



Document

Category

Finance / Premium

Pupil Premium Strategy Statement (December 2021)

Chair signed:	Shared with staff	December 2021
Headteacher signed: Dr L Lawson	Shared with Governing Body	To be agreed

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	Dr Walker's C of E Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	25 - 26.04%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	17.12.2021
Date on which it will be reviewed	31 July 2022
Statement authorised by	Dr L Lawson (subject to governor and approval)
Pupil premium lead	Dr L Lawson
Governor / Trustee lead	Mrs K Bush

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18140
Recovery premium funding allocation this academic year	£2175
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3731
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	£24046

Part A: Pupil premium strategy plan

Statement of intent

What is the Pupil Premium?

The Pupil Premium was introduced in April 2011. Its purpose is to provide additional funding to support schools in raising attainment for those children who are eligible for free school meals, or who are in the care of the local authority. It has been recognized that in general these groups have a lower attainment than those from less disadvantaged backgrounds. Schools are free to spend the Pupil Premium as they see fit to support targeted pupils.

The school's pupil premium funding will benefit pupils from those vulnerable groups either

directly or indirectly. See our Pupil Premium Funding plan below.

The latest published data (2018/19) reflects the end of KS2 results. Due to only having had 4 **disadvantaged pupils** at the end of Key Stage 2, data is **suppressed** – *in certain circumstances we will suppress an establishment's data. This is usually when there are 5 or fewer pupils or students covered by the measure (29 for apprenticeships measures). We avoid making these figures public to protect individual privacy.*

We acknowledge that the pandemic and COVID has had an adverse impact on Teaching and Learning of all pupils, particularly those disadvantaged, inclusive of:

- Progress and attainment
- Attendance and
- Well-being

Our aim is to narrow the progress and attainment gap between those who are disadvantaged and those who are not.

Challenges

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

Challenge number	Detail of challenge
1	Majority of pupils (inclusive of PPG pupils) are working below Age Related Expectations in: READING/PHONICS .
2	Majority of pupils (inclusive of PPG pupils) are working below Age Related Expectations in: WRITING .
3	Majority of pupils (inclusive of PPG pupils) are working below Age Related Expectations in: MATHS .
4	Low Attendance and increase of Persistent Absentees .
5	Emotional well-being of pupils cause concern.
6	Staff and governance turnover .

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
High quality Teaching: <i>Pupils to show accelerated progress to close the attainment gap.</i>	<ul style="list-style-type: none">• To ensure that teaching by all teachers, is consistently GOOD or better over time, so that children's progress and attainment are at least in line with national averages.• To ensure that assessment by all teachers is robust and rigorous and consistent in line with whole school policy.• Developing high quality teaching through CPD and INSET training.• Recruiting permanent full-time teaching staff.

- Recruiting a permanent full-time SENCO Assistant (HLTA) to work alongside the SENCO.
- Recruit a SENCO (one day per week).
- Support Trainee teacher on SCITT programme.
- To receive support from the LEA Advisor and Church of England Advisor to the quality of Teaching and Learning.

<p>Progress in Reading</p>	<ul style="list-style-type: none"> • PP pupils make good progress in READING against clear targets and overall progress to be at least in line with National progress. • YFS: To ensure that the Early Language provision is creative, stimulating and challenging for all reception pupils to achieve above National Good Level of Development (GLD) as an exit point.
<p>Progress in Writing</p>	<ul style="list-style-type: none"> • All teaching staff to deliver the Hamilton Trust scheme to embed extended writing opportunities to closing attainment gaps for identified pupils. • Teaching staff to use the Oxford Owl writing assessment scheme to ensure assessment is robust and rigorous and consistent in line with whole school policy. • School to implement a Writing assessment book, to showcase pupil progress termly to follow pupils from Reception through to year 6. • PP pupils make good progress in WRITING against clear targets and overall progress to be at least in line with National progress. • Letter-join scheme of work to be implemented to improve pupils' presentation and instill a sense of pride in presented work.
<p>Progress in Mathematics</p>	<ul style="list-style-type: none"> • All teaching staff to deliver the White Rose Scheme alongside Hamilton Trust to embed Mastery in closing attainment gaps for identified pupils. • To challenge pupils' mathematical application skills to secure Greater Depth in line with national levels. • PP pupils make good progress in MATHS against clear targets and overall progress to be at least in line with National progress. • EYFS: To improve the outdoors learning environment to include inclusive resources that are a maths mastery areas that supports the classroom learning.
<p>Phonics</p>	<ul style="list-style-type: none"> • EYFS: Letters and Sounds scheme to be delivered alongside additional

