

Long Whatton Pupil Premium Strategy

Statement 2021 to 2024



(Updated December 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	Long Whatton
Number of pupils in school :	99
Proportion (%) of pupil premium eligible pupils	8: 8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was originally published	December 2021
Date on which it will be reviewed	December 2023
Statement authorised by	Sara Gray Headteacher
Pupil premium lead	Sara Gray Headteacher
Governor / Trustee lead	Chris Fearn, lead for disadvantaged pupils

Funding overview for 2022-23

Detail	Amount
Pupil premium funding allocation this academic year	£17,950
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Intent

Our intention is that all pupils, irrespective of their backgrounds or the challenges they face, make good progress and achieve expected attainment across all subjects. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal.

This statement will consider all challenges faced by vulnerable pupils and support all vulnerable pupils regardless of whether they are disadvantaged or not. 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 or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

Research conducted by the EEF identified common barriers to learning for disadvantaged children can be:

Quality First Teaching: Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.

Targeted academic support: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources. Wider strategies

Wider strategies: relates to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Therefore our approach will support vulnerable children on an individual basis alongside supporting common challenges.

High quality first teaching and resources to support this is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have an impact on closing the disadvantaged attainment gap and at the same time benefit the non-disadvantaged pupils in our school. Our intention is for non -disadvantaged pupils attainment will be sustained and improved alongside progress for disadvantaged.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non -disadvantaged pupils. It will also support the positive mental health and wellbeing of our pupils.

Objectives

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school. We know that children learn best when they attend school regularly. However, the attendance of some of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance.

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. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching and further resources to enhance the quality of first teaching.

At Long Whatton school we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance of 28% of pupil premium pupils. Current attendance for these pupils is 87%
2	57% of pupil premium children made slow progress in reading and maths in the academic year 2020-21 due to lockdowns which resulted in below expected attainment of 37.5% in reading and 50% in maths. 25% made slow progress in writing which resulted in 37.5% of pupils working below the expected standard.
3	25% of pupil premium children often arrive at school late without having had breakfast.
4	Our wellbeing survey indicated that pupils had emotional /anxiety needs following on from lockdowns.

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
1.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. Pupils attendance is back in line with national (91.5% on 11 th November 2021)	Sustained high attendance from 2024 /25 demonstrated by: The attendance gap between disadvantaged pupils and their non - disadvantaged peers is reduced. The attendance of pupils overall is back to school average of 97%.
2.1 Accelerate progress in reading amongst disadvantaged pupils to improve attainment.	KS2 and NFER reading Outcomes in 2024/25 show that 75% of disadvantaged pupils meet the expected standard.
2.2 Accelerate progress in maths amongst disadvantaged pupils to improve attainment.	KS2 and NFER maths Outcomes in 2024/25 show that 62.5% of disadvantaged pupils meet the expected standard.
2.3 Accelerate progress in writing amongst disadvantaged pupils to improve attainment.	KS2 and NFER writing Outcomes in 2024/25 show that 75%% of disadvantaged pupils meet the expected standard.
3. Reduction in the number of late marks in school registers for all pupils in our school including disadvantaged pupils	Sustained reduction on number of pupils late to school from 2024/25 demonstrated by:

	<p>The overall late starts for pupils being no more than 2% over each academic year</p> <p>The overall late starts for disadvantaged pupils being no more than 2% over each academic year</p>
<p>4.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained levels of high wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice and pupil wellbeing surveys • Reduced behaviour incidents during lunchtimes

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: £12,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A HLTA and the class teacher teach the children maths in small year groups of 15 children</p> <p>£7,500</p>	<p>Smaller groups for maths will enable a greater teacher to pupil ratio. Evidence suggests that the average impact for reducing class size is around 1 month additional progress over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2
<p>All staff receive second year of Talk for Writing Training</p> <p>£ 500 supply</p>	<p>Evidence suggests that the Talk for Writing project displayed some evidence of promise. School staff reported that the project had a positive impact on pupils' writing skills and improved their confidence with teaching writing.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	2

<i>cover for Talk for Writing</i>		
Purchase of a DFE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils £1,000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Investment in reading books £3,770	Research by the guardian found that 1 in 11 children on free school meals don't own a single book of their own. Quality books will encourage reading for pleasure and encourage regular reading. https://www.theguardian.com/books/2021/nov/02/chronic-lack-of-investment-in-uk-primary-school-libraries	2

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

Budgeted cost: £ 400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave 2 Early Literacy Support intervention in year 1.	Research has shown that the ELS programme has positive impacts in improving children's literacy skills, particularly reading (Burroughs-Lange & Douetil, 2007) https://www.ukessays.com/essays/education/early-literacy-support-programme-to-improve-childrens-literacy-education-essay.php	2
To use the school led tutoring funding to carry out small group maths boosting sessions after	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups:	2

<p>school with a qualified teacher for 15 weeks.</p> <p>£400,00 added to £810.00 school led tutoring funds.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One staff member to be a trained ELSA, Emotional Literacy Support Assistant.</p> <p>£ 1,280</p>	<p>The majority of ELSAs have reported a difference in their practice and seen improvements in the children they work with, as a result. Research, shows just how valuable the ELSA scheme is, for both professionals and pupils.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	4
<p>A nurture breakfast club.</p> <p>Children are able to talk to an adult about their day, evening, thoughts and feelings. Children are able to have breakfast before starting their school day</p> <p>£3,000</p>	<p>Research demonstrates that breakfast clubs have the following impact over time:</p> <p>For key stage 1 outcomes, the impact rating is 2+months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p>	3 / 4
<p>Attendance officer monitoring attendance.</p> <p>£500</p>	<p>The attendance officer works with parents to support them in getting their children to school.</p>	1 / 2 / 3

Total budgeted cost: £ 12,770 + £400 + £4780 = £17,950

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 December 2022 academic year.

