

White Notley C of E 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	White Notley C of E Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	R Baugh
Pupil premium lead	R Baugh
Governor / Trustee lead	A Nunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7170
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	£15895

Part A: Pupil premium strategy plan

Statement of intent

We aim for all pupils receiving the pupil premium grant to make as good progress in their academic and social development as those not in receipt of the grant. We aim for all pupils to have the same extra-curricular opportunities and access to visits and resources.

We support our pupils in receipt of the pupil premium grant to overcome barriers to their learning wherever we can, be they academic (through the use of tutoring support, small group targeted interventions and resources) social (through the attendance of clubs, school visits and working well with others and building positive relationships with the support of our learning mentor) or financial (resources, school visit and extra-curricular club costs, lunches and uniform where needed).

We use a range of researched strategies to provide targeted support to pupils and work with parents as partners to their child's learning and progress.

Challenges

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

Challenge number	Detail of challenge
1	Emotional needs of pupils - reduce barriers to learning related to pupil wellbeing, communication and behaviour.
2	Misconceptions, gaps and weaknesses in learning, building resilience in learning.
3	Financial barriers – costs for families relating to transport, educational visits, and outside enrichment. Enabling the same access and enrichment to the curriculum for all pupils.

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
PPG pupils' emotional wellbeing and resilience improves through the provision of pastoral support, meeting the emotional	Pupil morale is raised Pupil resilience to learning is raised

<p>needs of pupils and reducing barriers to learning related to pupil wellbeing, communication and behaviour.</p>	<p>Pupils feel listened to Pupils have a bank of strategies available to them to support their emotions and behaviour inside, outside, at school and elsewhere Pupils speaking and listening skills improve Pupils enjoy coming to school pupils make at least expected progress in their learning</p>
<p>PPG pupils' misconceptions, gaps and weaknesses are addressed, building resilience in learning and closing the gap in pupil progress.</p>	<p>Pupils make at least expected progress in their learning Core skills are revised and embedded Pupil focus is improved Pupils speaking and listening skills improve The gap in pupil progress between PPG/non PPG diminishes</p>
<p>PPG pupils access the same enrichment to the curriculum as all pupils.</p>	<p>Pupils take part in regular extra-curricular activity clubs Pupils participate in all visits and experiences at school Pupils feel valued Pupils resilience and self-esteem/morale is high Pupils speaking and listening skills improve</p>

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: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics training for LSAs	EEF evidences phonics input provides very high impact for low cost	2
Learning mentor	EEF evidences moderate impact and moderate cost. We have evidenced high impact in our school with pupils	1

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

Budgeted cost: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition	EEF evidences high impact for moderate cost Targeted support in core subjects – reading, comprehension and basic number skills	2
Collaborative learning approach – lego club	EEF evidences low cost, moderate impact	1,2,3
Small group support	EEF evidences moderate impact for low cost. We have seen evidence of high impact from this	2, 3

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

Budgeted cost: £ 3395

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Physical activity – clubs, extra curricular activity and school experiences provided for	EEF evidences low cost and low impact. We have seen high impact on pupil morale, engagement and social skills in attending extra curricular activity.	1,3
Physical Activity – LSA time outside at lunch and break running games and activities	EEF evidences low cost and low impact. We have seen high impact on pupil morale, engagement and social skills in attending extra curricular activity.	1,3
Social and emotional learning – small group and individual sessions with learning mentor	EEF evidences low cost moderate impact. Time with the learning mentor has led to pupil resilience in lessons improving, pupil attitude to learning improving, social skills in and out of the classroom improving.	1

Total budgeted cost: £15,895.00

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.

Pastoral Spend:

Attendance of pupils receiving the PPG improved.

Relationships with parents of PPG pupils are stronger, allowing more sensitive issues to be discussed with them, thus supporting life at home and the whole child more effectively.

Pupil focus in lessons has been greater having had the opportunity to share any worries, big or small.

Pupils emotional wellbeing is improving and they feel more equipped to deal with situations that may arise.

Tuition spend:

Pupil confidence and growth mind set is improved, Pupils show greater resilience in learning.

Confidence and skills in foundational maths and English skills have grown. Pupils have engaged well with sessions, and look forward to them. Motivation and independence within lessons has improved for these pupils.

Pupils felt confident and ready to tackle the SATS tests, though this year did not get the opportunity due to COVID-19.

Financial support:

Pupils with PPG were able to access the same opportunities as all other pupils in the classes.

No learning opportunities were missed.

Pupils felt on a par with their peers, and didn't feel they were missing out on club experiences.

This also supported pupil's attendance at school, coming in to make sure they were at the clubs and improved their engagement in lessons considerably. All PPG pupils had access to extra-curricular clubs and the residential trip, as well as supporting attendance at school through breakfast and after school club.