

## Pupil premium strategy statement 2022

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   | Westbury-On-Severn CE Primary school |
| Number of pupils in school  | 73                                   |
| Proportion (%) of pupil premium eligible pupils   | 7%                                   |
| 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 2022                        |
| Date on which it will be reviewed   | December 2023, 24, 25                |
| Statement authorised by   | Anna-Mai Armstrong                   |
| Pupil premium lead  | Leanne Roseblade-Bargh               |
| Governor lead   | Jen Sigournay                        |

### Funding overview

| Detail  | Amount       |
|---|--------------|
| Pupil premium funding allocation this academic year       | £3473        |
| Recovery premium funding allocation this academic year    | £2653        |
| Pupil premium funding carried forward from previous years | £1456        |
| <b>Total budget for this academic year</b>                | <b>£7582</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to provide high quality teaching within a nurturing school culture. Through our commitment to the recruitment of high quality staff, on-going professional development, rigorous monitoring and willingness to respond to research and the needs of our pupils, we aim to ensure that all pupils receive an education that supports them to develop their full potential, regardless of their circumstances. 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 ultimate objectives for our disadvantaged pupils are:

- to ensure they achieve in-line with non-disadvantaged pupils
- to be equipped with the life skills and academic knowledge that will support their transition to secondary school and beyond
- to thrive within our school community, socially and academically.

## 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 at playtime . They also 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.   |

## 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> <li>● Gap to close between PP children and non PP</li> </ul>  | <ul style="list-style-type: none"> <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 are able to 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>● Pupils will use strategies they have learnt to help them regulate their emotions</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: £ 2000

|   |   |     |
|---|---|-----|
| Developing maths Mastery with GLOW Maths hub<br>CPD- FREE | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mastery">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning?utm_source=/education-evidence/teaching-learning-toolkit/mastery-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=mastery</a><br>+5 months progress | 1   |
| Phonics support and training from English Hub<br>-FREE    | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics</a><br>+5 months  | 1   |
| Developing Successful Learning- 1 year programme<br>CPD   | <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><br>Staff to be fully trained in enabling pupils to use metacognition strategies in class. 3 CPD sessions over the course of a year and coaching in place for staff.   | 1,3 |

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

Budgeted cost: £ 4000 plus NTP allocation

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 Interventions for pupils in reading using experienced teacher | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tuit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tuit</a> | 1,3                           |

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

Budgeted cost: £1500

| Activity                       | Evidence that supports this approach  | Challenge number(s) addressed |
|--------------------------------|---|-------------------------------|
| ELSA provision and supervision | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20and%20emotion">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social%20and%20emotion</a><br>Social and emotional interventions are shown to support 4+ months progress, supporting self regulation | 2,3                           |

**Total budgeted cost: £ 7500**

## 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 2021 to 2022 academic year. (There was only one pupil premium pupil in school during most of this academic year.)

| Pupil Premium Used for:       | Summary of intervention/action   | Impact  |
|-------------------------------|--|---|
| Specific 1:1 Intervention     | Deployment of Specific support for children who need additional support through published and bespoke interventions.   | 1:1 interventions with bespoke sessions in physical activity have supported both physical and mental wellbeing; increasing independence in class and physical mobility.   |
| Resources to support learning | <ul style="list-style-type: none"> <li>● Purchase of materials to support the interventions               <ul style="list-style-type: none"> <li>○ Teacher and pupil books</li> <li>○ Equipment to support Fizzy sessions</li> <li>○ Materials to create mental health resource boxes for classes</li> </ul> </li> <li>● Allocation of funding to support learning outside the classroom activities.</li> <li>● Provision of milk</li> </ul> | <p>Children who took part in the intervention programmes made good progress with their fine and gross motor skills, which supported handwriting and physical development.</p> <p>Continued Development of the Mental Health suite (Dandelion Suite) has supported children who had mental health issues or worries. The trained ELSA member was able to provide bespoke intervention and MH programmes to support specific children. Resources boxes were created for each classroom and used by the children as part of their day-to-day activities and MH work.</p> |
| Courses (balance)             | TAs attended courses on phonics in KS2 and children with low attainment in KS2 literacy.   | Member of staff has completed a unit of training on supporting and boosting low attainment in KS2 literacy. This training has enabled new ideas and implementation to be used and progress and confidence of low level KS2 pupils has increased.  |

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