

Long Whatton Pupil Premium Strategy

Statement 2021 to 2022



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	Long Whatton
Number of pupils in school :	99
Proportion (%) of pupil premium eligible pupils	8: 8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sara Gray Headteacher
Pupil premium lead	Sara Gray Headteacher
Governor / Trustee lead	Chris Fearn, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,180
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve expected attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal.

This statement will consider all challenges faced by vulnerable pupils and support all vulnerable pupils regardless of whether they are disadvantaged or not. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

Research conducted by the EEF identified common barriers to learning for disadvantaged children can be:

Quality First Teaching: 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. Spending on improving teaching might, but not exclusively, include professional development, training and 2 support for early career teachers and recruitment and retention.

Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. 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. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources. Wider strategies

Wider strategies: relates to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Therefore, our approach will support vulnerable children on an individual basis alongside supporting common challenges.

High quality first teaching and resources to support this is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have an impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Our intention is for non -disadvantaged pupils' attainment will be sustained and improved alongside progress for disadvantaged.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non -disadvantaged pupils. It will also support the positive mental health and wellbeing of our pupils.

Objectives

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of some of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching and further resources to enhance the quality of first teaching.

At Long Whatton school we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance of 28% of pupil premium pupils. Current attendance for these pupils is 87%
2	57% of pupil premium children made slow progress in reading and maths in the academic year 2020-21 due to lockdowns which resulted in below expected attainment of 37.5% in reading and 50% in maths. 25% made slow progress in writing which resulted in 37.5% of pupils working below the expected standard.
3	25% of pupil premium children often arrive at school late without having had breakfast.
4	Our wellbeing survey indicated that pupils had emotional /anxiety needs following on from lockdowns.

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
1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Pupils attendance is back in line with national (91.5% on 11 th November 2021)	Sustained high attendance from 2024 /25 demonstrated by: The attendance gap between disadvantaged pupils and their non - disadvantaged peers is reduced. The attendance of pupils overall is back to school average of 97%.
2.1 Accelerate progress in reading amongst disadvantaged pupils to improve attainment.	KS2 and NFER reading Outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard.
2.2 Accelerate progress in maths amongst disadvantaged pupils to improve attainment.	KS2 and NFER maths Outcomes in 2024/25 show that 62.5% of disadvantaged pupils meet the expected standard.
2.3 Accelerate progress in writing amongst disadvantaged pupils to improve attainment.	KS2 and NFER writing Outcomes in 2024/25 show that 75%% of disadvantaged pupils meet the expected standard.
3. Reduction in the number of late marks in school registers for all pupils in our school including disadvantaged pupils	Sustained reduction on number of pupils late to school from 2024/25 demonstrated by:

	<p>The overall late starts for pupils being no more than 2% over each academic year</p> <p>The overall late starts for disadvantaged pupils being no more than 2% over each academic year</p>
<p>4.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained levels of high wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice and pupil wellbeing surveys • Reduced behaviour incidents during lunchtimes

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A HLTA and the class teacher teach the children maths in small year groups of 15 children £7,500</p>	<p>Smaller groups for maths will enable a greater teacher to pupil ratio. Evidence suggests that the average impact for reducing class size is around 1-month additional progress over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2
<p>All staff receive second year of Talk for Writing Training £ 500 supply</p>	<p>Evidence suggests that the Talk for Writing project displayed some evidence of promise. School staff reported that the project had a positive impact on pupils' writing skills and improved their confidence with teaching writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	2

<i>cover for Talk for Writing</i>		
Purchase of a DFE validated Systematic Synthetic Phonics Programme to secure stringer phonics teaching for all pupils £1,000	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Investment in reading books £1,000	Research by the guardian found that 1 in 11 children on free school meals don't own a single book of their own. Quality books will encourage reading for pleasure and encourage regular reading. https://www.theguardian.com/books/2021/nov/02/chronic-lack-of-investment-in-uk-primary-school-libraries	2

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

Budgeted cost: £ 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave 2 Early Literacy Support intervention in year 1.	Research has shown that the ELS programme has positive impacts in improving children's literacy skills, particularly reading (Burroughs-Lange & Douetil, 2007) https://www.ukessays.com/essays/education/early-literacy-support-programme-to-improve-childrens-literacy-education-essay.php	2
To use the school led tutoring funding to carry out small group maths boosting	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups:	2

