



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 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	14% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers	This plan is for three years 2021-22,2022-23, 2023-24 .
Date this statement was published	December 2023
Date on which it will be reviewed	Progress in school reviewed on a termly basis. Full review will take place July 2024.
Statement authorised by	Mrs. Justine Brooks Headteacher
Pupil premium lead	Miss Liz McCullough Deputy Headteacher
Governor / Trustee lead	Mr Steve Huggins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,613
Recovery premium funding allocation this academic year	£4,565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,823
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	Total PPG £43,436 Total inc. recovery premium £48001

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:

Our Mission:

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 for 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 – 61% 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	Similar to all pupils at school, there have been varying levels of academic gaps being created (post Covid). Pupils who engaged fully in the home learning process or were at school during Covid have tended to fare better than those who did not. Across disadvantaged pupils we have seen similar fluctuating levels of achievement.
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"> • Pupil voice demonstrates happy, vibrant learners who want to make positive contributions in class. • Established, regular and good quality systems in place to ensure adults can confer to share knowledge of children to help support them. • Attendance is good or better and above school target (96.5%). • All pupil premium children are offered extra-curricular opportunities / enrichment activities to boost confidence and skills. • Use of Level 2-4 services (Social Care, counselling, learning mentor time) where necessary.
Academic Catch-up in English and maths	<ul style="list-style-type: none"> • Improved attainment for all pupils. By 2023-24 outcomes for disadvantaged pupils show improved levels of attainment. • Teachers to use half-termly provision maps to outline support for pupils in reading, writing and maths. This includes Number stacks and YARC reading assessment resources. • Quality first teaching is the primary driver in boosting children's progress. • Additional measures (1:1, small groups, peer tutoring, booster classes) support class-based teaching.
Parent Support and Partnership	<ul style="list-style-type: none"> • Disadvantaged pupils' families to receive contact from PP lead (phone / video call) to ascertain how best to work in partnership to support learning. Time is given to families on a need basis to support families accessing school provision. • Offer of resources to use at home – laptop for better access to home learning platform (Google Classroom), books, stationary. • Invite parents to attend Parent Partnership workshops / curriculum session to help support their child's learning.

Improved attainment in writing	<ul style="list-style-type: none"> • Place importance and pride in all aspects of writing with an emphasis on cross curricular writing. A report in a science book should demonstrate the same quality of GPS as writing in explicit English lesson. • Regular and timed writing practice in all year groups. • Writing moderation across the school (and beyond) to identify strengths and areas of development. • Be aware of national data trends and initiatives. • Booster classes to support those most in need. • Celebrate writing across all age groups, including progress over attainment. Use working walls to highlight good examples.
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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: £15, 941

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A team of LSAs to support disadvantaged pupils identified as not making appropriate levels of progress</i> Total cost £15941	<p>Within class, children can access quality first teaching and have concepts explained in a way that supports their learning style - auditory, visual, kinaesthetic and multi-sensory. EFF research - Making Best Use of Teaching Assistants</p> <p>LSA time is dedicated to supporting those children on a one to one or small group level using 'Talk Boost' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Learning mentor time Improving Social and Emotional Learning</p>	1,2.

<i>Catch up teacher groups to teach small numbers of children needing a slower pace of teaching. Bespoke lessons enable children to repeat sessions and have individual learning styles.</i>	<p>EEF based evidence- 'Quality and quantity of feedback that pupils receive is more focused and the level of concentration and perseverance amongst pupils is greater. Enables metacognition for pupils 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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2164

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pre/Post school booster classes for English and maths.</i>	<p>The percentage of children expected to achieve at least the required standard in Reading, Writing & Maths in years 1 to year 6 is at 59% 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> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2,4
<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</i>	<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> <p>https://dera.ioe.ac.uk/8658/7/Impracticeguide_Redacted.pdf</p>	1,2,4

<i>a core area of the curriculum. These pupils are pupil premium children.</i>		
<i>YARC Reading assessment purchase</i>	YARC reading assessment tool identifies specific gaps in reading skills so enabling bespoke support to be tailor made to individual needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2
<i>National Tutoring Programme - Use of LSAs to become tutors.</i> £1320	National Tutoring Programme- School Led Tutoring Guidance 2021- 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. https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023	2,4
<i>KS2 disadvantaged pupils given study guides for English and maths as support for home learning.</i> £92.00	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3,4
<i>2x weekly homework club for year 6 pupils to complete home learning tasks that cannot be completed at home.</i>	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,3,4
<i>Focussed phonics intervention work</i> £760	*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

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Therapy Dog – weekly sessions</i></p> <p><i>Cost of LSA supporting session £600</i></p>	<p>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.</p> <p>The benefits of a school dogs have been proven to help develop Pupils' reading skills, improve behaviour, attendance and academic confidence, as well as increasing student understanding of responsibility and in the development of empathy and nurturing skills.</p>	1,3
<p><i>Whole School training on Trauma Perceptive Practice with the aim of developing a better understanding of behaviour and supporting emotional well-being.</i></p> <p><i>This will involve key staff being released for training and implementation of the programme</i></p>	<p>Social & emotional learning (or SEL) is an essential part of every child’s education.</p> <p>https://tce.researchinpractice.org.uk/wp-content/uploads/2020/02/Developing-and-leading-trauma-informed-practice.pdf</p>	1,3

