

West Cornforth Primary School

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
Number of pupils in school	228 (including nursery)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2020-2022
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Achievement and Learning Committee
Pupil premium lead	Jill Hodgson
Governor / Trustee lead	Dennis Ramsey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 66 FSM plus 2 LAC	£93,000
Recovery premium funding allocation this academic year	£4,930
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	£93,000

Part A: Pupil premium strategy plan

Statement of intent

We will provide a broad, balanced and engaging curriculum, which is relevant to our children's needs. We will teach and promote basic skills from the very beginning and will support children to achieve to the best of their ability. Children will have access to high quality resources, first hand experiences and enrichment opportunities across the curriculum.

What are your ultimate objectives for your disadvantaged pupils?

- Pupils are year one ready at the end of Reception
- Language impacts upon writing (confident speakers - confident writers)
- Pupils understand mistakes are part of the learning process and have the skills and confidence to overcome challenges and problems
- Children are resilient learners
- Increased number of KS1 pupils achieving a greater depth in writing
- Increased number of KS2 achieving a greater depth in writing and maths
- Monitoring processes show that pupils make at least expected progress in the foundation subjects
- Monitoring processes show that pupils make progress socially, emotionally and academically
- Over time, fewer behavioural incidents are recorded on Class Dojo

How does your current pupil premium strategy plan work towards achieving those objectives?

Children's social, emotional and well-being needs take priority. Our plan is based upon targeted intervention and support. Once these needs are met, children start to learn.

What are the key principles of your strategy plan?

- Monitoring, observation and assessment
- Early intervention and support
- Parental involvement
- Quality first teaching

Challenges

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

Challenge number	Detail of challenge
1	Lack of opportunity and positive, external influences.
2	Limited speech and language development. A number of pupils who are eligible for Pupil Premium do not enter early years at age related-expectations; communication and language are exceptionally poor. This means they need to make more progress than their peers to catch up.
3	Emotional resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging. Low levels of resilience can lead to an over-reliance on adults and a detrimental effect on academic progress.

4	Effect of COVID-19 restrictions. Some PP children did not receive the same level of support at home, during the national lockdown. Interrupted/slowed progress due to C19 Less engagement in supporting children to read at home means staff have to ensure there are opportunities in school to support and value reading
5	Social, emotional or behavioural difficulties
6	Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.
7	All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.
8	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. Persistent absentees are particularly high in EYFS and KS1.

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
Increase enrichment activities	Children develop a love of learning. Enrichment activities and experiences help develop and broaden language and vocabulary.
Develop and encourage early speaking, listening and attention skills Measured by: pupil voice outcomes and work scrutiny	A high proportion of Pupil Premium children reach a good level of development and are year one ready.
The majority of pupils pass the year one phonics test	% of PP pupil meeting the expected standard in phonics improves from 2020.
Increased confidence and self-esteem leading to improved progress Measured by: pupil voice outcomes (Target Tracker) and work scrutiny	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours.
Raise `greater depth` outcomes pupils in reading, writing and mathematics Measured by: progress and attainment reports	By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to summer 2021 attainment data.
Increased knowledge and attainment in geography and history	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours Children are able to verbalise their current and previous learning.
PP SEND Pupils work with greater independence Measured by: progress and attainment reports, observations and work scrutiny	Evidence of reaching and exceeding targets.
Fewer recorded behaviour incidents Measured by: Dojo and CPOMS reports	Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours

Attendance rates are at least in line with national averages	% of persistent absentees is at least in line with national average. There are increased attendance rates for children who are in receipt of Pupil Premium.
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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: £70,590

Challenge number(s) addressed	Activity	Evidence that supports this approach
2	Introduce and implement Nuffield Early Language Intervention with EYFS identified children Introduce and implement <i>Little Wandle</i> (Systematic phonics programme)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://www.teachneli.org/what-is-neli/evidence-andprogramme-development/
3,4,5,6 &9	Increase staffing in KS1 and 2 to reduce class sizes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.
3,4,5,6 &9	Increase TA support in KS2 to support focussed group work in class and intervention where possible	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition

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

Budgeted cost: £10,000

Challenge number(s) addressed	Evidence that supports this approach	Activity
2	1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	Targeted intervention to improve SALT/ Communication skills;

		particularly where these impact on learning
3,4,7	<p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and sometime after learning.</p> <p>3. Feedback can come from a variety of sources -- studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects.</p> <p>4. Studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes.</p>	<p>Intervention programmes includes: Lexia Third Space Learning Freckle Splash Seesaw MyOn Accelerated Reader</p>
5	<p>1. Metacognitive and self-regulation strategies have been used across the curriculum, with approaches in mathematics and science particularly successful.</p>	<p>Provide emotional and well-being support to specific children to enable them to contribute fully and engage in their learning: Thrive ELSA</p>
3,4,7	<p>1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>2. Feedback can be effective during, immediately after and sometime after learning.</p>	<p>In the moment English and maths support for pre-teaching or to fill gaps in learning</p>

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

Budgeted cost: £22,599

Challenge number(s) addressed	Evidence that supports this approach	Activity	Cost
1	<p>1. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial</p>	<p>Increase enrichment activities.</p>	<p>£10,000</p>

	barriers for pupils from deprived backgrounds.		
2, 3	<ol style="list-style-type: none"> 1. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. 2. Self-regulation strategies have been used across the curriculum, with approaches in mathematics and science particularly successful 	<p>Academic Year 2021-2022 Therapy programme to support developmental progress for children assessed by Sensory Worx Specialist Therapist consultations with SENCO Classroom based consultations and support Specialist Therapy assessment and comprehensive reports for up to 5 children per term Weekly support to implement and facilitate group-based therapy programme to meet the needs of children assessed by Sensory Worx</p>	<p>Contract Cost per Term: £3,899.00</p>
		<p>Purchase additional hours of emotional and well-being support MPS teacher x 3 full days</p>	<p>£8,700 for 30 weeks</p>

Total budgeted cost: £1031,89 (Additional spending will be taken from the school budget.)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021.

Well-being and resilience are showing to be more affected in Autumn 2021 than following previous closures. This will continue to be an area for support in the strategy.

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
Accelerated Reader	Renaissance Place