

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	West Pennard C of E VC Primary School
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	4/11/21
Date on which it will be reviewed	01/11/21
Statement authorised by	Sylvia Smith
Pupil premium lead	Tony Wheat
Governor / Trustee lead	Sylvia Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36, 830
Recovery premium funding allocation this academic year	£3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,107
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	£57,852

Part A: Pupil premium strategy plan

Statement of intent

In making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced by pupils and the wider community.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At West Pennard will ensure that all teaching staff are involved in the analysis of data at Pupil Progress Meetings and the identification of pupils in need of support, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

West Pennard CE Primary School is a Church of England village school located in a rural setting. The school retains strong links with the local church, which is situated adjacent to the school. The Christian vision firmly underpins its foundations and links with the local clergy continue to strengthen. The school attracts pupils from a wide geographical area; including surrounding villages and local towns. Many children come from out of catchment. The school comprises 7 single year group classes. Currently there are 215 children on roll with a Pupils' Admission Number (PAN) of 30. The number on roll is the same as in the last academic year. The proportion of children in receipt of Free School Meals is consistently below national averages. 22 out of 215

(13%). The national average is 20.8%. The percentage of pupils supported by the Pupil Premium is significantly below average and currently is 28 out of 215 pupils (13%).

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Maintaining a high adult to pupil ratio in classes with full time and experienced TAs, thus improving opportunities for effective teaching and accelerated progress
- Targeting disadvantaged pupils in 'Catch Up' sessions, providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 and small group support through targeted interventions
- Additional teaching and learning opportunities provided through external agencies e.g. Beanstalk
- Planning opportunities for a smooth transition from Primary to Secondary school and transition internally and into EYFS from the different pre-school settings.
- Contributing to activities such as wider musical opportunities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Supporting the funding of specialist learning software.
- Providing access to high quality resources, such as reading books through R4L and the school library.
- Supporting children with resources at home through the purchase of letter box club subscriptions through the Book Trust .
- Enabling the children to learn a musical instrument by part funding private tuition.
- Facilitating behaviour and nurture support during lunchtimes by providing activities to engage and promote West Pennard values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

Challenge number	Detail of challenge
1 Outcomes	There is a small group of pupils in receipt of PP not making expected progress despite interventions.
2 Pastoral	Pupils emotional well-being, social and behavioural needs are affecting readiness to learn and children being in a position to be able to make progress.
3 Access	There is a lack of access to high quality online learning resources and physical resources to support conceptual understanding and the practice of skills at home, including reading material.
4 Socio-economic Opportunities	There is a lack of access to wider opportunities, such as music tuition, extra-curricular clubs and residential visits.
5. Engagement	Levels of engagement in remote education varied during the pandemic. As a result there are some pupils who need to catch-up so that they are working at age-related expectations or to their full potential.

Intended outcomes

Intended outcome	Success criteria
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	<p>Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths from their identified baseline as determined by their standardised score in NEFR tests with progress being at least in line with non PP pupils.</p> <p>Evidence of progress in Reading standardised score</p> <p>Evidence of progress in Maths standardised score</p> <p>Writing (evidenced on Pride and Progress Boards and online assessment profile)</p>
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase in standardised score and expected progress reflected in other assessment data e.g. Star Reader / RAs
To ensure that opportunities to improve pupils' sense of wellbeing are provided and that social / behavioural needs are addressed in order to improve children's readiness to learn and their ability to progress.	<p>Intervention data, pupil interviews and ABC forms demonstrate that children's emotional needs are being met and that progress is reflected in academic progress.</p> <p>Engagement with ELSA, PFSA, MHST etc. where needed. Enrichment opportunities on Fun Fridays to promote wellbeing alongside Values Days. Readiness includes speech and language in the earlier years and use of Talkboost additional support where needed.</p>