		<p>resources, e.g. Fast Phonics to improve language skills to at least in line with National levels.</p> <ul style="list-style-type: none"> • 82% of pupils to pass the Year 1 phonics screening test (2019 data) and by the end of year 2, 91%. • PP pupils make good progress in PHONICS against clear targets and overall progress to be at least in line with National progress.
<p>Targeted academic support:</p> <p><i>For pupils who are working below ARE in Reading, Writing or Maths to make accelerated progress.</i></p>	<ul style="list-style-type: none"> • Targeted academic support in Reading Comprehension, SPAG and Maths, through booster catch-up curriculum sessions, for all pupils including those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. • Supporting classroom teachers and Learning Support staff to deliver targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum. 	
<p>Wider strategies:</p> <p><i>Pupils do develop stamina and resilience for learning and develop self-confidence.</i></p>	<ul style="list-style-type: none"> • To improve school attendance and persistent absences. • To provide emotional support through initiatives and targeted strategies (e.g. Emotional Literacy Support to be delivered by an ELSA). • To ensure that there is a clear and consistent system in place for all safeguarding and medical procedures. • To have a clear system in place to support staff and pupil well-being, by improving survey outcomes from being BELOW AVERAGE to at least GOOD. • To implement a Restorative Approach to behaviour management in order to reduce the number of behavioural incidences over any given term. • To develop the school's vision to be distinctively and effectively Christian in character and ethos. • To ensure the Christian character and values of the school have a significant impact on the Spiritual, Moral, Social and Cultural development of all pupils, equipping them to be excellent citizens, through exploring the seven strands of the SIAMS Evaluation schedule. 	

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)

Staffing – SENCO (this is incorporated into the staffing budget)	-
Staffing – SENCO Assistant / HLTA (this is incorporated into the staffing budget)	-
Staffing – Learning Support Staff	£18140
Staff CPD – New skills Academy	£1000 for 20 staff
Governors CPD (this is incorporated into the CPD budget)	£600 x 3 terms = £1800
Budgeted cost: £	£19140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>STAFFING:</u> Additional Support staff to support pupils' emotional well-being and interventions.</p>	<ul style="list-style-type: none"> • Staff to deliver booster catch-up sessions using CGP workbooks. • Evidence of improving quality of teaching. • Majority of teachers and lessons considered good or better. • Provide additional academic support to improve progress. • Additional LSA hours to deliver 1:1 and group support for specific SEND PPG pupils to help with progression towards SMART targets. • Progress and outcomes of non-SEN PPG is in line with that of peers 	<p>1 2 3 6</p>
<p><u>STAFF CPD:</u></p> <ul style="list-style-type: none"> • INSET • New skills Academy 	<ul style="list-style-type: none"> • Staff INSET training on NFER standardised assessment to assess Reading and Maths to inform planning. • Staff INSET training on Oxford Owl standardised writing assessment to inform planning. • Staff training through CPD certified Services. 	<p>6</p>
<p><u>GOVERNORS CPD:</u> Support from a Lead National Governor</p>	<ul style="list-style-type: none"> • Governance Development support through coaching, mentoring and training for 2 days per term x 3 terms = 6 days in total across the academic year 2021/2022 • Communication via emails, telephone calls and providing a zoom account for training, coaching etc as and when required and associated documentation/templates to support governors during this process. • To evaluate governor's skills audit, vacancies, recruitment and training processes. • To support the Chair of governor in role • To draw up a Governance Development Plan with actions to support governors. • To deliver 2 be-spoke governor training sessions and resource packs: <ul style="list-style-type: none"> 1) Strategic Roles and Responsibilities aligned to the Context of the school 2) Effective governor monitoring 	<p>6</p>

