



PUPIL PREMIUM STRATEGY

2021

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	Western Downland CE VA Primary School
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Alice Tubbs
Pupil premium lead	Alice Tubbs
Governor / Trustee lead	Duncan Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,830
Recovery premium funding allocation this academic year	£2,465
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	£32,295

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all our children, strongly believing that background should not be an indicator of academic success or emotional well-being.

We have adopted a tiered approach to Pupil Premium spending as recommended by the Education Endowment Fund, which ensures a balanced approach to improving teaching, targeted academic support and wider strategies

Teaching:

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.

Targeted academic support:

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies:

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

[EEF Guide to the Pupil Premium](#)

Challenges

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

Challenge number	Detail of challenge
1	Pupils eligible for pupil premium funding make less than expected progress and/or fail to reach age related expectations. Teaching is not always tailored to meet the needs of all pupils.
2	Some children eligible for Pupil Premium are also SEND, have an EHCP or are working below age related expectations. Teaching is not tailored to meet the needs of all pupils.
3	Reading – poor comprehension particularly impacts negatively across the curriculum impeding access. Reading resilience; ability to sustain an effective reading focus for longer periods and at greater speed, particularly of more challenging texts.
4	Maths – some children struggle to retain number facts and require pre-teaching and over learning of key concepts. Lack of conceptual understanding inhibits the ability to reason Mathematically.

5	Wide ranging difficulties including phonic knowledge, spelling and writing stamina- ability to write extended pieces and maintain writing form, purpose and audience.
6	Some children have limited extended opportunities e.g. learning a musical instrument, participation in charged clubs, visits that broaden horizons and capture interest.
7	Pupil Premium attendance 96%, compared to 98% non Pupil Premium- Children with low attendance have gaps in curriculum coverage.
8	In the event of school closure or individual/bubble isolation some children eligible for PP are unable to access remote learning.
9	Emotional well-being and resilience impacts on ability to sustain challenge and therefore make progress – a lack of a ‘growth mindset’ resulting in a ‘can’t do attitude’ to learning and challenge.
10	Access to a language rich environment - adversely affected by a lack of interaction during the pandemic.

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
Teachers and teaching assistants will have the professional development to ensure that they are effectively challenging and supporting all children.	<ul style="list-style-type: none"> Teaching and learning will be tailored to meet the needs of all children. Children will make good or better progress as indicated by their relative starting points.
Improved tracking for SEND children or pupils below age related expectations will enable learning to be more accurately tailored to meet their needs ensuring progress is made and evidenced.	<ul style="list-style-type: none"> Gaps in learning will have been identified. Teachers will understand pupils’ needs. Teaching and learning will be tailored to meet the needs of all children. Progress for SEND children or pupils working below age related expectations will be evident.
Pupil Premium children make appropriate and good progress in reading, writing and mathematics. Those children who have not attained in line with peers will make accelerated progress to diminish the difference.	<ul style="list-style-type: none"> Children will make appropriate and good progress in reading, writing and mathematics as evidenced by their relative starting points.
Children will show greater resilience and enjoyment in Reading.	<ul style="list-style-type: none"> Children will sustain an effective reading focus for longer periods and at greater speed
Children who did not attain the expected standard in the phonics screening will make accelerated progress.	<ul style="list-style-type: none"> Children will acquire proficient phonological knowledge to enable reading fluency.

<p>Equality of extended opportunity for Pupil Premium and non-PP children (measured by participation in extended opportunities, particularly those with costs).</p>	<ul style="list-style-type: none"> ● Pupil premium children will participate in a range of enrichment and extracurricular activities.
<p>Attendance for targeted children will improve. Gaps in the previous year curriculum will be covered before moving onto current year curriculum content.</p>	<ul style="list-style-type: none"> ● Attendance for targeted children will be inline with their peers. ● Children will make good or better progress.
<p>All children eligible for PP will access remote learning in the event of school closure or isolation</p>	<ul style="list-style-type: none"> ● Engagement in remote learning for pupil premium children will be good and in line with peers.
<p>Children are emotionally ready to learn and the rate of learning is not slowed by emotional vulnerability. Learning behaviour of children eligible for pupil premium is good or better over time.</p>	<ul style="list-style-type: none"> ● Children's emotional needs are met. ● Pupils are able to access learning. ● Learning behaviours are good as evident in lesson observations and learning walks.
<p>Children are articulate; use and understand rich vocabulary.</p>	<ul style="list-style-type: none"> ● Children speak with clarity. ● Children use the correct vocabulary in context. ● Children use subject specific vocabulary correctly.