<p>To provide greater access to online and physical resources to support conceptual understanding and the ability to practise skills at home.</p>	<p>PP children demonstrate greater engagement with online packages and this is reflected in academic progress as measured by NFER / Star Reader and other assessment tests.</p>
<p>To narrow the gap of opportunity caused by socio-economic factors in accessing wider opportunities, such as music tuition, trips and residential visits.</p>	<p>There is greater uptake in music tuition amongst PP pupils that wish to learn an instrument and no PP pupil is prevented from attending a trip or residential on cost grounds.</p>
<p>To narrow the gap in attainment caused by the pandemic and access to / engagement with remote learning.</p>	<p>The gap between PP and non PP pupils narrows, as reflected in end of year assessment data</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of National College CPD</i>	There is a gap between the attainment of PP children and non-PP children in Reading, Writing and Maths. The National College provides access to high quality, easily accessible CPD to enhance teaching and learning. Phonics (EEF +5 months) Reading Comprehension Strategies (EEF +6 months)	1 and 5
Purchase Rapid Reading subscription	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve. The online subscription enables this to continue even when learning remotely. Small Group Interventions (EEF +4 months)	1 and 5
Purchase subscription to Insight online tracking software	Tracking attainment of groups and individuals enables targeted support to facilitate progress Within Class Attainment Groupings (EEF +2 months)	1
Purchase Power Maths Online Subscription	Outcomes and progress in Maths are lower than in Reading. A mastery approach is a cost-effective approach with a high level of potential success. Mastery Learning (EEF +5 months)	1 and 5
Provide in-house CPD to support the teaching of story writing and also standards in EYFS provision	There is a gap between the attainment of PP children and non-PP children in Writing. Phonics (EEF +5 months) Metacognition and Self-Regulation (EEF +7 months)	1 and 5

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

Budgeted cost: £44000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to provide targeted small group interventions across the school. Groups to include children in receipt of PP.	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months)	1, 2 and 5
Purchase Letterbox Club Books and Stationery postal packages from The Booktrust.	Access to books and stationery will enable children to complete work set for them to do and also have the opportunity to practise and extend their reading at home Homework (EEF +5 months)	1 and 3
Purchase Gold Level access to the school library service (R4L) to provide greater access to books	Access to books will enable children to have the opportunity to practise and extend their reading at home and in school Homework (EEF +5 months)	1 and 3
Purchase Coram Beanstalk to target reading support for individuals in receipt of PP	Teachers report that some pp children do not have an opportunity to read to an adult regularly at home. Therefore their ability to discuss books and reading is limited. Reading Comprehension Strategies (EEF +6 months)	1 and 5
Provide Catch-Up tuition sessions using Recovery Premium	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months)	5
Train 3xTAs in the delivery of a small group targeted intervention (speech and language) - Talkboost	Small group interventions enable children to have teaching tailored to their needs so that academic outcomes improve Small Group Interventions (EEF +4 months)	1, 2 and 5

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

Budgeted cost: £9852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to wider musical opportunities by part funding tuition.	This follows the inclusive ethos of the school – for all children to have the opportunity to participate in arts participation. There is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported. <i>Arts Participation (EEF +2 months)</i>	2 and 4
Subsidise residential trips (£200 year 5 and 6). Support FSM families with paying for visits linked to class learning	This follows the inclusive ethos of the school – for all children to have the opportunity to participate in these extra-curricular activities. There has been very positive feedback from children following the trips. This provides valuable experience (and memories) for children. Learning out of the classroom environment can be very beneficial. <i>Outdoor Adventure Learning (EEF +4 months)</i> <i>Social and Emotional Learning (EEF +4 months)</i>	2 and 4
Provide free wrap around care for families in need of support with attendance and to ensure children arrive at school on-time	Attendance for children in receipt of FSM is lower than for all children. Providing wrap around care free to those in need provides support that means children may otherwise not attend. <i>Arts Participation (EEF +2 months)</i>	4
Purchase additional books linked to Accelerated Reader across the reading bands	To provide a rich choice of literature for those individuals who may otherwise not have access. <i>Reading Comprehension Strategies (EEF +6 months)</i>	1, 3 and 5

Total budgeted cost: £57,852

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.

