

## 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   | Great Waltham C of E Primary School   |
| Number of pupils in school  | 167   |
| Proportion (%) of pupil premium eligible pupils                         | 17% (28 pupils)   |
| Academic year/years that our current pupil premium strategy plan covers | This plan is for one year 2021-2022   |
| Date this statement was published                                       | December 2021   |
| Date on which it will be reviewed                                       | Progress in school reviewed on a termly basis. Full review will take place July 2022. |
| Statement authorised by   | Mr Alex Burden<br>Headteacher   |
| Pupil premium lead  | Miss Liz McCullough<br>Deputy Headteacher   |
| Governor / Trustee lead   | Mr Steve Huggins  |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £35,408 |
| Recovery premium funding allocation this academic year  | £4,060  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £23,500 |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £58,908 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face are able to fulfil the school's vision for all pupils:

At the end of their time at Great Waltham Primary School, we aspire for all our children to have:

- **Developed a strong work ethic both for their own benefit and the benefit of others.**
- **Developed a strong set of practical, social and emotional life skills.**
- **Developed, through the teaching of our Christian and British values, self-respect and respect for others, whatever their ability, race, religion or culture.**
- **Gained the skills to work independently, either on their own or as part of a group, and take responsibility for both themselves and others.**

High-quality teaching is at the heart of our approach with the intention of achieving best possible outcomes for disadvantaged pupils in all areas and especially the core subjects of English and mathematics. However, we strongly believe the pastoral care, positive mental / physical health are the firm building blocks that must be in place before successful learning can take place.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through 1:1, small group work sessions for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will 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 are set
- ensure early interventions identify possible barriers to learning and address this quickly.
- 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                | Well-being – 54% of the current disadvantaged cohort are living with additional stresses that affect mental health. Ensuring they are in a good mental space to learn is a priority  |
| 2                | Academic catch up after two disrupted school years due to Covid-19 Pandemic.<br>Similar to all pupils at school, there have been varying levels of academic gaps being created. Pupils who engaged fully in the home learning process or were at school have tended to fare better than those who did not. Across disadvantaged pupils we have seen similar fluctuating levels.                                  |
| 3                | To develop disadvantaged pupil families confidence in being able to support their children’s learning at home. 39% of the current families have either poor or lower than average support at home. Support at home being defined as allowing time to learn (complete home learning), reading time (both read to and listen), quiet space to learn, appropriate boundaries that support good attitudes in school. |
| 4                | Writing stamina and quality. Children through lost time at school wrote less and with a reduced emphasis on key skills like GPS. This has been reflected in our River Chelmer Primary Partnership group (8 local primary schools).   |

## 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  |
|--|---|
| Wellbeing – to achieve and sustain good levels of mental and physical health | <ul style="list-style-type: none"> <li>• Pupil voice demonstrates happy, vibrant learners who want to make positive contributions in class.</li> <li>• Established, regular and good quality systems to ensure adults can confer to share knowledge of children to help support them.</li> <li>• Attendance is good or better and above school target (96.5%).</li> <li>• Involvement in extra-curricular opportunities / enrichment activities to boost confidence and skills.</li> <li>• Use of Level 2-4 services (Social Care, counselling, learning mentor time) where necessary.</li> </ul> |

|   |  |
|---|--|
| <p>Academic Catch-up in English and maths</p> | <ul style="list-style-type: none"> <li>• Accurate assessment for learning provides key starting points for pupils to establish needs.</li> <li>• Teachers to use half-termly provision maps to outline support for pupils in reading, writing and maths.</li> <li>• Quality first teaching is the primary driver in boosting children’s progress.</li> <li>• Additional measures (1:1, small groups, peer tutoring, booster classes) support class-based teaching.</li> </ul>  |
| <p>Parent Support and Partnership</p>         | <ul style="list-style-type: none"> <li>• All disadvantaged pupils’ families to receive contact from PP lead (phone / video call) to ascertain how best to work in partnership to support learning. This supplement three reports and three parent consultation sessions across the year.</li> <li>• Offer of resources to use at home – lap top for better access to home learning platform (Google Classroom), books, stationary.</li> <li>• Encourage parents to attend Parent Partnership work-shops / curriculum session to help support their child’s learning.</li> </ul>  |
| <p>Writing Quality and Stamina</p>            | <ul style="list-style-type: none"> <li>• Place importance and pride in all aspects of writing with an emphasis on cross curricular writing. So a report in a science book should demonstrate the same quality of GPS as writing in explicit English lesson.</li> <li>• Regular and timed writing practice in all year groups.</li> <li>• Writing moderation across the school (and beyond) to identify strengths and areas of development.</li> <li>• Be aware of national data trends and initiatives.</li> <li>• Booster classes to support those most in need.</li> <li>• Celebrate writing across all age groups, including progress over attainment. Use working walls to highlight good examples.</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: £15,237.24

