

Westcott CE School 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	Westcott Church of England School
Number of pupils in school	86
Proportion (%) of pupil premium eligible pupils	10.5% (9 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	28/09/2021
Date on which it will be reviewed	01/09/2024
Statement authorised by	Barry Grace
Pupil premium lead	Barry Grace
Governor / Trustee lead	Stephen Catchpole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,450
Recovery premium funding allocation this academic year	£2,000
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	£16,450

Part A: Pupil premium strategy plan

Statement of intent

At Westcott CE School we ensure that children who are eligible for PP support are always looked after and catered for, this includes supporting families with school uniform, wrap around care (breakfast club and after school) and contributions to school trips. Needs of the individual children are always taken into consideration to support both the child and the family.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring that for those who are already high achievers also progress.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are/or are not disadvantaged.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is inclusive of developing our teaching and learning support staff skills and professional development to enable that delivery. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes is that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy and approach is also integral to wider school plans for education recovery to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Segmenting and blending skills in Year 1 are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent year
2	77.8% of PP children have additional educational needs, 22.2% with an EHCP. Additional time and resources are provided for the children,
3	66.7% of PP children receive no additional support from home. This reduces the pupils' opportunities to consolidate their learning and cultural capital.
4	44.4% of PP children did not engage with remote learning during lockdown.

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
<p>Improve segmenting and blending words for reading and writing skills for pupils eligible for PP in Year 1.</p> <p>Improve reading, writing and maths outcomes for PP Pupils in KS1 and KS2.</p>	<p>Pupils eligible for PP in EYFS and KS1 classes make progress by the end of the year so that all pupils eligible for PP meet age related expectations, unless there is a specific SEN need.</p>
<p>Additional support/resources provided to support children with SEN and PP needs both in school and at home</p>	<p>Pupils eligible for PP in EYFS, KS1 and KS2 classes make rapid progress by the end of the year so that all pupils eligible for PP narrow the gap between actual and age related expectations.</p>
<p>Additional opportunities for PP children to access support in school, before school (breakfast club, after school – clubs) and during school additional reading sessions.</p>	<p>Pupils eligible for PP identified as requiring additional support inside and outside school hours make rapid progress by the end of the year so that all pupils eligible for PP narrow the gap between actual and age related expectations.</p>
<p>Additional opportunities for PP children to access support in school, intervention groups, catch up groups and during school additional reading sessions to catch up curriculum missed.</p> <p>Additional technology and physical support for families should remote learning need to take place.</p>	<p>Pupils eligible for PP identified as requiring additional support inside and outside school hours make rapid progress by the end of the year so that all pupils eligible for PP narrow the gap between actual and age related expectations.</p> <p>Chromebooks with learning resources available for use at home. Dedicated face to face sessions where work can be shared.</p>

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: £ 6410

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of 2 PT LSA staff for to run catch up interventions in KS1 and KS2</i>	Children working in small groups on specific English and Maths skills pre-learning will help with the children bridging the gaps that have been missed	1, 2, 3 and 4
<i>Increase hours of HLTA/LSAs to provided catch up intervention in KS2 and oversee support to other staff</i>	In one-on-one HLTAs and student interactions, students are able to learn faster than in large groups where there are more distractions, Benefit from regular intervention support.	1 and 2
<i>Staff training and purchasing of phonic resources to target the teaching of and development of blending and segmenting words for reading and writing in EYs and KS1. Training and implementing Guided reading activities that support PP children with High SEN Needs make accelerated progress.</i>	<p>Children are able to identify phonemes and are able to blend them for reading, the find the application of this in their writing more challenging. Remembering spelling rules, when to use the correct version of a phoneme (a-e or ai).</p> <p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. Read Write Inc.</p> <p>Read Write Inc. Phonics teaches young children to read and write, through a structured and systematic approach to teaching literacy.</p>	1, 2 and 3

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

Budgeted cost: £5340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>One – one sessions with class teacher school, while LSAs oversee activities</i>	High quality teaching first thing helps the teacher to target individuals for additional help and support In one-on-one teacher and student interactions, students are able to learn faster, master more material, remember their work and truly love learning	1, 2, 3 and 4

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

Budgeted cost: £ 3250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Forest school sessions, Staffing time for regular 1 and 2 hour sessions.</i>	Children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	2
<i>Social interventions, including Lego therapy, and game time, time to talk.</i>	LEGO® in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO® it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.	2 and 3
<i>Attendance at Wrap around care</i>	This helps with improved attendance to school and ensures that the children attending before school receive a breakfast before the day starts. After school care provides stimulation or the children as well as keeping them active. This promotes social skills, team	3

	work has a positive impact on behaviour.	
<i>Educational visits</i>	Children benefit from attending school visit, trips. This takes a financial worry of parents feeling they want to contribute to the trip. Knowing the cost has been met.	3

Total budgeted cost: £ 15000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Primary assessments, including SATs, did not take place in 2020 or 2021. As a consequence, no outcomes were verified and the progress of pupils was not recorded or reported publicly.

Externally provided programmes

Programme	Provider
Catch up curriculum (additional aspect to existing curriculum)	Hamilton Trust
10 minute English/Maths	CGP
Interactive online learning resources	Mathletics Reading Eggs Read Write Inc.