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

Subscription: Fast Phonics	£518.40
Subscription: Good Morning Children	£64
Subscription: Grammarsaurus	£150
Subscription: Teacher's Pet	£29.50
Subscription: Teaching Packs	£67.50

Subscription: MyMaths	£355
Subscription: GoRead	£98
Subscription: White Rose scheme (incorporated in curriculum budget)	-
Subscription: Hamilton Trust scheme (incorporated in curriculum budget)	-
Subscription: Kapow scheme (incorporated in curriculum budget)	-
CGP workbooks	£450
Models for Writing (incorporated in curriculum budget)	-
Letts Literacy books (incorporated in curriculum budget)	£95.54
Budgeted cost: £	£1827.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
SUBSCRIPTION: Fast Phonics	<ul style="list-style-type: none"> • Provide additional academic support to improve progress in Phonics and reading skills. • Targeted interventions through high quality phonics sessions with consistent structure. 	1
SUBSCRIPTION: Good Morning Children	<ul style="list-style-type: none"> • Provide additional academic support to improve progress in self-esteem and boost confidence. • To develop higher order thinking skills and challenge G&T PP pupils. 	5
SUBSCRIPTION: Grammarsaurus	<ul style="list-style-type: none"> • Provide additional academic support to improve progress in Non-core subjects • Provide additional academic resources support the delivery of the national curriculum with confidence. • To support staff well-being in providing prepared professional resources to aid the delivery of subjects. • Pupils to engage with engaging resources to develop long-term memory skills. 	1 2 3
SUBSCRIPTION: Teacher's Pet	<ul style="list-style-type: none"> • Provide additional academic support to improve progress across the curriculum. • Provide additional academic resources support the delivery of the national curriculum with confidence. • To support staff well-being in providing prepared professional resources to aid the delivery of subjects. • Pupils to engage with engaging resources to develop long-term memory skills. 	1 2 3
SUBSCRIPTION: Teaching Packs	<ul style="list-style-type: none"> • Provide additional academic support to improve progress across the curriculum. • Provide additional academic resources support the delivery of the national curriculum with confidence. • To support staff well-being in providing prepared professional resources to aid the delivery of subjects. 	1 2 3

	<ul style="list-style-type: none"> Pupils to engage with engaging resources to develop long-term memory skills. 	
SUBSCRIPTION: MyMaths	<ul style="list-style-type: none"> Provide additional academic support to improve progress in Maths. This is to be used as an extension as home as part of homework. Provide additional academic resources support the delivery of the national curriculum with confidence. To support staff well-being in providing prepared professional resources to aid consolidation of taught Maths calculations. Pupils to engage with engaging resources to develop long-term memory skills. 	3
SUBSCRIPTION: GoRead	<ul style="list-style-type: none"> Provide additional academic support to improve progress in Reading. This is to be used as an extension as home as part of homework. Provide additional academic resources support the delivery of the national curriculum with confidence. To support staff well-being in providing online reading resources to aid Reading. Pupils to engage with engaging resources to develop long-term memory skills. 	1
CGP workbooks	<ul style="list-style-type: none"> Provide additional academic support to improve progress in: <ol style="list-style-type: none"> Reading Comprehension Maths Spelling, Punctuation and Grammar Provide additional academic resources support the delivery of the national curriculum with confidence. To support staff well-being in providing published workbooks to aid the delivery of catch-up curriculum. 	1 2 3
Models for Writing	<ul style="list-style-type: none"> Provide additional academic support to improve the delivery of the English curriculum. 	1 2
Letts Literacy books	<ul style="list-style-type: none"> Provide additional academic support to improve the delivery of the English curriculum. 	1 2