<p>sessions after school with a qualified teacher for 15 weeks.</p> <p>£400,00 added to £810.00 school led tutoring funds.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One staff member to be a trained ELSA, Emotional Literacy Support Assistant.</p> <p>£ 1,280</p>	<p>The majority of ELSAs have reported a difference in their practice and seen improvements in the children they work with, as a result. Research, shows just how valuable the ELSA scheme is, for both professionals and pupils.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	4
<p>A nurture breakfast club.</p> <p>Children are able to talk to an adult about their day, evening, thoughts and feelings.</p> <p>Children are able to have breakfast before starting their school day</p> <p>£3,000</p>	<p>Research demonstrates that breakfast clubs have the following impact over time:</p> <p>For key stage 1 outcomes, the impact rating is 2+months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/news/ef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p>	3 /4
<p>Attendance officer monitoring attendance.</p> <p>£500</p>	<p>The attendance officer works with parents to support them in getting their children to school.</p>	1 / 2 /3

Total budgeted cost: £ 10,000 + £400 + £4780 = £15,180

Part B: Review of outcomes in the previous academic year

Pupil Premium grant expenditure:2020-21

Overview of the school

The pandemic meant that the school closed on January 2021 until March 2021. This is the second school closure in less than 12 months.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	96
Total number of pupils eligible for PP	3
Amount of PPG received per pupil	£1320
Total amount of PPG received (estimate)	£3,900

Summary of PPG spending 2020/21

Objectives in spending PPG:

Children are able to talk to an adult about their day, evening, thoughts and feelings. Children are able to have breakfast before starting their school day. Children are ready to learn.

To make accelerated progress in reading, writing and maths to make expected attainment and be back in line with peers.

Improved attendance of 2 disadvantaged pupils and all pupils

Attainment and progress of pupil premium children from September 2019.20

% achieving Expected or above in Reading	2: 67%
% achieving Expected or above in Writing	2: 67%
% achieving Expected or above in Maths	2: 67%
% making good progress in reading (or equivalent)	2: 67%

% making good progress in writing (or equivalent)	2: 67%
% making good progress in maths (or equivalent)	2: 67%

Previous performance of disadvantaged pupils and impact of PP spending:			
	2017-18	2018-19	2019-18
Exp/Good progress: READING	4/7 57%	3/4 75%	3/4 75%
Exp/Good progress: WRITING	4/7 57%	3/4 75%	3/4 75%
Exp/Good progress: MATHS	4/7 57%	3/4 75%	3/4 75%

Please note the pandemic meant that the school closed from March 2020- August 2020 and closed again in January 2021-March 22. Progress slowed for one of the three pupils. There also 3 pupil premium children this academic year.

	2019-20	2020-21	decrease
Exp/Good progress: READING	3 out of 4 pupils 75%	2 out of 3 pupils 67%	8%
Exp/Good progress: WRITING	3 out of 4 pupils 75%	2 out of 3 pupils 67%	8%
Exp/Good progress: MATHS	3 out of 4 pupils 75%	2 out of 3 pupils 67%	8%

Record of PP spending by item/project 2020/21

Objective	Cost	Project/ Action	Impact
All pupils will make good progress from Autumn 2020 starting points and all pupils will make expected writing attainment.	£7000 for Talk for Writing financed by the LEA	Writing attainment dropped across the school due to the impact of lockdown from the Coronavirus	Staff have begun the first year of the two-year Talk for Writing Program. The impact has been difficult to measure due to school closure from the pandemic again this academic year. Books show higher level of vocabulary being used in writing. Further monitoring will continue into the second year of the Talk for Writing training.

All pupils will make good progress from Autumn 2020 starting points and all pupils will make expected reading attainment.	£1000 for key stage 2 texts	Purchase of higher-level key stage 2 books	Pupil survey results show that children are enjoying the higher-level books. 8 year 6 pupils were reading black books. 6 year 6 pupils were reading at greater depth when completing in school SATs. 1 year 6 pupil premium child achieved greater depth in reading.
All pupils will make good progress from Autumn 2020 starting points and all pupils will make expected writing and maths attainment.	0	Children to receive pre-teaching in groups / individual in writing and maths	Pupil interviews shared that pupils were beginning to feel more confident in writing and maths but the lockdown slowed down progress for 1 pupil premium child.
Children are able to talk to an adult about their day, evening, thoughts and feelings. Children are able to have breakfast before starting their school day	£2,700	Breakfast club will be further established so that we can ensure children arrive at school on time and do not miss any lessons.	Attendance has been high for the breakfast club. All pupil premium children have accessed the breakfast the nurture club and had a breakfast before school starts. The number of late attendances for two pupil premium children has significantly reduced.
Children are able to talk to an adult about their day, evening, thoughts and feelings. Children are able to have breakfast before starting their school day	£100	One teaching assistant to undergo nurture group training.	The teaching assistant has been able to plan for the children in the nurture group effectively.
Improved attendance	£100	Attendance officer monitoring attendance.	At the beginning of the term the attendance officer was working with a parent to improve lateness and attendance. Attendance could not be tracked over lockdown. The attendance officer will continue to monitor attendance in the next academic year.

Total PPG received	£3,900
Total PPG expenditure (planned)	£3,900
PPG remaining	0

Pupil premium strategy outcomes

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