Desired Action	Outcomes
To provide equality of opportunity for all children when accessing books.	Accelerated reader was used effectively by all pupils from Year 2 - 6, including during lockdowns with home access and access to MyOn reading material. The use of AR acted to promote a love of reading through a motivational approach of points / rewards which were celebrated in assembly and through access to our reading book vending machine for those reaching milestones / demonstrating best efforts. The school library was used by all children and PP children received the same access to high quality books as non PP children.
To provide reading resources for the AR programme	A rich choice of literature has been provided for those individuals who may otherwise not have access to books at home. The stock of physical reading material was expanded, and access to an online catalogue was made through MyOn.
To provide personalised, evidence-led support for writing	10 Clicker 8 licenses enabled PP children to be supported in the writing process, using Chromebooks to support.
All children to have access to Mastery resources in Maths.	All children from Year 2 to 6 had access to Maths Mastery materials to support the training received and disseminated from the Boolean Maths Hub.
To give PP children more opportunities to read aloud and discuss what they read to an adult.	Weekly visits from adults from the Beanstalk Reading Charity enabled targeted children to be heard frequently, alongside being heard by regular known adults in school. Positive progress, especially in terms of attitudes to

	reading has been demonstrated in AR data and pupil testimony.
Small group targeted intervention (Reading, writing, maths, phonics/spelling)	Small group interventions have taken place to support children across the school, with lessons and activities tailored to their needs so that academic outcomes improve.
Small group/1:1 targeted intervention (social and emotional)	1 x ELSA trained Teaching Assistant has worked with a number of children through the year to support their emotional literacy. Lunchtime nurture groups assisted this also. This had an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.
Small group targeted intervention (enrichment activities)	1 x enrichment tutor delivered small group enrichment activities such as cooking / gardening to those in need of greater pastoral emotional wellbeing. This had an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.
Small group targeted intervention (speech and language)	The Talkboost intervention was unable to be delivered as the trained member of staff left. Three members of staff have now been trained as part of the 2021-22 strategy.
Small group targeted intervention (reading, word work, phonological awareness and writing)	The intended ILI training could not take place due to a lack of training opportunities / access to tutors during the pandemic.
To give PP children greater access to devices to support the writing process.	10 Acer Spin Chromebooks were purchased to enable the use of Clicker 8 and other programs to support the writing process within class. These Chromebooks were also made available for home use of PP children during lockdown(s)
To give PP children greater access to visuals within small group support to aid the writing process and understanding in Maths	The purchase of a standalone Benq interactive touchscreen, accompanying laptop and stand has enabled greater conceptual understanding and quality of small group tuition and interventions.
Engaging in reading access to books	The Gold package of Resources 4 Learning has enhanced the provision of books in the classrooms and Library. Teachers have

	ordered packs of individual and group readers as well as books to support topics on a termly and needs basis.
Residential Trips Pupil Premium children to take part in residential trips and to subsidise visits linked to learning.	The Year 6 Residential to Osmington Bay was cancelled due to the pandemic. A day visit to Mill on the Brue took place and support offered to PP children's parents to fund the visit.
Wider musical opportunities	Peripatetic music tutors were unable to attend the setting for the majority of last year, due to Covid. Funds for this have been carried over and PP children targeted to receive the opportunity to learn an instrument.
Support with wrap around care	Free wrap around care has been available for families in need of support with attendance and those with difficulties arriving at school on-time. Due to partial school closure during the pandemic there was a carry forward of this also.

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
Power Maths: Maths Mastery	Pearson
Clicker 8	Crick Software
Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Optional
What was the impact of that spending on service pupil premium eligible pupils?	Optional