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Dedicated 2 x LSAs to support disadvantaged pupils identified as not making appropriate levels of progress This is to support learning in lesson time.</i></p> <p>Total cost £13,467</p>  | <p>With dedicated adult support in class, children are able to access quality first teaching and have concepts explained in a way that supports their learning style - auditory, visual, kinaesthetic and multi-sensory.</p> <p>Within key stage 2, the percentage of pupils that have been identified as needing support fluctuates greatly between classes. LSAs spending time directly with identified pupils over a 4 to 6-week period enables pupils to utilise quality first teaching and enables individuals to receive support identified on their personalised provision map.</p> <p>On entry to school disadvantaged pupils show themselves to have a low level of communication and personal care skills. LSA time is dedicated to supporting those children on a one to one or small group level using 'Talk Boost 'scheme.</p> | <p>1,2.</p>                   |
| <p><i>Catch-up teacher to teach small group lessons which mirror the class teaching.</i></p> <p><i>Small groups of pupils to be taught 2 x 1 hour a week in maths in the Spring Term and English in the Summer term.</i></p> <p>Total Cost £1770.24</p> | <p>Education Endowment Foundation (EEF) based evidence: *Quantity and quality of feedback that pupils receive is more focused and the level of concentration and perseverance amongst pupils is greater. Enables metacognition for pupils and specific next steps planning of learning by pupils. High impact on achievement. *Small groups allow close collaborative approach to learning and peer work / assessment to flourish impacting highly on accelerating progress. High impact on achievement.</p>  | <p>2,4</p>                    |

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

Budgeted cost: £ 15,028.26

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Booster classes for English and maths. Cost for teachers delivering booster sessions</i><br/>£6134.40</p>  | <p>The percentage of children expected to achieve at least the required standard in Reading, Writing &amp; Maths in years 1 to year 6 is at 52%. This indicates that COVID-related disruption has had a considerable impact on outcomes. As a school we have found that focused booster session delivered by our teaching staff is the best choice of resource to deliver any catch-up booster sessions.</p>  | 2,4                           |
| <p><i>Teacher Mentor 3 x hours weekly to support learning in the classroom. Each Key stage 2 class has 1 hour per week each to support a core area of the curriculum. These pupils are pupil premium children.</i><br/>£6316</p> | <p>We chose a teaching mentor to work with us in school because a familiar adult that is qualified to make learning decisions for pupils will help them address barriers (and potential barriers) to learning. Through supportive one-to-one relationships and when required, small group work, children are able to maximise their learning experiences.</p>   | 1,2,4                         |
| <p><i>National Tutoring Programme - Use of LSAs to become tutors.</i><br/>£600.00</p>  | <p>National Tutoring Programme- School Led Tutoring Guidance 2021-<br/>Tutoring can also help pupils to build resilience. Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p> | 2,4                           |
| <p><i>KS2 disadvantaged pupils given study guides for English and maths as support for home learning.</i><br/>£92.00</p>   | <p>Pupils have a quick reference of terminology at home so they can access home learning tasks and talk to their families about their learning. This instils confidence in completing tasks. 69% of our pupil premium children are in KS2.</p>  | 3,4                           |
| <p><i>Weekly homework club for year 6 pupils to complete home learning tasks that cannot be completed at home.</i><br/>£1329.12</p>  | <p>Providing access to teacher support with home learning tasks, enables pupils to feel confident that they can complete and upload work to the online learning platform Google Classroom.</p>  | 1,2,3,4                       |

|   |   |   |
|---|---|---|
| <i>Focussed phonics intervention work.</i><br>£493.74 | *Focussed phonics intervention groups in Year 1 and 2, addresses gaps in attainment and enables progress to be maintained in order to close the gap between lower attainers and their peers. High Impact EEF. | 2 |
|---|---|---|

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

Budgeted cost: £ 13,337.94

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Y.M.C.A. Counsellor services to support vulnerable pupils with additional needs emotionally.</i><br>£3485.51   | Education Endowment Foundation Report -Healthy Minds 2021 states that - 'Social and emotional skills' are essential for children's development—they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective and communicate in appropriate ways.  | 1,3                           |
| <i>Senior Mental Health Leader</i><br><i>Cost of resources</i><br>£500  | SMHL to develop a clear vision and strategic plan which effects change, helps enhance pupil outcomes and delivers greater emotional and physical wellbeing for all stakeholders. Liaison with PP Lead and PSHE lead.<br>Monitor and review termly.  | 1                             |
| <i>Learning Mentor Time (2 x hours per week)</i><br>£987.48   | Pupils coming into school with additional worries from home are less able to access the quality first teaching. Through dedicated time to talk with a familiar adult about home.  | 1,2,3,4                       |
| <i>LSA to host Talk Time and circle time group sessions with identified pupils that have limited Social and Emotional Skills. (2 x hours per week)</i><br>£987.48 | EEF Report-Improving Social and Emotional Learning in Primary Schools has the following key recommendations-<br>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.<br>Self-awareness: expand children's emotional vocabulary and support them to express emotions.<br>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.<br>Social awareness: use stories to discuss others' emotions and perspectives.<br>Relationship skills: role play good communication and listening skills. | 1,2,3,4                       |
| <i>Attendance officer to analyse and act upon data showing any</i>  | Attendance fluctuates for different pupils and action taken to support families as it is needed. <ul style="list-style-type: none"> <li>Phone call home.</li> </ul>   | 1,3                           |

