



Worlingham CEVC 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	Worlingham CEVC Primary School
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	01 October 2021
Date on which it will be reviewed	13 September 2021
Statement authorised by	Paul Seeman
Pupil premium lead	Paul Seeman
Governor / Trustee lead	Ben Axon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46350
Recovery premium funding allocation this academic year	£ 4930
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	£ 51280

Part A: Pupil premium strategy plan

Statement of intent

As a school, we acknowledge and recognise the additional challenges children from disadvantaged backgrounds face, and the additional challenges of disadvantaged children when there are fewer proportionally to the rest of the school.

Our aims for them all are the same – to overcome their barriers to learning, to reach their full potential, to be absolutely ready for High School, and to thrive and prosper as indicated by the bible quote underpinning our school vision. We very much view their journey with us as a school as one that lasts seven years; we know that for many these challenges will not be turned around in just a term or a year but with longer, sustained support.

As such, our approaches look to overcome academic disadvantage; support social and emotional needs; and to give our pupil premium children the same – if not more – access to life opportunities and experiences to help them leave us at the end of Year 6 armed with the best possible situation with which to begin their lives at High School.

Challenges

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

Challenge number	Detail of challenge
1	Academic Disadvantage: pupil premium children are shown to face increased challenges in achieving in line with their peers, which has become exacerbated by Covid lock downs. The school has tried to balance this by offering PP children places in school under the second lockdown, but reduced access to IT equipment, etc has made their access to learning beyond the classroom more challenging.
2	Behavioural, mental and social health well-being needs: some of our children have challenges with managing their emotions and accessing work - this can impact on their learning and well-being, which has been exacerbated by recent Covid lockdowns.
3	Life Opportunities and Experiences: some of the children benefit enormously from the extra-curricular opportunities which the school can offer to raise aspirations, widen their knowledge and enhance their 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
To ensure PP children's attainment and progress is better than other pupil premium children against national benchmarks, and there is a demonstrable 'closing of the gap' over time for our PP children	Tracking and Attainment data evidence favourable outcomes for our PP children and a closing of the gap over their time at the school.
All children have access to appropriate and effective Social and Emotional support	THRIVE interventions demonstrate a positive impact on children accessing them.
To fund a range of out of classroom experiences for pupils which build their cultural capital and understanding of the rich society of the UK and its communities.	100% of disadvantaged children attend trips. All PP children have the opportunity to learn a musical instrument, and access after school clubs.
Entitled families are encouraged to apply for FSM.	Uptake of FSM increases and our awareness of those who are eligible but not accessing them reduces as take up improves.

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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to support Quality First Teaching using WalkThrus approach. Ensure collaboration across year groups and phases. (Tier 1)	WalkThrus and Instructional Coaching are a recognised approach to develop teaching practice.	1

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

Budgeted cost: £42280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for all pupils working below ARE and who are at risk of not making expected progress and maintain TA support. (Tier 2)	National studies evidence that there is a gap between disadvantaged and non-disadvantaged children which has become exacerbated by Covid lockdown	1
6-9 hours per week discrete TA time for the THRIVE programme. (Tier 2)	THRIVE is a well evidenced programme to support children with their social and emotional wellbeing.	2
1-1 Tutoring implemented to enhance academic catch up for those whose gap has widened over Covid (Tier 2)	1-1 Tutoring either via NTP or School-based tutoring are approved and recommended government approaches targeted at disadvantaged children	1

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support with any school trip. Funded musical tuition. Funded extra curricular activities eg sports clubs (Tier 3)	Research has identified positive gains in progress for Arts and sports participation, outdoor learning as having a positive effective on pupil outcomes.	3
Provide access to High Street vouchers. Provide funded uniform and/or water bottle. (Tier 3)	Evidence suggests not all families who should, do apply for FSM and access PP funding. Incentives ensure more families register and their children receive access to additional support.	1/2/3

Total budgeted cost: £51280

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.

Our in-house evaluations – for example end of year tracking data – indicate that, while Pupil Premium children still attain lower than their peers, there was not a significant widening of the gap due to Covid across our PP children – indeed, some took advantage of being in school during the Spring Term lockdown and narrowed the gap. There was a more pronounced widening of the gap in Year 3 across R/W/M than other years. External benchmarking, such as through the ‘No More Marking’ comparative judgement approach for Writing – indicate that our PP children attain better in comparison to their peers nationally.

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
THRIVE Approach	Thrive
WALKTHRU	Tom Sherrington and Oliver Caviglioli

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Information available but suppressed given low numbers so as not to identify children
What was the impact of that spending on service pupil premium eligible pupils?	Information available but suppressed given low numbers so as not to identify children

Further information (optional)

This year we have encouraged teachers to have a 'pupil premium first' mentality, where PP children have their books marked at the top of the pile, have their groupings, targeted questions, etc, catered for first in planning, are placed first in groups on school trips, etc. This is cost free.