

## 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	Wymeswold C of E Primary School
Number of pupils in school	118
Proportion (%) of pupil premium eligible pupils	4.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2022
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	J Scallon
Pupil premium lead	J Scallon
Governor lead	B White

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725
Recovery premium funding allocation this academic year	£2000
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	£8725

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is for all pupils to make good progress and achieve their potential across all subjects, regardless of any individual challenges that they may face. We have designed our pupil premium strategy to support children to achieve from their own individual starting points.

We have considered the needs of pupils in our school and any challenges or barriers to learning that they may face.

First and foremost, children will receive high quality teaching, addressing the needs of children and identifying gaps in learning through teacher assessment and formal assessment. We are also planning more focussed support for groups of children. We know that this strategy was very successful last year and hope to employ this again.

We know and understand the importance of wellbeing and that affect that this can have on children's learning and needs. We will be responsive to any challenges or needs that arise and work with children to help them achieve their potential.

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading, writing, maths and phonics
2	Lower progress in reading, writing, maths and phonics
3	Wellbeing and self-confidence lower than peers
4	Attendance levels lower than peers
5	Speech and language difference
6	Children have the same opportunities as 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
Increased attainment and progress in reading, writing, maths and phonics	Children are reaching their potential in all areas, and have made progress from their individual starting points
Group attendance is at national average	Children are attending daily
Wellbeing is high priority	Strategies are in place to increase wellbeing are in place where necessary
Phonics	Extra phonics sessions where necessary
Speech and language have improved across the group, including vocabulary and oracy	Interventions are in place to increase oracy
Children have the same opportunities as their peers	Children have had the chance to attend trips and have resources as their peers

## 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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff provide quality first teaching with high expectations for all	Quality First Teaching provides all children with the best opportunity to learn. Teachers give high quality feedback to children, which can increase their attainment across the curriculum <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> Teachers also plan mastery activities for all, making sure that all children are suitably challenged. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1,2
Talk Boost CPD Staff are trained in Talk Boost and use the intervention and resources appropriately Dialogic activities in class	Improving children's oracy can increase their wellbeing and attainment. High quality dialogic activities in class can benefit a wide range of children, not just those who are disadvantaged. <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>	1,2,5

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

Budgeted cost: £6725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention	Small group tuition to support gaps in learning identified by the class teacher, this may be through diagnostic or teacher assessment and observation.	1,2,5

	<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> Small group sessions may be in reading and comprehension strategies, maths, writing or phonics.	
1-1 reading sessions	Individual reading in KS2, with focus on comprehension and understanding.	1,2
Audiobooks and headphones	Purchased to assist with reading more challenging texts.	1,2,3
Mentoring	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	3,4,6

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

Budgeted cost: £1500

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Wellbeing strategies, in school strategies, such as Routes to resilience and counselling if necessary	Routes to resilience, Every Amazing Breath and other wellbeing initiatives used to increase understating of individual mental health. If a specific need is identified further support will be sought, such as counselling.	3,4, 6
Costs towards trips, visits and extra-curricular session part paid for	Going on trips and visits helps all children to children to develop confidence and self-belief and have shared opportunities as their peers.	3,6
Contingency fund for acute issues	Small amount set aside to respond quickly to any needs that have not yet been identified	

**Total budgeted cost: £8725**

## 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.

We used internal assessments to monitor all our pupils last year. We track children from their starting points and track their individual progress and attainment. The academic year 2020 – 2021 was quite disturbed for children due to Covid 19. With this in mind, the children all made at least expected progress. This was achieved through use of quality first teaching, and specific work to assess gaps in children’s learning. These gaps were then addressed through small group or individual work. When we were in lockdown we provided work for children on Teams, alongside reading and wellbeing sessions. Small group work was also used to support children’s individual needs.

Attendance was lower than in previous years, and support was put in place for those children who found the return to school difficult.

### 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

## Further information (optional)

Wellbeing is being supported in school using a DfE grant to train a senior mental health lead.