|   |   |         |
|---|---|---------|
| <p><i>pupils identified as having low attendance. Attendance officer reviews pupil premium attendance weekly.</i></p> <p>£148.75</p>  | <ul style="list-style-type: none"> <li>• Rewards for being in school</li> <li>• Positive reinforcement</li> </ul>   |         |
| <p><i>Pupil Premium lead to make contact with parents via phone call, virtual meeting or in school face to face twice in the school year.</i></p> <p><i>Supply cost to cover class £340</i></p> | <p>Patterns within families regarding engagement with school, in several cases parents have identified a lack of confidence, struggle with their own learning or lack resources to be able to support their children. These parents often don't attend workshops which could enhance their skills and confidence.</p> <p>Parents of disadvantage pupils show limited levels of engagement with school initiatives. 42% of parents of disadvantaged pupils are not actively involved in their child's.</p> <p>The department of education guidance states "Your designated teacher should: encourage parents and guardians to be involved in deciding how pupil premium is used to support their child and be the main contact for queries about its use." Therefore, schools should be involving parents in discussions around PP and taking opinions and suggestions of use on board. However, school do have the final say on how the funding is spent, as they are responsible in ensuring it is spent in accordance with the guidance provided.</p> | 3       |
| <p><i>To provide places in after school clubs and school trips. School to provide certain equipment such as PE kits.</i></p> <p>£6372</p>   | <p>Regular attendance at clubs &amp; being properly equipped is an issue for some pupils eligible for PP- with the correct kit and resources pupils feel more confident in accessing activities. Learning outside the classroom builds independence skills and social well-being.</p>   | 1,3     |
| <p><i>Increase quality reading material and maths games available at home – initially through 'Letter Box' scheme.</i></p> <p>£516.72</p>   | <p>Children are enrolled for the Letterbox Club. Each child receives their own colourful parcel of books, maths games, stationery and other high-quality materials once every month for six months.</p> <p>For many children, it's the first time they have had a letter or a parcel through the post and for some it's the first time they have had books of their own.</p>  | 1,2,3,4 |

**Total budgeted cost: £ 43,603.44**

## 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.

#### Outcomes for Pupil Premium Strategy 2020-2021

##### Our aims for the year were based on 4 key focus areas:

1. All staff to use new impact grids for PP children and review termly in order to inform future provision. All staff to communicate successes and concerns regarding interventions, change in children's circumstances, time restriction and resourcing.

The new provision tracker grids have been successfully implemented. All pupil premium children have half termly reviews of provisions put in place. Review half termly of pupil attainment has shown individual successes.

2. To improve the number of PP children attaining age expected standards in all three core subjects.

##### *Outcomes for year 6 cohort 2020-21*

|                              | Reading | GPS | Writing | Maths |
|------------------------------|---------|-----|---------|-------|
| <b>At Expected or better</b> | 80%     | 68% | 68%     | 68%   |
| <b>At Greater Depth</b>      | 32%     | 32% | 32%     | 28%   |
| <b>R/W/M COMBINED</b>        | 64%     |     |         |       |
| <b>PP DATA</b>               | 83%     | 67% | 67%     | 67%   |
| <b>PP R/W/M COMB</b>         | 67%     |     |         |       |

3. To develop children's speaking and listening, so knowledge of vocabulary and conversational skills improve.

Weekly PSHE lessons have enabled pupils to access a wealth of topics related to the wider world. The cultural capital of our pupils has been increased as a result of lessons. Modelling of talking in lessons have enabled children to articulate their thoughts, knowledge & feelings.

4. To develop PP families confidence to support their children's learning at home through Google Classroom and other learning platforms. School are aware of parent involvement, barriers to involvement and make suitable provision.

The time has been limited due to the impact of the Covid-19 pandemic. This will continue as a priority for 2021-22. Our disadvantaged pupils have had the opportunity to access learning at home through high quality resources (including laptops, stationary and reading material) and ICT programmes e.g. My Maths. Some disadvantaged families have attended parent partnership workshops (or be able to access materials in a smaller environment) where relevant to their child (5/23 families in year 6).

## 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                |
|--------------------------------|-------------------------|
| Extra-curricular sports scheme | Rugby Tots              |
| Extra curricula maths support  | Times Tables Rock Stars |
| Additional literacy support    | Book trust              |
| Additional English support     | Edshed                  |
| Study Guides Scheme            | Haslam and Hall         |
| Maths support                  | White Rose              |

## Further information

Each of our pupil premium children have a bespoke half termly provision map that sets out interventions and the additional support and provision that each of the children are entitled to. These provision maps are reviewed half termly and are an integral part to the support for PP children, working alongside the main school curriculum.