Pupil Premium grant expenditure:2021-22

Record of PP spending by item/project 2021/22

Activity	Evidence that supports this approach	Project/ Action	Impact	Evaluation / Recommendations
<p>A HLTA and the class teacher teach the children maths in small year groups of 15 children £7,500</p>	<p>Smaller groups for maths will enable a greater teacher to pupil ratio. Evidence suggests that the average impact for reducing class size is around 1 month additional progress over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2	<p>93.8% of pupils received an expected and higher grade in their year 6 SATs maths result. 43.8% of pupils received greater depth.</p> <p>Staff workload is reduced.</p> <p>Pupils are able to master their own year groups curriculum.</p>	<p>Continue to teach pupils in year groups rather than the whole class to accelerate progress for all pupils.</p>
<p>All staff receive second year of Talk for Writing Training <i>£ 500 supply cover for Talk for Writing</i></p>	<p>Evidence suggests that the Talk for Writing project displayed some evidence of promise. School staff reported that the project had a positive impact on pupils' writing skills and improved their confidence with teaching writing. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</p>	2	<p>Teachers are becoming more confident with planning through the Talk for Writing.</p> <p>A long term overview for talk for writing has been established and is consistent across the school.</p> <p>Teacher assessment of cold and hot writing is more accurate.</p> <p>87.5% of pupils received an expected and higher grade in their year 6 SATs writing</p>	<p>Continue to embed the Talk for Writing scheme.</p> <p>Train new ECT in Talk for Writing.</p>

			result. 18.8% of pupils received greater depth.	
Purchase of a DFE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils £1,000	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2	Little Wandle Scheme has now been purchased. All staff have been trained on the scheme. Teaching of phonics is consistent across the school. Pupils are receiving catch up phonics support through keep up support.	Rapid catch up to be established. Continue to roll out the Little Wandle program. Complete parent phonics workshops to support first quality teaching.
Investment in reading books £1,000	Research by the guardian found that 1 in 11 children on free school meals don't own a single book of their own. Quality books will encourage reading for pleasure and encourage regular reading. https://www.theguardian.com/books/2021/nov/02/chronic-lack-of-investment-in-uk-primary-school-libraries	2	There has been an investment in phonics books to match the Little Wandle Scheme. Phonics books now match the phonics scheme. This enables pupils to decode books matched to the sounds they know.	Investment in books for rapid catch up need to be purchased. Further investment in books to aid reading for pleasure.
Wave 2 Early Literacy Support intervention in year 1.	Research has shown that the ELS programme has positive impacts in improving children's literacy skills, particularly reading (Burroughs-Lange & Douetil, 2007)	2	This has been altered to 'Keep Up' in Little Wandle phonics to ensure consistency of teaching.	Review whether 'Little Wandle Rapid Catch Up' is required in year 2. Review the impact of 'Keep Up'.

	https://www.ukessays.com/essays/education/early-literacy-support-programme-to-improve-childrens-literacy-education-essay.php			
<p>To use the school led tutoring funding to carry out small group maths boosting sessions after school with a qualified teacher for 15 weeks.</p> <p>£400,00 added to £810.00 school led tutoring funds.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2	<p>9 pupils received maths school led tutoring. Progress in maths accelerated for 4 pupils, 4 made expected progress.</p>	<p>Monitor these pupils across the next academic year.</p> <p>Target further children requiring maths catch up tutoring.</p>
<p>One staff member to be a trained ELSA, Emotional Literacy Support Assistant.</p> <p>£ 1,280</p>	<p>The majority of ELSAs have reported a difference in their practice and seen improvements in the children they work with, as a result. Research, shows just how valuable the ELSA scheme is, for both professionals and pupils.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p>	4	<p>Children are able to access the ELSA in nurture club and intervention can be put in place at the start of the school day.</p>	<p>Continue to raise the children's awareness and profile of the ELSA's in school and how to report their worries.</p>

<p>A nurture breakfast club. Children are able to talk to an adult about their day, evening, thoughts and feelings. Children are able to have breakfast before starting their school day £3,000</p>	<p>Research demonstrates that breakfast clubs have the following impact over time: For key stage 1 outcomes, the impact rating is 2+months' additional progress. https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p>	<p>3 / 4</p>	<p>Children feel comfortable and safe in their breakfast club and are able to chat to the ELSA who leads the breakfast club.</p>	<p>Expand into a larger breakfast club to enable the pupils to extend friendship groups and develop role models.</p>
<p>Attendance officer monitoring attendance. £500</p>	<p>The attendance officer works with parents to support them in getting their children to school.</p>	<p>1 / 2 / 3</p>	<p>Lates: 1 child 2.6% 1 child 3.2% 1 child 0.3% 1 child 0.3% 1 child 0% 1 child 0% 1 child 0% 1 child 0%</p> <p>75% of pupils with less than 2% lates</p> <p>Attendance</p> <p>6 out of 8 pupils 75% of attendance is higher than national for 2021 91.5%.</p>	<p>Continue to monitor attendance and lates in the next academic year and take appropriate action.</p>