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: £12,000

Training is key to ensuring staff are equipped to deliver quality first teaching:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive staff induction process and continued professional development which recognises the importance of the development of pedagogy and professional learning</p> <p>Regular subject specific staff CPD to ensure secure subject knowledge and pedagogy.</p> <p>Protected PPA time and half termly subject leader release time</p> <p>Attendance at subject network meetings hosted by the county.</p> <p>Teachers work in collaboration with other teachers in local schools to share best practice. and further develop skills.</p>	<p><i>Supporting high quality teaching is pivotal in improving children's outcomes.</i></p> <p><i>Sutton Trust – What Makes Great Teaching Oct 14 - components of great teaching are strong pedagogical knowledge and quality instruction. Research into effective teaching shows a 50 percentile difference between three years of teaching by an effective teacher vs ineffective.</i></p> <p><i>Indeed, research tells us that high quality teaching can narrow the disadvantage gap. This exemplifies a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. (EEF, Effective Professional Development Guidance Report)</i></p>	1
<p>Regular TA meetings with a clear focus on developing teaching and learning principles.</p>	<p><i>“When you support a well-trained TA team – who attend the whole school CPD, who share practice regularly, who feel valued and heard – they can have a powerful impact in school.” (EEF)</i></p>	1
<p>SEND support guidance provided by school SENCO & Hampshire. SENCO works closely with staff to ensure pupil provision and targeted interventions meet the needs of SEND/PP pupils.</p>	<p><i>The EEF explains that “Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Pupils with SEND are also more</i></p>	2

<p>Support includes signposting to resources, inter school support and shared expertise.</p> <p>Support for SENDCo to attend appropriate training such as SENCO circle meetings</p>	<p><i>than twice as likely to be eligible for free school meals.”</i></p>	
<p>Ongoing coaching and mentoring for staff</p>	<p><i>CUREE has reviewed and analysed the evidence of what works in professional development for teachers. The conclusions that stand out are that a) professional development is much more likely to be successful when it involves collaboration between staff and b) that mentoring and coaching done well is one of the most effective methods.</i></p>	<p>1</p>
<p>Training from Primary Behaviour Support to include strategies that promote positive learning behaviours.</p>	<p><i>A pupil cannot benefit from a lesson if they are not present, engaged in the lesson, and behaving appropriately for learning. “There’s a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons.” (EEF, Improving Behaviour in Schools Guidance Report).</i></p>	<p>9</p>
<p>Speech and language training to support oracy and ensure correct pronunciation.</p>	<p><i>The rate at which children develop language is sensitive to the amount of input they receive from the adults around them. “Differences occur across different social groups suggesting that the level of input (how much people talk to the child) may be very different in more or less socially disadvantaged families and that this may make a key difference to the child’s development. Oral language skills are central to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfil their potential and make the most of their talents”. (Early Language Development, EEF).</i></p>	<p>10</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Close monitoring by SENCO/SLT of PP and SEND pupil progress</p> <p>Pupil premium/SEND children form a focus during pupil progress meetings. SENCO works closely with staff to ensure provision and targeted interventions meet the needs of PP/SEND pupils.</p> <p>Development and implementation of recovery curriculum to ensure gaps are covered before accessing new content.</p>	<p><i>The evidence indicates that small groups and one to one interventions can be a powerful tool for supporting pupils.</i></p> <p><i>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to be ongoing, but manageable (EEF Targeted Academic Support).</i></p> <p><i>"Pupils who received 1stclass@number made, on average, two additional months' progress in maths" (EEF).</i></p>	<p>1 & 2</p>
<p>Use of screening materials and diagnostic and baseline assessments help to identify gaps in knowledge, understanding and skills and provide a benchmark for measuring progress.</p>		<p>1, 2, 3, 4 & 5</p>
<p>First class at number and power of 2 intervention to ensure recall of number facts and fluency in calculation.</p> <p>Precision teaching and Project X intervention for spelling and decoding.</p> <p>Pre-teaching used to ensure build blocks and prerequisite knowledge is embedded to enable access to new curriculum content.</p>		<p>3, 4 & 5</p>
<p>My Maths/TTRockstar/Lexia Core Reading</p>	<p><i>There is clear evidence that Computer Assisted Instruction approaches have the potential to improve learner</i></p>	<p>3, 4, & 5</p>

subscriptions to ensure basic skills in English and Mathematics are retained.	<i>outcomes, with many of the reviews finding positive impacts (EEF, Remote Learning Rapid Evidence Assessment). Belland et al. (2017) found a positive impact for computer-based scaffolding approaches for pupils from low-income backgrounds</i>	
Speech and Language intervention (targeted speech and language therapy, pre-teaching subject specific vocabulary)	<i>The rate at which children develop language is sensitive to the amount of input they receive from the adults around them. "Differences occur across different social groups suggesting that the level of input (how much people talk to the child) may be very different in more or less socially disadvantaged families and that this may make a key difference to the child's development. Oral language skills are central to breaking the link between family income and educational achievement, ensuring that children and young people from all backgrounds can fulfill their potential and make the most of their talents". (Early Language Development, EEF).</i>	10