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

EWO to monitor attendance	£1200
ELSA training for emotional well-being intervention	£575 x 2 = £1150
Exciting Eggs	£270
Residential / Educational visits subsidy	£358.06
School Uniform	£100
Budgeted cost: £	£3078.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ATTENDANCE: To buy into additional EWO support to monitor attendance and support school to improve attendance figures</p>	<ul style="list-style-type: none"> Improved attendance and punctuality for PP pupils. Attendance, following limited opening due to Covid 19, is in line with pre-COVID levels. Parents feel reassured that school is safe and regular attendance is valued. Attendance continues to improve. Persistent absences to fall to less than 6% and at least comparable to NPPG Cause for concern identified and addressed swiftly 	<p>4</p>
<p>WELL-BEING: To train two staff members as Emotional Literacy Support Assistants (ELSAs). This will allow for on-site emotional interventions and building capacity in schools to support the social and emotional well-being of children and young people.</p>	<ul style="list-style-type: none"> Raising Emotional Literacy Awareness; Emotional Literacy in Schools ; The ELSA Project: An Introduction for ELSAs and Line Managers Building Resilience and Self-esteem Part 1: Relationships Building Resilience and Self-esteem Part 2: Motivation and Confidence Managing Emotions; Social and Friendship Skills Supporting Children Through Loss, Bereavement & Family Break Up; The Use of Story in ELSA Work. Active Listening and Reflective Conversations; group to choose e.g.: The Use of Puppets in ELSA Work, supporting emotional literacy needs in pupils with Autism, embedding ELSA in schools. 	<p>5</p>
<p>WELL-BEING: Exciting Eggs</p>	<ul style="list-style-type: none"> To widen the life experiences of pupils To improve communication and language development To improve personal, social and emotional development / raising self-esteem To increase understanding of the world Linked with areas of the national curriculum (Maths, English, Science and Art & Design) To develop skills to work scientifically, mathematically and literally. 	<p>1 2 3 5</p>
<p>WELL-BEING: Residential / Educational Visits</p>	<ul style="list-style-type: none"> Subsidised Residential to offer a broad, balanced, creative curriculum that meets the needs of our pupils. Subsidised Year 6 residential, class trips/ visitors, clubs and enrichment activities. Every child has the opportunity to breadth of experiences offered by school regardless of financial situation. 	<p>5</p>
<p>WELL-BEING: School Uniform</p>	<ul style="list-style-type: none"> To support the welfare of all pupils. Uniform subsidies All children look part of school community and have appropriate clothing for school. 	<p>5</p>

Total budgeted cost:

1) Teaching (for example, CPD, recruitment and retention)	£19140.00
2) Targeted academic support (for example, tutoring, one-to-one support structured interventions)	£1827.94
3) Wider strategies (for example, related to attendance, behaviour, wellbeing)	£3078.06
Budgeted cost: £	£24046.00

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

PUPIL PREMIUM	READING				WRITING				MATHS				RWM AT	RWM GD
	5	2	8	0	5	5	5	0	5	3	7	0		
Autumn (15)	33%	13%	53%	0%	33%	33%	33%	0%	33%	20%	47%	0%	27%	0%
Spring (15)	4	3	8	0	5	8	2	0	7	6	2	0	0	0
Summer (15)	2	1	10	2	3	4	8	0	3	4	7	1	2	0
	13%	7%	67%	13%	20%	27%	53%	0%	20%	27%	47%	7%	7%	0%

Above data is based on Teacher Assessment. No standardised teacher administered tests or diagnostic assessments have been used.

