

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	Weston Turville CE School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	14.07%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	Ffion Robinson
Governor / Trustee lead	Emily Cleaver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,590
Recovery premium funding allocation this academic year	£3,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£40,925

Part A: Pupil premium strategy plan

Statement of intent

Inspire, Believe, Achieve - Together

At Weston Turville our vision for all children includes...

“In partnership with our families and local church we foster strong, caring relationships based on mutual respect and kindness. Through these we nurture our children to become confident, independent lifelong learners who are resilient and resourceful; learners who persevere in the face of challenge. We aim for our children to see mistakes as opportunities to grow, and take joy in their own achievements as well as those of others.

We want our children to be physically and mentally healthy and happy. We want them to grow into young people who know how to care for their bodies, spirits, minds and hearts, and those of others. We want them to experience true equity within our walls and foster it with others long after they leave us. We want them to be grateful for their gifts and for the world around them. Young people who understand and appreciate their rights, and also recognise their responsibilities as citizens of their local, national and global communities.”

Weston Turville CE School Vision Statement

However, some of our children need more support than their peers to reach this vision because of disadvantages that they suffer, such as family financial hardship, disability, being in care or being adopted, being in a Forces family or caring for family members. Founded by Sir Arthur Isham, Rector of Weston Turville, in 1873, the school's central purpose was set out in its original trust deed - to educate the poor of the parish. We therefore work extra hard to support these children, and the funding provided by the DfE enables us to provide additional resources, adults and experiences.

These additional resources enable our children to make accelerated progress from their starting points, and catch up with their peers in reading, writing and maths, as well as other areas of the curriculum. They are used to build confidence and skills by enabling the children to take part in a wide variety of curricular and extra-curricular activities. They also enable us to care for the children's mental health and prepare them for secondary school.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance for some
2	Underlying cognitive needs for some
3	Lack of parental support at home with homework, reading, spelling, tables practice for some
4	Lack of parental engagement with school/failure to recognise the value of education/communication for some/financial hardship
5	Lack of parent literacy and numeracy for some
6	The impact of the pandemic on academic and social skills, including those whose parents were working throughout the 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
More disadvantaged pupils meet the phonics check standard at the end of Year 1.	One of the two pupils meets the expected standard at the end of Year 1 while the other scores between 25 and 30.
More disadvantaged pupils meet the KS1 standard for reading and maths at the end of Year 2.	Two of the four meet the expected standard in reading and maths at the end of Year 2.
More disadvantaged pupils meet the KS2 standards for reading, writing and maths	Three of the four meet the expected standard in all three areas by the end of Year 6.
More disadvantaged pupils in Years 3, 4 & 5 make at least expected progress in reading, writing and maths.	Nine of the eleven pupils make at least expected progress from their starting points in reading, writing and maths.

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: £11,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Manager (teacher) oversees provision for disadvantaged across the school for one day per week	Using best qualified and most effective teachers to support disadvantaged pupils has proven to have the greatest impact.	1-6
Inclusion Manager supports disadvantaged pupils with their learning during her day per week.	Using best qualified and most effective teachers to support disadvantaged pupils has proven to have the greatest impact.	2,3,5,6

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

Budgeted cost: £28,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE support (£927) Qualified PE teacher delivers specific active team games support to encourage pupils with co-operation, communication and fitness.	Using best qualified and most effective teachers to support disadvantaged pupils has proven to have the greatest impact.	6
TA learning support, interventions (£24,275) Specific support for phonics, reading, writing and maths skills development.	Where TAs are overseen effectively by qualified teachers and their support is specifically targeted for finite periods of time they can help children make up lost ground in specific areas, such as phonics.	1-6

School-led tutoring contribution (£945) to enable pupils to catch up on what they have missed through the pandemic	Government research shows this is an effective way to enable students to catch-up, and if 75% funded by the DfE	6
Intervention resources (£2,390) Specifically to contribute to an update of the school's phonics scheme	A highly targeted phonics scheme where all staff in Years R-2 are well trained and teach consistently has been proven to lead to significant improvements in numbers of pupils reaching the expected standard in phonics. Spelling Shed and Mathshed for the whole school to improve fluency in spelling and mathematics.	1-6

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for trips/swimming (£500)	Pupils are known to build teamworking skills and independence when taking part in trips.	4,6
ELSA support (£500)	Pupils experiencing mental health difficulties benefit from talk therapies.	4,6

Total budgeted cost: £40,925

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.

Year 6

There were four Pupil Premium pupils in Year 6 in 2020-21, three of whom had special educational needs; two of these entered the school well after the Reception year. The pupil without special needs who started at the school in Reception reached the expected standards in reading, writing and maths at KS2 having made more than expected progress from low starting points. The three pupils with special needs did not reach the expected standard in reading, writing or maths in KS2, but made good progress in line with their abilities from very low starting points.

All four children were offered bespoke support with their emotional well-being, including support and calls during the Covid lockdowns, the ELSA programme (Emotional Literacy Support Assistant), and support to prepare them for secondary school. This had a very positive impact and the three children with special needs grew in confidence and self-belief. Their mental health and low mood improved, they participated willingly in class and were able to make presentations in front of the class, and they were less worried about their social experiences. All four children were well prepared for secondary school through taking part in bespoke transition programmes and are reported to have started well in the secondary phase.

Years 1-5

There were 17 Pupil Premium children in Years 1-5 last year. Ten of them have special educational needs. 76% of them made at least expected progress in maths, 59% in reading and 29% in writing. Some attended school during the lockdowns but many parents preferred to keep their children at home during these times. They were well supported online through Google Classroom, live lessons from teachers and additional live support from teaching assistants. Through the DfE laptops for disadvantaged scheme all pupils who needed them were provided with laptops in order to access Google Classroom. This enabled them to access lessons and support. They were also provided with vouchers for food during lockdowns and through the school holidays so they had enough food to eat.

Six Pupil Premium children in Years 1-5 received ELSA support during the year, two of them twice and this has had a positive impact on their emotional well-being and mental health.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Teaching Assistant allocation to both pupils.
What was the impact of that spending on service pupil premium eligible pupils?	<u>Based on teacher assessments</u> One reached the greater depth standard in reading and maths at the end of Year 6 and the expected standard in writing. The other made more than expected progress in writing and maths, and slightly less than expected in reading.