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies for enrichment activities (including residentials) , extracurricular clubs & music lessons New uniform provided at the beginning of every academic year.	<i>Case studies reflect the importance of cultural and arts opportunities in supporting the wider learning of pupil premium students, and in turn show how schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum (Evaluation of Pupil Premium Research Report).</i> <i>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline (EEF)</i>	6

<p>Closer monitoring of attendance of Pupil Premium children and</p>		7
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<p>liaison with families to support Attendance of SLT member at attendance network briefings Working closely with external services and support to provide early intervention, i.e. Early Help Hub.</p>		
<p>Loaning of technology eg laptop, Ipad as required Frequent contact with parents during school closure</p>	<p><i>The EEF explains that “School closures could have a potentially devastating impact on learning for the poorest children and young people in our society. However, we can take steps to mitigate against this. Of particular importance is making sure that all pupils have access to learning online, by providing them with access to devices and a good internet connection”.</i></p>	8
<p>ELSA (Emotional Literacy Support Assistant) support costs (time + training/supervision) Boxall profile used as an assessment tool of children’s social, emotional and behavioural development to ensure early identification, identify targets and appropriate intervention and measure progress. Commissioning of counselling services for children that require support beyond ELSA (Relax Kids Programme) Implementation of Mental Health and Wellbeing strategy</p>	<p><i>The EEF Toolkit defines self-regulation as ‘managing one’s own motivation towards learning’. The intention will be to give pupils a variety of strategies to help them focus during their learning. The EEF toolkit suggests pupils make an eight month gain with increased self-regulation strategies.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</i></p>	9

implemented.		
Parent workshops focused on supporting pupils' literacy, early language development and mathematics.	<i>“Training and engagement with families can have a bigger impact than resources” (EEF).</i>	3, 4 & 5

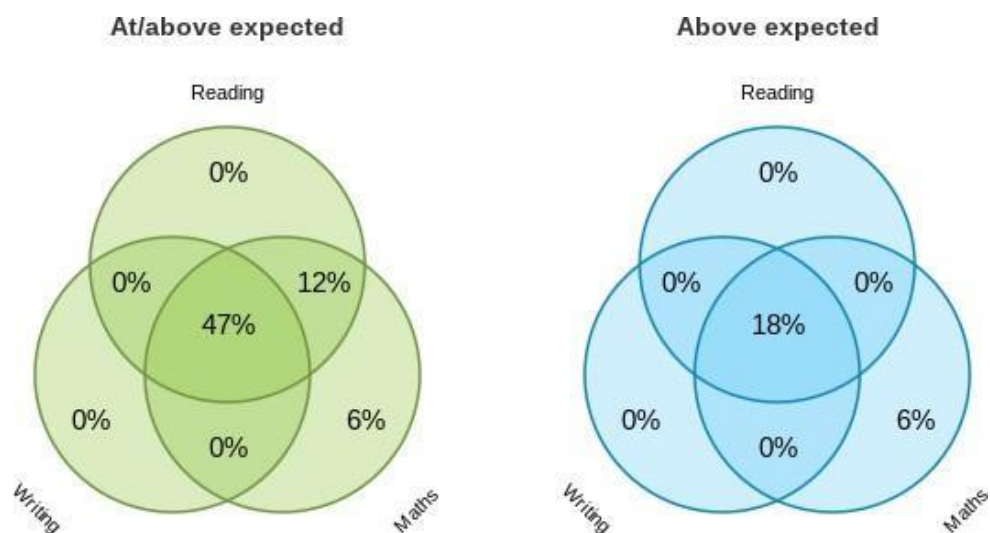
Total budgeted cost: £33,000

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 & 2021 to 2022 academic year.

