

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	Wouldham All Saints CEP School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr C Fitter
Pupil premium lead	Mr C Fitter
Governor / Trustee lead	Mrs A Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,373
Recovery premium funding allocation this academic year	£9280
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	£108,613

Part A: Pupil premium strategy plan

Statement of intent

At Wouldham All Saints 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. Our child centred school approach enables pupils to develop the skills and knowledge they need to reach their full potential and 'Fly High' in all that they do. Our Pupil Premium Strategy is focused on supporting disadvantaged pupils overcome barriers to learning through a range of strategies to ensure all pupils, regardless of their ability are appropriately supported and challenged enabling them to move onto their next steps of learning.

Using research from the Education Endowment Foundation we carefully plan expenditure based on the usefulness and effectiveness of various strategies ensuring that interventions have high impact and are cost effective.

The following strategies are used to help improve the outcomes and attainment of our disadvantaged children with the intent of closing the gap between disadvantaged and non-disadvantaged pupils:

- Access to quality first teaching
- Effective deployment of Teaching Assistants
- Mastery learning
- One to one tuition
- Oral language interventions
- Parental involvement/engagement
- Reading comprehension strategies
- Small group tuition
- SEMH support
- Funded places at breakfast and after school clubs
- Personal resources and equipment
- Funded places on trips and additional activities such as sports clubs
- Bespoke tuition for targeted pupils via the National Tutoring Programme

Pupil progress and attainment is carefully monitored using Evidence Me profiling and formal written assessments where appropriate. Termly Pupil Progress meetings enable us to track disadvantaged children and put in place provisions required to further develop and support their learning.

Challenges

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

Challenge number	Detail of challenge
1	Social Emotional and Mental Health Assessments and observations indicate that the Covid pandemic and school closures has impacted the wellbeing and education of some disadvantaged pupils. Some Pupil Premium pupils have been identified as having social and emotional, mental health,

	self-confidence and anxiety issues. These challenges have negatively affected attendance and performance of these pupils.
2	Reading Assessments and observations indicate that there has been a drop in Pupil Premium reading attainment. Overall, a low number of disadvantage pupils are accessing reading at home and display poor language development.
3	Attendance Some Pupil Premium pupils have low attendance and others are frequently late to school. This is having a negative impact on academic progress and requires improvement.
4	SEND A high percentage of Pupil Premium pupils have SEND needs requiring specific interventions to target learning difficulties. The majority of these pupils are working below the expected level in one or more areas of RWM.
5	Writing Assessment and observations indicate that Pupil Premium attainment is less than all children in writing. Some pupils have low oracy skills, this affecting both communication and writing.
6	Mathematics Assessment and observations indicate that Pupil Premium attainment is less than all children in maths. End of year RTP assessment indicates that children have low starting points and that Mathematical fluency and reasoning needs developing to raise attainment in maths.

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
Supporting all children and vulnerable families with SEMH needs.	Successful training and implementation of our Emotional Wellbeing and Mental Health Lead. Improved attendance of Pupil Premium pupils in line with non-Pupil Premium. Effective use and monitoring of CPOMS by staff and DLS to record and track vulnerable pupils. Boxall, Leuven, Masow SENCO assessments to show increased wellbeing.
Improve attainment in reading.	A raise in reading attainment. Data to reflect an improvement when compared to last academic year. The attainment gap between PP and non-PP pupil will decrease from the previous year.
Improved attendance and lateness.	Pupil Premium attendance in line with whole school.

SEND pupils make expected progress in line with the whole school.	Regular, effective monitoring and assessment of pupils on the SEN register to track attainment and identify individual pupil needs. Needs targeted through impactful interventions, effective differentiation and implementation of EHCP requirements, where necessary, to enable academic progress.
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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: £ 54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Wellbeing and Mental Health Lead to oversee SEL programmes. MPQML qualification.	EIF evidence associates childhood social and emotional skills with improved outcomes at school and in later life. Evidence also suggests that these skills can be improved purposefully through school-based social and emotional learning (SEL) programmes. https://www.eif.org.uk/resource/improving-social-and-emotional-learning-in-primary-schools-guidance-report	1, 2, 5, 6
CPOMS subscription and staff training	Keeping Children Safe in Education states that <i>'No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.'</i> CPOMS states that it enables quick, easy and secure recording of all information in a centralised place enabling the effective recording and tracking of safeguarding, wellbeing and pastoral issues.	1, 3
Switch on Reading	EEF identifies that Switch-on Reading appears to be effective for weak and disadvantaged readers. EEF states that children receiving the intervention make around 3 months additional progress in reading.	2

CPD for subject leaders to support the delivery of high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils.	EEF research states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Teacher CPD will have a direct impact on improving the academic achievements of disadvantage pupils particularly in maths and English.	2, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 Maths Tutoring Programme</i>	National lockdowns and partial school closures have led to limited teaching and feedback in all subjects. School tracking shows that 16 PP children were not secure in their maths attainment. The school feels that online one to one tutoring is more effective in maths. Research from the Education Endowment Foundation indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	
<i>Targeted teacher groups.</i>	Last academic year part of our Catch-Up Funding was used to cover supply costs to enable the release of class teachers for targeted group work and 1:1 maths/English. This was successful in closing gaps and so we will continue this approach this year by extending part time teacher hours to enable focus group work and 1:1. The EEF toolkit identifies that smaller group teaching allows staff to change the way in which they teach by ensuring more high-quality interactions providing greater quality and quantity of feedback to individual pupils. Providing feedback is well-evidenced and has a high impact on learning outcomes by providing specific information on how to improve.	2, 5

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

Budgeted cost: £ 29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase outdoor learning and metacognition development opportunities for all	Research from EEF suggests that outdoor learning provides SEL opportunities, which in turn impacts pupils' decision making skills, interaction with others and their self-management of emotions. Social and	1

through the employment of an OAA Instructor.	Emotional Learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Council for Learning Outside the Classroom https://www.lotc.org.uk/category/research/	
Support funding with school trips and uniform for FSM.	Ensuring children have equal access to uniform and enrichment is essential to them feeling a part of the school community.	1, 3
Employ an emotional wellbeing and behaviour support TA.	Since the full return to school we have seen an increase in SEMH issues along with behavioural difficulties, particularly with some disadvantaged children.	1, 3
Interactive whiteboards for intervention rooms to enable accessible curriculum for all. Chrome books to enable access to tuition programmes.	EEF identifies that an excellent holistic learning experience via one-to-one tuition individualises learning and has the potential to accelerate it. Interactive boards and chrome books will enable pupils to access these learning opportunities.	2, 4, 5

Total budgeted cost: £ 119,000

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 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that 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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.