

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wendron C of E School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	8.7%
Proportion (%) of Services family eligible pupils	11.6%
Proportion (%) adopted from care eligible pupils	1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	March 2022
Date on which it will be reviewed	Nov 2022
Statement authorised by	R Williams
Pupil premium lead	M Oakley
Governor / Trustee lead	TBC 1.12.22

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080
Recovery premium funding allocation this academic year	£1,575
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	£12,655

Part A: Pupil premium strategy plan

Statement of intent

The ultimate objectives of our strategy is to support all pupils to make as least expected progress and achieve good attainment across all curriculum areas, our disadvantaged pupils are supported across the three tiers of school development; to have access to Quality First Teaching; to receive high quality targeted intervention and to have support across wider strategies to support curriculum enrichment.

We consider disadvantage to encompass a broad group of our pupils and support all groups, our strategy supports all pupils to access support and is inclusive of pupils who have a social care support and who are young carers irrespective of Pupil Premium allocation.

All our work is informed from a range of diagnostic assessments and observations of pupil's behaviour and needs. We review allocation support beyond Quality first teaching initiatives through pupil progress meetings to identify new and ongoing needs, through attendance data monitoring to assess barrier to learning though non-attendance and through our assessments of progress made at both summative point and through our use of diagnostic programmes.⁵

Challenges

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

Challenge number	Detail of challenge
1	Assessments show that pupils within Pupil Premium vulnerable group are more likely to be unsuccessful at Phonic screening test in year one. This can go on to impact both reading outcomes and in the longer term SEMH outcomes.
2	The needs of the vulnerable children are addressed through quality first teaching in the classroom, an exciting curriculum and the provision of assistance to access activities to increase cultural capital e.g. school residential experiences, visits, music tuition and extra curricular activities
3	Partial school closures, along with lockdowns have exacerbated emotional and behavioural issues for some pupils and opportunities to build resilience and self-esteem have been limited, this includes pupil access to outdoor learning, trips and visits and enrichment activities.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.

	The school targeted PP attendance during lockdown but since general reopening has seen a reduction in attendance for this group – linked to pupil transport difficulties while parents self-isolate.
5	A large majority of the disadvantaged group at Wendron consists of children from Service families and these children often require more emotional and behavioural support from time to time rather than that needed to address any gap in achievement between them and their peers.

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
Pupils make accelerated progress in reading, writing and maths through quality first teaching.	Synthetic Phonics teaching is of high quality and meets needs of all pupils. Tutoring support for identified pupils will increase access to whole class quality first teaching. Gaps between attainment of vulnerable pupils and their peers will reduce.
Pupils are motivated to learn through an exciting curriculum which builds cultural capital.	An evaluation of Cornerstone curriculum shows that the curriculum is engaging and pupils remember more.
Pupils falling behind in their phonics receive intensive intervention to secure rapid accelerated progress including pupils with SEND.	Tracking of phonics progress shows that pupils re progressing though the scheme at a rate of one each half term. 85% of pupil pass the Year One Phonic assessment and all PP pupils pass.
Pupils with emotional difficulties are supported by appropriate Trauma Informed strategies and opportunities for outdoor learning.	Analysis of Boxall profiles will show barriers to academic learning will be reduced. Pupils accessing Forest School Provision are accessing full curriculum with reported reduction in emotional barriers to learning.
Barriers to attendance are reduced.	Attendance of pupils within vulnerable groups is above 96% The gap between attendance of PP and other groups is reduced. Persistent absenteeism is reduced for all pupils.
Vulnerable pupils are supported to develop cultural capital through a varied range of curriculum supports and experiences.	Pupil voice shows enthusiasm for learning Outcomes across the wider curriculum positively impact on core subjects Behaviour and attitude to learning is good+ for all groups of pupils.

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: £4580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support quality first teaching by enabling a discrete KS structure i.e. EYFS, KS1 and two KS 2 Classes.	Poor Ofsted grading based on incoherent teaching of curriculum due to class organisation which inhibited a rolling programme of study. https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework	2
Purchase of a DfE validated Synthetic Phonics programme to secure stronger phonics teaching for all pupils. RWI purchase £7000 with portal and training (Cost should be covered by becoming a support school through English Hub) (Additional CPD costs. £1000)	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Purchase of a tested curriculum model (Cornerstones) which can be refined over time to ensure sequencing and progression. Subsidised Enrichment activities for Vulnerable pupils to support curriculum opportunities for all. £2500	Development of cultural capital via enrichment events supports vulnerable pupils' holistic development as well as impacting on behaviour, attitude and aspiration of individual pupils. https://mycouncil.surreycc.gov.uk/documents/s75463/Annex%205%20-%20Vulnerable%20Groups.pdf	2
Purchase of AR and key texts for vulnerable pupils, covering all protected characteristics to support access to resourcing pupil engagement £2500(Purchased in 2022)	Pupils have access to individual, high quality texts. Accessed to support – Reading comprehension through AR Diagnostic assessments https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

Adoption of assessment and feedback policy so teacher assessment is daily and accurate to ensure lessons are tightly planned and gaps in learning eliminated. £1080	Learning is either independent or supported. Distance marking sheets used by all adults in room. Planning reflects adapted teaching to meet needs of all children. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	2

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

Budgeted cost: £4575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff deployment to support Wild Tribe sessions for all EYFS pupils. Book based outdoor learning to support oral language development. £1,000	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2
Cover for all teachers to undertake targeted 121 support for vulnerable pupils conferencing. Additional TA hours to support teacher led interventions 15x mins per day. £1500	EEF tier 2 intervention for learning Targeted prioritisation of vulnerable pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. £500	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2

<p>education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>£1575 + school contribution.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of wrap around care to support SEMH vulnerable pupils to have a calm start to the day.</p> <p>£900</p>	<p>Behaviour interventions and self- regulation support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
<p>Provision to support access to academic homework activities and widen access homework reading intervention and homework. Lunchtime club</p> <p>£100</p>	<p>Individualised group intervention support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Support vulnerable families with day to day costs such as access to school visits, school uniform, PE kits and music tuition.</p> <p>£1000</p>	<p>Levelling up agenda.</p>	
<p>Trust wide Universal Service Family offer</p> <p>£500</p>	<p>tbc</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve working with families and gaining support from the Education welfare support</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance</p>	<p>3</p>

£500		
Proportion of SLA for Education Psychology service to support intervention identification for SEMH and SEND pupils at school support. Trained TIS practitioner working across school. £500	Diagnosis on need to support early identification of SEND need for pupils at SEND	1, 2, 3

Total budgeted cost: £12,665

Further information (optional)

A summary evaluation of previous strategy is available on the school website.