Pupil Premium Attainment 2020-2021

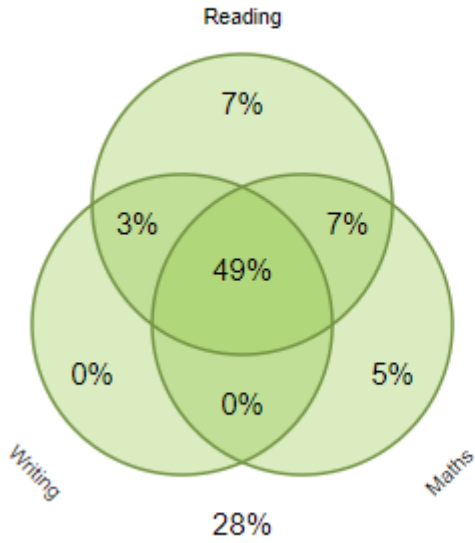


Pupil Premium Attainment 2021-2022

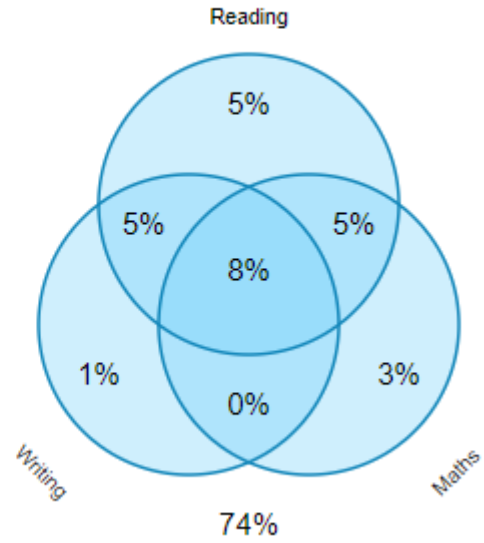


Non Pupil Premium Attainment 2020-2021

At/above expected

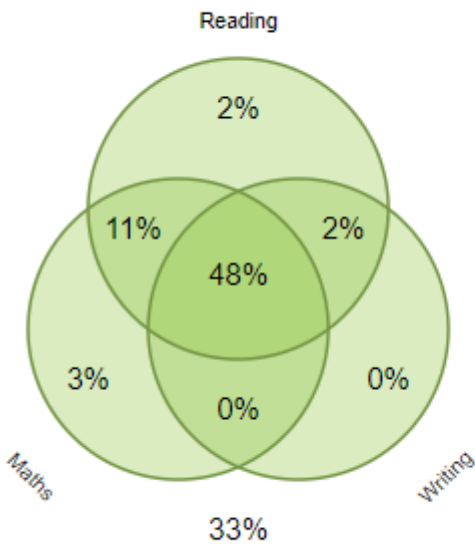


Above expected

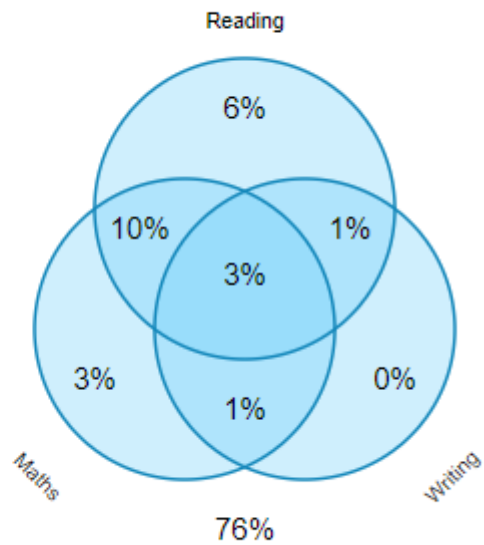


Non Pupil Premium Attainment 2021-2022

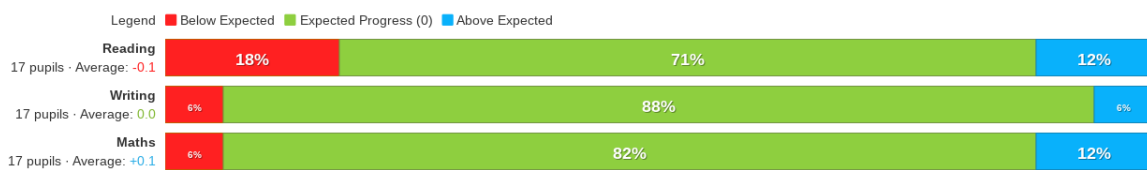
At/above expected



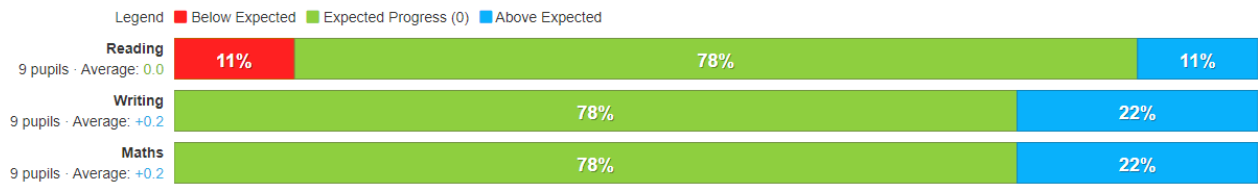
Above expected



Pupil Premium Progress 2020-2021



Pupil Premium Progress 2021-2022



Pupil Premium children made expected or better than expected progress in Reading, Writing and Maths with the exception of 1 or 2 pupils. The pupil premium funding was used to improve education outcomes for disadvantaged pupils and reduce the attainment gap between pupil premium and non-pupil premium. Intended outcomes of the plan were met.

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

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?	Subsidies for enrichment activities (including residential), extracurricular clubs & music lessons.
What was the impact of that spending on service pupil premium eligible pupils?	Supporting the wider learning of pupils - ensuring access to cultural and arts opportunities.