

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Westbury-On-Severn CE Primary school
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024, 25
Statement authorised by	Anna-Mai Armstrong
Pupil premium lead	Leanne Roseblade-Bargh
Governor / Trustee lead	Jen Sigournay

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,296
<b>Total budget for this academic year</b>	£13,296

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide high quality teaching that takes into account the individual needs of every child. Through our commitment to the recruitment of high quality staff, on-going professional development, rigorous monitoring and willingness to respond to research, we aim to ensure that all pupils receive an education that meets their very individual needs. Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Covid Recovery Premium.

Our pupil premium strategy outlines our approach for ensuring disadvantaged pupils achieve their full potential and make good progress. Our ultimate objectives for our disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure disadvantaged pupils make progress in-line or exceeding non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low attainment in core subjects</b> – assessments and observations show that disadvantaged children have lower attainment across core subjects, especially in phonics and early reading.
2	<b>Difficulties with emotional regulation and social interactions</b> – Observations and monitoring (using My Concern) has shown that disadvantaged children lack self-regulation strategies when faced with some tasks and often struggle to make positive relationships with their peers.
3	<b>Poor attendance</b> – attendance data over the last year has shown that disadvantaged children have had lower than average attendance, with persistent absenteeism a problem for some.

## 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
<ul style="list-style-type: none"> <li>Disadvantaged children to make rapid progress, especially in reading</li> </ul>	<ul style="list-style-type: none"> <li>Gap to close between PP children and non PP</li> <li>PP children's attainment to be in-line or above with their peers in R/W/M.</li> </ul>
<ul style="list-style-type: none"> <li>Disadvantaged children able identify and verbalise their emotions using our zones of regulation.</li> <li>Disadvantaged children to be able to identify and verbalise when they are ready to learn.</li> <li>Disadvantaged pupils have positive relationships with their peers.</li> </ul>	<ul style="list-style-type: none"> <li>Children to be able to articulate their feelings and emotions</li> <li>Fewer incidents of dysregulation.</li> <li>Fewer incidents of dysregulation leading to aggressions and disrupted learning</li> <li>Disadvantaged pupils will have positive interactions with their peers every day.</li> </ul>
<ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils will improve</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at 96%+</li> <li>Confidence and independence in class improved</li> <li>Positive attitude to school and learning</li> </ul>

## 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: £1680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Successful Learning Programme to support positive learning attitudes and metacognition in pupils 2 days training and support @£840 per day	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1, 2, 3

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

Budgeted cost: £ 5400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention for reading /phonics EYFS/Y1 Trained Teaching Assistant (Little Wandle catch up interventions)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,3
Targeted intervention for core subjects (precision teaching) by a teacher	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1

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

Budgeted cost: £ 5500

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL - whole school approach £2000	<a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a>	2,3
Restorative Conversation follow up training £500	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1,2,3
ELSA support assistant  £3000	<a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Evidence supports a low cost whole school emotional literacy approach can enable children to make up to 4+ months progress.	2, 3
Cool Milk for FSM pupils, Costs for extra curricular support  £800	<b>European Commission- Inclusion Report</b> Evidence suggests that taking part in extracurricular activities can offer children numerous benefits, including better social, behavioural and academic outcomes, as well as improved social inclusion outcomes. Evidence also shows that disadvantaged and vulnerable children face increased barriers in accessing extracurricular activities. The research note provides evidence-based examples of how to reduce these barriers.	

**Total budgeted cost: £ 13,380**

## 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 2022-3 academic year.

22-23 Provision	Impact	Moving forward/lessons learned
<p><b>ELSA support</b></p>	<p>Due to staffing issues last year ELSA was not consistently delivered. However, evaluations for pupils on the ELSA programme show 90% improvements in emotional health from pupils self-evaluations.</p> <p>From Jan 2024 2 afternoons a week have been set aside for dedicated ELSA time.</p>	<p>A clearer pathway for ELSA referral and assessments overseen by SENCO.</p> <p>Timetabled meetings fortnightly for SENCO and ELSA to ensure programme is effective.</p>
<p><b>High quality teaching for all pupils.</b></p> <ul style="list-style-type: none"> <li>• TA CPD is ongoing for maths and English by subject leaders and SLT through termly twilight sessions and WGSP.</li> <li>• Maths and English are high priority on the school development plan.</li> </ul>	<ul style="list-style-type: none"> <li>• TA CPD sessions included Restorative Conversations training/Trauma Informed Approaches in school (TISUK) which ensured a consistent approach to behaviour management across the school, at playtimes and in class. TAs said that they felt <b>“empowered”</b> after the training.</li> <li>• TA training in Little Wandle alongside the English Hub support improved our phonics outcomes dramatically <b>from 44% in 2022 to 91% in 2023.</b></li> </ul> <p>The TA was new to EYFS and new to Y1 and was released every afternoon to do catch up phonics interventions- with CPD training from the Hub and Little Wandle online.</p>	<ul style="list-style-type: none"> <li>• TAs are included in all Twilights and work on Restorative Conversations and Successful learning are planned for 23-24 to build on the work done in 22-23.</li> <li>• The approach to Little Wandle interventions continues 23-24 and we will directly use PP funding towards this, since its impact is high.</li> <li>• More work is needed to directly upskill TAs in Maths and English for 23-24 since they work with small groups regularly-addressed through INSET days.</li> <li>• CPD for TAs is of high value.</li> </ul>
<p><b>Metacognition training for all staff</b></p>	<p>Postponed to Jan 24</p>	

<b>Targeted intervention by a teacher for reading comprehension, GPS and maths.</b>	<b>1:1 reading</b> Improved reading ages by average of <b>6.75 months</b> in 4 pupils. <b>Times tables rapid recall 1:1</b> Improved score on TT test by average of <b>8 points</b> - 5 pupils <b>Precision Teaching-</b> Reading and Spelling Average improvement of <b>39% on accuracy</b> across 5 pupils.	To continue with targeted 1:1 interventions that are evaluated regularly with measurable outcomes.  Monitored by SENCO.
---	--	---

## 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)

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