



# Worlingham CEVC Primary School

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year 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	334
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plan)	2023/2024 to 2026/2027
Date this statement was published on website	23 <sup>rd</sup> December 2023
Date on which it was last reviewed	20 <sup>th</sup> December 2023
Date on which it will next be reviewed	December 2024
Statement authorised by	Holly Marchand
Pupil premium lead	Holly Marchand
Governor lead	Benjamin Axon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,415
Recovery premium funding allocation this academic year	£ 6,235
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ Nil
<b>Total budget for this academic year</b>	<b>£ 75,650</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil premium funding is provided for disadvantaged pupils in all schools to help improve their outcomes. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects and aspects of school.

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. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Our aims for all children are the same – to overcome any barriers to learning, to reach their full potential, to be absolutely ready for High School and to thrive and prosper. 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 reduced in just a term or a year but they will require 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.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. At Worlingham CEVC Primary School, we target support in English, Maths and mental health and wellbeing. There is a strong focus on CPD and developing good practice to ensure consistently high standards of teaching throughout the school.

To ensure our strategy plan is effective we will:

- Ensure staff have access to a range of high quality CPD to ensure consistently high standards of 'quality first teaching' across the school.
- Identify gaps in knowledge early and provide targeted intervention / booster work.
- Ensure we have a whole school approach where we look to provide high quality support for our disadvantaged pupils and encourage them to access out of school clubs and other enrichment opportunities.
- Have high expectations and provide challenge for all our pupils, including disadvantaged pupils.
- Provide opportunities for pupils to improve their mental health and wellbeing and teach strategies to help them to understand and regulate their emotions.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Academic Disadvantage:</b> pupil premium children are shown to continue to face increased challenges in achieving in line with their peers, following Covid and two periods of lockdowns. The school has provided extra support and interventions to fill gaps in phonics, reading, writing and maths.
2	<b>Behavioural, Mental and Social Health and Well-being Needs:</b> 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 Covid and lockdowns.
3	<b>Life Opportunities and Experiences:</b> 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.
4	<b>Attendance:</b> some children benefit from extra support with their attendance. This includes encouraging good attendance for all pupils and supporting individuals, where needed, to raise attendance rates.
5	<b>Speech, Language and Vocabulary Development:</b> some of our children have missed out on pre-school experience due to Covid and we are looking at ways to develop the language, social communication skills and subject specific vocabulary of all our pupils.
6	<b>Small group support in lessons:</b> Pupils benefit from extra support from either the teacher or teaching assistant in lessons.

## 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 pupil premium 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 pupil premium children.	Tracking and Attainment data evidence shows favourable outcomes for our pupil premium children and a closing of the gap over their time at the school.
To ensure that pupils access additional booster and / or interventions to meet their needs and help to close any gaps.	Booster and interventions have a positive impact on helping to close the gap over time for our pupil premium children.

<p>Children have access to appropriate and effective Social and Emotional support, when needed.</p>	<p>Social and emotional interventions demonstrate a positive impact on children accessing them. Children are better equipped to deal with a range of social situations inside and outside of school. Children are able to identify and regulate their emotions more independently.</p>
<p>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.</p>	<p>Where possible, all children attend trips and additional funding is provided for disadvantaged pupils to support them to do this.</p> <p>All pupil premium children in KS2 have the opportunity to learn a musical instrument.</p>
<p>Children have access to a range of extra-curricular clubs and opportunities to take part in sporting events such as tournaments and competitions.</p>	<p>Children have access to a range of extra-curricular clubs.</p> <p>All disadvantage pupils are encouraged to take part in sporting activities including tournaments, interschool competitions and other sporting events.</p>
<p>Entitled families are encouraged to apply for Free School Meals (FSM).</p>	<p>Uptake of Free School Meals (FSM) increases. Therefore, there is more awareness of those who are eligible and how they can be further supported.</p>

## 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: £10,150.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Linking to our SIDP, continue to support 'Quality First Teaching' using the WalkThrus approach.	<b>Professional Development – linking to high quality teaching (Tier 1)</b> WalkThrus and Instructional Coaching are a recognised approach to develop teaching practice. The focus of this work during this academic year is around communication, language and vocabulary development. This approach links to mentoring and coaching.	1 + 5
Purchase online CPD training package for all staff to ensure regular, up to date professional development from TT Education in their subject areas. (Tier 1)	<b>Professional Development – linking to high quality teaching (Tier 1)</b> This CPD package will develop teaching practice for all members of staff by providing online training in identified areas. This will develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils. This will also be available to support staff too.	1 + 5
Purchase assessment software 'Smartgrade' in Maths and English - a tracking system to identify gaps	<b>Professional Development (Tier 1)</b> linking to high quality teaching and assessment to enable teachers to respond and fill gaps accordingly.	1
Purchase of further resources and training from a DfE validated systematic synthetic phonics programme to further strengthen phonics teaching.	<b>Professional development (Tier 1) -</b> to support the implementation of evidence – based approaches including in further resources and training from a DFE validated systematic synthetic phonics programme.	1