<i>across the school.</i>		
<i>Draw and Talking sessions delivered one to one by a trained LSA £1140</i>	'Drawing and Talking' allows pupils to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.	1
<i>Senior Mental Health Leader</i>	SMHL to develop and maintain 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. https://www.gov.uk/government/publications/supporting-mental-health-in-schools-and-colleges	1
<i>Learning Mentor Time (6x hours per week) £3876</i>	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	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) £1520</i>	EEF Report-Improving Social and Emotional Learning in Primary Schools has the following key recommendations- Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children's emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others' emotions and perspectives. Relationship skills: role play good communication and listening skills.	1,2,3,4

<p><i>Weekly well – being group for year 6 pupils</i></p>	<p>It is widely understood that positive health and well-being – including mental health – contribute to a child’s ability to flourish, thrive and achieve (Public health England 2014).</p> <p>It is evident that we must equip our pupils with skills such as resilience, self-awareness and self-belief in order that they can navigate challenges at school and beyond without compromising their performance.</p> <p>As our Year 6 work through their final year at primary, we need to ensure that a school’s own accountability pressures from SATs and the national assessments don’t place undue stress on these 11-year-old children.</p>	<p>1</p>
<p><i>Attendance officer to analyse and act upon data showing and to work on embedding the principles of working together guidance £342</i></p>	<p>DFE guidance report: Working together to improve student attendance</p>	<p>1,3</p>
<p><i>Pupil Premium lead/SLT to be available to advise parents about support available to support children’s learning/ well-being.</i></p> <p><i>Supply cost to cover class £5,840</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>	<p>3</p>

<i>To provide places in after school clubs and school trips. School to provide certain equipment such as PE kits. £6372</i>	Regular attendance at clubs & 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.	1,3
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Total budgeted cost: £ 37795

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 2022-23 academic year.

Use and impact of provision tracking grids.

All Pupil Premium children have provision/interventions that are reviewed termly. This is recorded on a termly tracker document. The provision map shows the types of interventions and support given to the children. These enable key staff to have a full picture of what is being offered to a child and all staff contribute to the success if the provision map. All provision is fluid in delivery and altered according to the impact of a given intervention

To improve the number of children attaining age expected standards in the core subjects.

Data collection for pupil premium children is showing the rate of progress for children to be at a steady level or declining. Aspiration is always that all children will attain at their potential and all teaching and assessment expectation is aspirational.

<https://educationendowmentfoundation.org.uk/news/research-from-education-policy-institute-finds-attainment-gap-has-grown>

EYFS Data Summary Cohort 2022-23

Pupils achieving GLD in	Whole cohort 75%	Pupil premium-no children were pupil premium in EYFS
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Year 1 Data Summary Cohort 2022-23

Pupils achieving expected standard in phonics screening check	Whole cohort 84%	Pupil premium children 33%
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Year 2 Data Summary Cohort 2022-23

	Reading	Writing	Maths
Year 2 Cohort	81%	65%	81%
Pupil Premium	75%	25%	50%

Persistent gaps in knowledge have been addressed by school led tutoring initiative and proved to be an invaluable feature in enabling year 6 pupils to gain the expected standard in English and maths before reaching secondary school. Sharing of good practice for pupil premium initiatives between staff has ensured training is kept up to date.

Year 6 Data Summary Cohort 2022-23

	Reading	Writing	Maths
Year 6 cohort	67%	71%	75%
Pupil premium	33%	66%	66%

To develop children's speaking and listening skills to enable the vocabulary and conversational skills improve.

The implementation of 'The Write Stuff' to support the teaching of writing has a focus on vocabulary which enables children to rehearse their ideas and verbalise their thoughts and has enabled the children to build confidence in their knowledge of sentence structure both in their verbal and written work.

Continuation of Talk Boost has enabled pupils to support children in Key stage 1 with their speaking and understanding so enabling the gap to be bridged and the children can catch up with their peers.

To develop confidence in parents to support their children's learning at home through -- Google Classroom and other learning platforms.

Contact has been made with families of PP children and personalised support has been provided e.g. home learning books, writing resources, laptops to access online learning. We are a very close-knit community, and our PP families are well supported. We strive for all children irrespective of their background to achieve in line with their peers. Our Ofsted parent survey (October 2022) <https://parentview.ofsted.gov.uk/parent-view-results/survey/result/11110/13> supports our view that all our children feel happy and safe and are taught using high quality resources. All our PP children have additional support provided as needed.

Mental Health First Aider Training.

Senior Leadership and teaching staff completed mental health first aider training to support pupils from disadvantaged backgrounds access support in school to help them overcome any barriers to learning. The combination of pastoral care and quality of teaching at Great Waltham C of E Primary School helps our children to thrive and prepares them for the opportunities experiences and responsibilities of adult life. There are a wide range of opportunities to understand the importance of good mental health and wellbeing – for example explicit teaching through our PSHE and RSE curriculum and is reinforced consistently through the supportive, positive ethos of the school. We know that our children feel safe and secure, they know that adults will listen to them and that they are valued. Having in school mental health first aiders has helped support children post covid, deal with pupil anxiety and overcoming the issues of poverty and to support out 'Looked After' children.

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
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 termly and are an integral part to the support for PP children, working alongside the main school curriculum.

