

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 | East Worlington Primary School |
| Number of pupils in school | 41 |
| Proportion (%) of pupil premium eligible pupils | 12% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 Years |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Suzie Pinn |
| Pupil premium lead | Suzie Pinn |
| Governor / Trustee lead | Tim Newman |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £3,465 |
| Recovery premium funding allocation this academic year | £2,000 |
| 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 | £5,465 |

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | High Level of PP children with SEND 40% and in both of these groups attendance can be an issue particularly SEND |
| 2 | Low levels of Oracy and vocabulary acquisition |
| 3 | Literacy – Reading and writing |
| 4 | Rurality and Social mobility – access to support |
| 5 | Mobility impacting on knowledge and acquisition of skills – eg problem solving and reasoning, self-regulation, emotional and developmental delays |

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 |
|--|--|
| Parental engagement to support children's needs. | Parents feel able to support their children through high attendance and home learning. |
| Improve and embed the speech and language and communication of our pupils | AR vocabulary and engaging and responding to texts scores improve. |
| To improve the basic skills in phonics, reading and writing | Formative assessments show narrowing of gaps. Children make accelerated progress compared to their peers. Use SS scores and SGP. |
| Raising aspirations of pupils, though quality first teaching, good attendance. | End of Key Stage attainment in line with National average. Reduced exclusions and behaviour events. |

Activity in this academic year 2021-2024

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: £300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><i>Whole school vocabulary initiative</i> -explicitly extending pupils' spoken vocabulary.</p> <p>The use of purposeful, curriculum-focused, dialogue and interaction.</p> | EEF toolkit – up to 6 months of additional progress | 1, 2 |
| <p><i>Decision making spelling project</i></p> | Data from pilot project, run by the NDTSA, shows accelerated progress for schools using this program compared to control schools. This links to oral language interventions and metacognition and self-regulation. | 1, 3 |
| <p><i>Knowledge rich curriculum</i></p> | Access for all to the wider curriculum impacts on overall outcomes 'Research for Educational Inspection Framework 2017'. | 1, 4,5 |
| <p><i>Teaching of reading comprehension strategies</i></p> <p>The use of structured questioning to develop reading comprehension.</p> | EEF tool kit – +6 months progress. This strategy develops fluency, confidence, and enjoyment, 'alongside phonics this is a crucial aspect of learning to read.' | 1, 2,3 |
| <p><i>Mastery Maths</i> - Children are taught fluency and problem solving and reasoning skills to ensure a deep understanding and competency</p> | A Jurassic Maths Hub Project based on the Singapore learning style. This has also been linked to mastery learning a combination of direct instruction and collaborative learning is used. | 1, 2,5 |
| <p><i>Bug Club Phonics</i></p> | Ilsham Literacy Hub training and literacy audit supported the implementation of a rigorously taught phonics program taught with fidelity. | 1, 2,3,4 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 1,165

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <i>Interventions and support in class</i> | EEF toolkit – +5 Months | 1,2,3,5 |
| <i>Accelerated Reader program</i> | Reading 5x per week for 20 minutes is required to sustain age appropriate progress in reading. Accelerated reader allows this to be monitored and to ensure that children are reading books that match their reading skills which promotes a love of reading. | 1,2,3 |
| <i>1:1 Music lessons from a Peripatetic teacher</i> | Ofsted document 'The importance of music' states a link between music lessons and resilience and self-regulation as well as and improvement in reading skills. | 1,2,3,4,5 |

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ [1,500]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| <i>Monitoring of attendance and engaging with families and EWO/Early help</i> | EEF -Improved tracking of attendance and improved engagement with external agencies leads to better outcomes. | 1, 4 |
| <i>Use of Curriculum Maestro to implement and monitor the impact of the curriculum.</i> | An ambitious curriculum promotes cultural capital across the school with particular focus on disadvantaged groups. | 4 |
| <i>Metacognition and self-regulation taught in class and additional support through interventions supported</i> | EEF toolkit – (+7months plus) strategies are taught to give pupils a range of skills to choose from. Marking and feedback are used to support children to use these strategies most effectively | 1, 2,3,4,5 |
| <i>SCARF program introduced to support PSHE, wellbeing and children's attitudes to learning</i> | PSHE Association -There is a substantial body of research into the effectiveness of the knowledge, skills and attributes that PSHE education develops, and the subject's place within a wider whole school approach. | 1,2,3,4,5 |

Total budgeted cost: £ 5,465

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.

Standardised teacher led tests were used for end of KS1 and end of KS2 assessments and moderation of writing using Pobble. This ensured that end of Key Stage assessments was comparable to normal years and rigorously moderated.

KS1 showed that PP pupils are on track to achieve age related expectations for Reading and Maths but Covid has had an impact on writing outcomes. Tracking analysis using FFT showed that in KS1 PP children (1) made 3.4 points better progress than peers for Reading but -0.4 progress for Maths compared to peers. In KS2 Pupil Premium children (2), made 6 points better progress than their peers in Reading and 1.7 points better progress than their peers in Maths. Combined Reading and Maths up since their previous end of KS or Early Years assessment at +6.8 for children in KS2.

In KS2, there were no pupils in 2020 in receipt of Pupil Premium.

In other years NTS (Rising Stars) assessments were carried out. These showed that the focus on maths has paid off and that FSM children's progress and attainment was higher for most children than had been estimated (FFT pupil tracker). The use of Accelerated reader and the specific teaching of reading strategies has also ensured that attainment and progress for the Pupil Premium children was above the main cohort. Success was not so evident for this group of children in Writing and this has informed our plan for this year.

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 |
|------------------------------------|---------------------|
| Phonics program training– Bug Club | Ilsham Literacy Hub |
| AR | Accelerated Reader |
| Nessy | Nessy Learning LTD |
| Mathletics | 3P Learning LTD |
| Times Tables Rock Stars | Maths Circle LTD |
| Class Charts and Provision Map | EduKey |
| Vocabulary Project | Babcock |

| | |
|----------------------------------|--------------------|
| Mastery for Maths | Jurassic Maths Hub |
| Mastery for Maths in Early Years | Jurassic Math Hub |
| Cornerstones Curriculum | Maestro |