2020/2021 Impact:

Desired outcome	Chosen action/approach	REVIEW / IMPACT
A: Phonics, spellings and writing skills are significantly lower than their peers.	Quality first daily phonics sessions in KS1 – SSP approach to phonics lessons.	<ul style="list-style-type: none"> New Writing Sequence for English was being trialled to improve teaching and learning of Writing across the school. Completing phonics assessments recently has shown that the confidence in children has greatly improved as well as their knowledge and skills. There has been improvement in phonics awareness. Assessment completed 15.06.21. Only 2 pupils in year 2 not passed and 2 in year 1 have not passed the phonics screening.
	Additional phonics intervention	<ul style="list-style-type: none"> AW indicated that Sumdog's renewal for Reading and Writing was to be cancelled (Spring). Was not used in school, more used at home. Pupils lost interest in it. Was used during lockdown. Interventions are working well. One child (Year 1) now knows all of the first 100 words and is onto the next 100 words (spring 2/summer 2021). Guided reading has been implemented in years 1 and 2 only. Pupils are more confident in reading aloud. Fluency has improved. EYFS carry out Phonics interventions several times a week as well as regular 1:1 reading times with PP

		<p>Children.</p> <ul style="list-style-type: none"> Separate 1:1 EYFS sessions in the morning with a LSA. Confidence in phonics has improved. Pupils know a lot more sounds.
	1:1 tuition offered for Year 6 'cusp' children inc. Workbook to support tutored children	<ul style="list-style-type: none"> COVID and lockdown impacted on the delivery of this. 1:1 tuition could not be offered, due to school closures, but has been successful in the past. (BDN would have delivered this before and after school).
	Target interventions with PPGTA	<ul style="list-style-type: none"> Focused interventions have supported cusp children in SPaG, linked to current learning in English lessons. LSA support identified pupils in class. Pre-teaching delivered to aid understanding and accessibility of lessons. Gaps filled. Assessment shows improvement e.g. in multiplication work.
	CPD for staff	<ul style="list-style-type: none"> Staff completed phonics training via New Skills Academy and other agencies. English hub provided useful training sessions on how to support pupils returning after lockdown and how to deliver interventions. Book looks with feedback to support writing in class (spring term). Looking at consistency of delivery of writing across the school. Moderation hub meetings scheduled for Summer term Offered by the Epping Partnership. LA has arranged a years 2 and 6 moderation.
B: PP children will have had fundamental Mathematics gaps filled and feel more confident attempting Maths independently	1:1 tuition offered for Year 6 'cusp' children	<ul style="list-style-type: none"> COVID and lockdown impacted on the delivery of this.
	CPD for teachers	<ul style="list-style-type: none"> PPG budget was used to pay for the White Rose Premium Maths Resources Subscription. This is added to the scheme to have access to worksheets and videos. Videos were helpful during remote learning to help pupils at home and to support parents in helping at home. This has been invaluable in improving Maths and providing scaffolding and challenge. New Skills Academy subscription for the year has allowed staff to complete accredited training.
	Target interventions with PPGTA	<ul style="list-style-type: none"> Successful daily intervention sessions held for children to help fill gaps in their understanding. As above. LSA supported in KS2. Pre-teaching and addressing misconceptions.
	Maths online support resources to be explored	<ul style="list-style-type: none"> Sumdog was purchased in 2018 for Maths, Reading and Writing. The renewal for Maths (November) was cancelled as it lost momentum. Third Space (actual person doing tutoring) was not bought into. Revision for years 5/6 pupils to fill gaps as part of catch-up curriculum and closing gaps.
C: Behaviour issues in KS2 addressed following BM policy.	<p>BM policy including raffle ticket rewards for lunchtimes. "Wobbles and safeguarding" board in staff room so all staff are aware of children who are</p>	<ul style="list-style-type: none"> Behaviour Management Policy: Behaviour overall very good. Low key behaviours attended to by all staff. Reduced number of pupils on Red Writing during lunch.

