

## 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	St Werburgh's Church of England (VA) Primary
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	3rd December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Rachael Dean
Governor / Trustee lead	Kate Leatherbarrow

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,066
Recovery premium funding allocation this academic year	£6,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£52,156

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at St Werburgh's is that all pupils, irrespective of their background and adversities faced, make good progress and attain high within our broad and balanced curriculum.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will consider the challenges faced by our most vulnerable pupils and will strive to support them in overcoming them.

High-quality teaching is at the heart of everything that we do, with an acute focus on disadvantaged pupils, and the support they require. Our strategy is to support the school community as a whole and reduce the attainment gap. This will be achieved through targeted tutoring to improve the attainment of both disadvantaged and non-disadvantaged pupils alike. This approach is proven to have the greatest impact on reducing the attainment gap, whilst improving attainment across the entire school.

The approaches which school have adopted will enable pupils to excel and our ultimate objectives are to:

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Provide enhancement opportunities to develop their knowledge and understanding of the world.
- Establish a learning culture which positively discriminates to ensure that disadvantaged pupils receive the support in order to achieve their full potential.
- Encourage staff to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve by ensuring that they are challenged in the work that they're set.
- Adopt a whole school approach to act early to intervene at the point a need is identified.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

## Challenges

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

Challenge number	Detail of challenge
1	Punctuality and attendance for some pupils.
2	Confidence in speaking out aloud and self-confidence around other pupils.
3	Disengagement with the school environment.
4	Not being independent readers.
5	Access to technology.

## 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 attend regularly and on time.	Punctuality and attendance at 95% or above.
Greater presence in the classroom.	Children can confidently answer questions and share views in class with their friends.
Greater engagement in education.	Children show increased resilience in learning challenges.
Children read independently for pleasure.	Children choose to read and can discuss the books they read.
Children use technology with increased engagement and confidence to access school work.	Children will complete online learning tasks.

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Inclusive questioning strategies training for staff	EEF - +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	2, 3
Live feedback CPD for staff	EEF - +7 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	2, 3
CPD - Book Club for Staff	EEF - +6 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	4

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up tutoring	EEF - +5 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 3
Pre-teaching	EEF - +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2, 3

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

Budgeted cost: £20,510 [£17,000 Learning Mentor + £3,510 TA]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Positive play sessions for disadvantaged children</i>	EEF - +4 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	2, 3
<i>Learning Mentor to support families with</i>	EEF - +2 months <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 4

<i>morning and bedtime routines</i>	<a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	
<i>Breakfast club with vocabulary and confidence building</i>	<p>EEF - +6 months  <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>EEF - 5+ months  <a href="https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1, 2, 3, 4, 5

**Total budgeted cost: £20,510**

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Celebration worships have restarted to acknowledge pupils' attainment and to support their mental wellbeing by offering reward and recognition for work conducted. During Covid as a school we revisited the Growth Mindset model to support pupils' emotional and physical resilience towards tasks. Pupils have been given more accountability for roles and responsibilities within the school, such as Eco Council members, School Council, Worship Group and Year 6 monitor jobs etc which has led to the improved wellbeing, maturity and determination of the older pupils. Staff have also taken part in two INSET day training events aimed at predominately supporting pupils with ASD but not exhaustive to support the whole school initiative of the Zones of Regulation which has been cascaded down to all pupils. The bottom 20% of readers have been targeted to support their capacity to read and understand the written word. Pupils have been supported by quality texts, small group interventions and whole class reading strategies after intensive teacher training. The pupils are more engaged with reading and have been excited by the influx of many of the recommended reading books from the Pie Corbett reading spine.

School have been proactive in monitoring attendance and supporting families with additional needs, this will continue for 2021/22. Absence and lateness have been challenged with pupil collections being made to ensure daily attendance (for our most reluctant learners). This has sent a positive message to both the pupils and the families involved.

### *Standardised and teacher assessments 2020-21*

	<i>PP</i>		<i>Not PP</i>	
	<i>Expected</i>	<i>Exceeding</i>	<i>Expected</i>	<i>Exceeding</i>
Y2	50%	0%	79%	37%
Y6	33%	33%	79%	12%

## 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*

<b>Programme</b>	<b>Provider</b>
Power Maths	Pearson
Letters and Sounds	Little Wandle
Literacy	IDL

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

Monitor PP children's access to extra-curricular activities e.g sports, music, enterprise, maths etc. Positively discriminate to openly provide opportunities for disadvantaged children rather than selecting the most sporting able for example. Monitor registers of attendance at after school clubs, breakfast club, to be reported on a weekly basis. Sign post disadvantaged pupils to extra-curricular activities and enrichment opportunities as appropriate.