<p>Pay for further training and resources to provide nurture, well-being and emotional regulation support for pupils. E.G. The Zones of regulation.</p>	<p><b>Professional Development (Tier 1)</b>  <b>Supporting pupils' social, emotional and behavioural needs-</b>  Social and emotional skills support effective learning and are linked to positive outcomes later in life. This supports our PSHE / RSHE curriculum and includes a whole class approach as well as targeted intervention as required by individual pupils to help them to regulate their emotions.</p> <p>EEF evidence suggests that simple activities, routines, and strategies that teachers can use to develop particular social and emotional skills are effective.</p> <p>Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.</p>	<p>2 + 5</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------

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

Budgeted cost: £51,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support for pupils across the school working below age related expectations and who are at risk of not making expected progress and maintain a high level of TA classroom support.	<p><b>Targeted Academic Support – Tier 2</b></p> <p>National studies evidence that there is a gap between disadvantaged and non-disadvantaged children which has become exacerbated by Covid lockdowns.</p> <p>Additional small group support by an adult in English and Maths lessons.</p>	1 + 5
Purchase and teaching of an online Maths intervention for individual pupils in KS2 - Dynamo Maths	<p><b>Targeted Academic Support – Tier 2</b></p> <p>To support maths development for pupils who need to close the gap with their peers.</p>	1 + 5
Purchase and teaching of an online intervention to support individual pupils in KS2 English - Nessy	<p><b>Targeted Academic Support – Tier 2</b></p> <p>To support phonics, spelling and reading development for pupils who need to close the gap with their peers.</p>	1
Purchase further texts to support pupils who have difficulties in reading at KS2 - Dog Moon Books	<p><b>Targeted Academic Support – Tier 2</b></p> <p>Targeted resources to meet the specific needs of disadvantaged pupils with SEND by supporting reading development for pupils who need to close the gap with their peers.</p>	1 + 5
1-1 Tutoring implemented to enhance academic catch up for those whose gaps have widened since Covid. A range of booster and intervention groups in school / after school from Year 1-6.	<p><b>Targeted Academic Support – Tier 2</b></p> <p>1-1 School-based tutoring is an approved and recommended government approach targeted at disadvantaged children.</p>	1

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

Budgeted cost: £13,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support with any school trip, including contribution to residential trip.	<b>Wider Strategies – Tier 3</b> Research has identified positive gains in progress from arts and sports participation, and also outdoor learning as having a positive effect on overall pupil outcomes.	3
Funded musical tuition for disadvantaged children in KS2.	<b>Wider Strategies – Tier 3</b> Research has identified positive gains in progress from music participation and this can also impact positively on pupil wellbeing.	2 and 3
Access to further Outdoor Learning by joining Suffolk Wildlife Trust's 'Wilder Schools' project – initial costs including PD Day and other resources.	<b>Wider Strategies – Tier 3</b> Research has identified positive gains in progress from outdoor learning as having a positive effect on the mental health and wellbeing of pupils.	2 and 3
Dedicated TA time for social and emotional development programme.	<b>Wider Strategies – Tier 3</b> Use of a well evidenced programme to support children with their social and emotional wellbeing.	2
Provide access to High Street vouchers.  Provide funded uniform and/or water bottle.	<b>Wider Strategies – Tier 3</b> Evidence suggests, not all families who should do apply for Free School Meals and access pupil premium funding. Incentives ensure more families register and their children receive access to additional support.	1 + 2 + 3

**Total budgeted cost: £ 75,650**

## 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 2022 to 2023 academic year.

#### School Data July 2023

##### KS2 SATs (Year 6 Pupils)

In reading, 43% of our pupil premium children achieved the expected standard in reading for the end of Year 6 compared with 82% of our non pupil premium children.

In writing, 71% of our pupil premium children achieved the expected standard in writing for the end of Year 6 compared with 87% of our non pupil premium children.

In maths, 43% of our pupil premium children achieved the expected standard in maths for the end of Year 6 compared with 84% of our non pupil premium children.

##### KS1 SATs (Year 2 Pupils)

In reading, 40% of our pupil premium children achieved the expected standard in reading for the end of Year 2 compared with 82.5% of our non pupil premium children.

In writing, 60% of our pupil premium children achieved the expected standard in writing for the end of Year 2 compared with 77.5% of our non pupil premium children.

In maths, 40% of our pupil premium children achieved the expected standard in maths for the end of Year 2 compared with 80% of our non pupil premium children.

##### Year 1 Phonics Screening Check

75% of our pupil premium children achieved the expected standard in the phonics screening check at the end of Year 1 compared with 79% of our non pupil premium children.

##### Early Years – Good Level of Development (GLD)

40% of our pupil premium children achieved the 'good level of development' judgement at the end of Reception compared with 65% of our non pupil premium children.

## Overall

Please note, the number of pupil premium pupils fluctuates between year groups but in some cases the total number is very low which can distort the overall data picture. For example, our lowest number of pupil premium children is 5 in a year group making each child represent 20% of the pupil premium figures. The pupil premium figures in the year groups identified above are all low this year.

Many of our pupil premium children benefitted from the school-led tutoring money to boost them in English and Maths. However, not all the pupils that were invited to these after school groups were able to attend.

## 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 very 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 very low numbers so as not to identify children.