	having a difficult week.	
	1:1 pastoral session weekly with PPGTA	<ul style="list-style-type: none"> The children have had a pastoral session weekly – this has been significant in highlighting wellbeing and/or safeguarding issues for these children. PPGTA daily available to address concerns when needed. Activities have been scheduled initially inclusive of creative activities. PPGTA gave feedback to teachers to be informed.
	Continued investment into Thrive	<ul style="list-style-type: none"> Thrive was bought through PPG. Mrs Foster and previous headteacher trained as Thrive practitioners. Previous headteacher did not complete the training. Due to school closures, we are delayed in being able to see the impact in its entirety. The school's accreditation has ended in April 2021. Pupils have developed social interaction skills. Weekly sessions for about 20 minutes at a time to work on relationship. Addressed emotions to use words not hands. Potential bullying also addressed pro-actively through intervention and PSHE curriculum.
D: Fine and gross motor skills will improve and been seen through presentation of work.	Continued Finger gym sessions daily with PPGTA	<ul style="list-style-type: none"> In EYFS we have a weekly finger gym challenge as well as a dough disco session daily. Daily handwriting sessions in EYFS. Teodorescu motor skills programme in years 1&2 used. Also used for identified KS2 pupils. Action: To look into handwriting scheme across the school for next year.
E: Attendance for PP children will improve to 96% and minimal learning time will be lost.	Thrive (2 years)	<ul style="list-style-type: none"> Thrive was bought through PPG. Mrs Foster and previous headteacher trained as Thrive practitioners. Due to school closures, we are delayed in being able to see the impact in its entirety. The school's accreditation has ended in April 2021. Office checking weekly attendance data and in contact with parents. EWO services bought into.
	Pastoral 1:1 session	<ul style="list-style-type: none"> KS1 staff encouraging pupils to be in regularly and discussions with parents on the gate to bring pupils to school. Headteacher addressed unauthorised absences by sending letters home via the office. Newly appointed EWO liaising with parents of persistent absentees.
	Structured	<ul style="list-style-type: none"> Staff contacted parents/pupils weekly during COVID

	conversations	<p>lockdown as part of pastoral support.</p> <ul style="list-style-type: none"> Staff made use of emails to stay in contact with parents during lockdown. Communication log kept by staff. Telephone calls as part of welfare calls.
	Attendance officer to check in with first day absences and follow attendance protocols.	<ul style="list-style-type: none"> Attendance checked and monitored weekly by office staff. Headteacher / Bursar liaised with Educational Welfare Service to see if the school can sign up for this. School has signed up in May 2021 with an independent company. Training offered to office staff regarding attendance. EWO will liaise with parents to improve attendance.
	Taxi provided	<ul style="list-style-type: none"> This was provided to ensure pupil attended school daily. Arranged by the executive headteacher. Impact was evident in providing education to the named pupil not missing education. Stopped when pupil transferred to another local school.
F: PP children will feel supported within school and home and their aspirations, confidence and wellbeing will improve across school life.	2 Aspirational days to boost confidence and raise aspirations.	<ul style="list-style-type: none"> Initially planned to get visitors/parents in to support specific days and share skills. Classes would have delivered specific activities. Bubbles due to COVID did not allow this to happen. Had a WWII day, Well-being week, author day during lockdown, celebrated world book day, comic relief, etc.
	Pastoral sessions as above	<ul style="list-style-type: none"> All staff has access to the New Skills Academy accredited training for Mental well-being.
	My Wonderful Life RSE Curriculum	<ul style="list-style-type: none"> My Wonderful Life is very successful in UKS2. It gives children the opportunity to discuss current issues through a topical book and well-planned resources. Parents consulted on the new PSHE/RSHE curriculum. Staff and parents consulted on the new PSHE/RSHE policy to be implemented in September 2021.
	Progress Postcards	<ul style="list-style-type: none"> PPG Postcards have been sent home to different children each week to celebrate their learning up till lockdown. These are very well received and have been very effective in boosting morale and a home/school relationship for the majority of PPG pupils. Years 5/6 sent postcards during lockdown.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

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