, emotional skills of pupils to increase their resilience through raised self-esteem and confidence	Social and emotional learning (SEL) opportunities Also accessing mental health and wellbeing resources and agencies where appropriate.	We want to develop SEL for all PP pupils. EEF Toolkit suggests interventions focused on SEL improve attainment by improving the social and emotional dimensions of learning.	Mental Health Lead to share relevant information with staff. Training opportunities for staff CPD linked to this. Monitoring of groups Feedback from staff, pupils and parents.	PP Coordinator/ HT/Class teachers	Feb 2022
Increase attainment and progress in reading for PP pupils Increase attainment and progress in writing for PP pupils.	Peer tutoring Parental Engagement Reading comprehension strategies Small group tuition (see EEF)	We want pupils to be confident readers and writers. The ability to read and the exposure children have to rich vocabulary can have a huge impact on their future choices. By raising parental engagement in reading and writing children will be supported at home and appropriate strategies used. Reading comprehension training for parents will enhance the challenge available for children with their reading. Small group tuition will target the particular reading and writing gaps that children may have. These strategies have a moderate or high impact for low or moderate cost.	Assessment data Feedback from staff, pupils and parents. Evidence of training undertaken or provided. Resources shared with children, staff, parents Reading peer review Learning environment Observation and visit notes Pupil reading records	PP Coordinator/ HT/Class teachers	Feb 2022

Total budgeted cost					£3000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Develop social, emotional skills of pupils to increase their resilience through raised self-esteem and confidence	Sports activities to develop team work Arts Participation Extra-curricular funding for school trips, residential trips, etc.	The EEF Toolkit suggests that Outdoor adventure learning consistently shows positive benefits on academic learning and wider outcomes such as self-confidence. The EEF Toolkit suggests Arts Participation shows positive outcomes in English, Maths and Science with greater effects for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported. If wellbeing is increased then pupils are in a better position to learn.	PP leader/HT to check in with sports providers to gain feedback on pupil development during activities. Feedback from pupils involved. Visits and observations during these activities	Pupil Premium Coordinator/ HT	July 2022
Increased attendance rates	Pro-active preparation for potential absence in discussion with other agencies Engagement with parents	The EEF toolkit reflects that parental engagement is consistently associated with pupils' success at school. This should result in a Moderate impact for moderate cost	At least termly monitoring with EWO and Attendance governor. Weekly attendance check in by SLT for all families with absences that week. Close communication between the EWO, families and school for families with attendance levels of concern. Parents communicated regularly through email to support in the communication of the importance of attendance.	Pupil Premium Coordinator/ HT	Ongoing July 2021
Total budgeted cost					£4208
6. Review of expenditure					
Previous Academic Year		2020-21			
i. Targeted support					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)		Cost

<p>Increase attainment and progress in reading for PP pupils</p> <p>Increase attainment and progress in writing for PP pupils.</p>	<p>Peer tutoring Parental Engagement Small group tuition (see EEF)</p>	<p>No statutory attainment data due to school closures as a result of Covid-19. Evidence in pupil work shows the impact of daily vocabulary lessons. Reading books in classrooms have been reviewed and most reading books now follow the Phonics Bug progressive structure in EYFS and KS1 with this continuing into KS2.</p>	<p>We will continue to focus on raising pupil attainment and progress in reading but increase writing support as we want pupils to be confident readers and writers. The ability to read and the exposure children have to rich vocabulary can have a huge impact on their future choices. Small group tuition will target the particular reading or vocab gaps that children may have. These strategies have a moderate or high impact for low or moderate cost. Raising parental skills and knowledge in reading and writing strategies will support children in raising attainment.</p>	<p>£5,000</p>
<p>Develop social, emotional skills of pupils to develop positive relationships for those children and their peers</p>	<p>Social and emotional learning (SEL) opportunities.</p>	<p>Mental Health training and relevant information then shared with staff. Training opportunities for staff CPD linked to this. Feedback from staff, pupils and parents linked to wellbeing and mental health were positive. School provision for PP pupils was prioritised during lockdown and pupils in receipt of PPG were invited to attend where necessary for individual needs linked to S&E.</p>	<p>We want to embed SEL for all PP pupils. EEF Toolkit suggests interventions focused on SEL improve attainment by improving the social and emotional dimensions of learning. This is particularly important in the context of Covid-19 and the impact of this on social and emotional skills for pupils who have remained in self-isolation or lockdown for long periods of time.</p> <p>We will place additional emphasis on SEL and delivering this during periods of potential school closure.</p>	<p>PSHE staff meeting time</p> <p>£2415</p>
<p>ii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Develop social skills and build confidence of pupils</p>	<p>Sports activities to develop team work</p> <p>Arts Participation</p>	<p>Sports provision provided through external agencies developed pupil confidence through a range of physical activities. PP pupil received sports activities to support in social skills on a weekly basis.</p> <p>Therapy session lessons were also shared with the class led by children.</p>	<p>We will continue to develop and embed the approaches that we have begun to use.</p> <p>The EEF Toolkit suggests that Outdoor adventure learning consistently shows positive benefits on academic learning and wider outcomes such as self-confidence. During lockdown we encouraged outdoor learning opportunities where possible for both those children in school (key workers and disadvantaged and those remote learning) including Health and Wellbeing Week as a focus for learning and also fortnightly challenges linked to wellbeing and outdoor learning which were shared with all families. We will look to increase this further including forest schools learning within the curriculum offer.</p> <p>The EEF Toolkit suggests Arts Participation shows positive outcomes in English, Maths and Science with greater effects for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have consistently been reported. If wellbeing is increased then pupils are in a better position to learn.</p> <p>The use of Art Therapy supported pupils in positive communication and interaction.</p>	<p>£2415</p>
<p>Quality Teaching for All</p>				<p>£2000</p>