

St. Werburgh's C.E. Primary School - Pupil Premium statement

This statement details our school's use of 2023/4 pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our 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	St. Werburgh's C E Primary School
Number of pupils in school (Sept 2023)	159
Proportion (%) of pupil premium eligible pupils	16 (%)
Academic year/years that our current pupil premium strategy plan covers	2022/2024
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	J M Eccles
Pupil premium lead	A Eyre
Trustee lead	J Ratcliffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40449
Recovery premium funding allocation this academic year	
Catch-up funding allocation this year	
Pupil premium/Recovery/Catch-up funding carried forward from previous years (enter £0 if not applicable)	
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	N/A

Part A: Pupil premium strategy plan

Statement of intent

The aims of the Moorlands Primary Federation are:

To provide high-quality education in each of our schools;

To offer an education rooted in faith, shared Christian values and love; *

To provide every child with life-enriching experiences, instilling a passion and enjoyment of learning and to enable children to make a positive contribution to their world;

To develop a highly-skilled teaching and learning team, which shares good practice in order to benefit the children within each school and to further develop staff.

**Diocesan schools*

What are your ultimate objectives for your disadvantaged pupils?

To provide all pupils with fair and equal opportunities to achieve their potential in all areas of the curriculum.

To use extra funding for disadvantaged pupils to support opportunities and ensure that first class teaching is accessible.

To plan, monitor and evaluate support and intervention to secure progress and achievement.

To support all the different strands of the Pupil Premium:

- Ever 6 Free School Meals Children- children who have been eligible for free school meals in of any the last six years;
- Looked after Children in the care of the local authority;
- Children who are no longer looked after by the local authority due to adoption, guardianship or residence order;
- Ever 5 Service children- children eligible for the service child premium in any of the previous 4 years as well as those recorded as a service child for the first time this year.

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

We have 26 children currently on role eligible for PP funding. Data analysis shows us the attainment gap between PP and non-PP children is lowest in EYFS, Year 1, Year 2 and Year 3. It is difficult to compare children in receipt of PP funding with those not due to the small cohorts and numbers of children listed on the schools SENDs register. There are attainment gaps between PP and non-PP children, but these can be linked to a defined learning need as listed on their IEP. There are no significant attainment gaps between subjects, although writing is slightly below in Years 4, 5 and 6.

For 2023/4 our funding is will be used to ensure no child is disadvantaged with educational provision. We will also use the funding to provide educational staff, as we believe this has the greatest impact on pupil outcomes. Our ability to deliver our strategy depends upon the children's attendance being high.

What are the key principles of your strategy plan?

- Provision of excellent teaching through recruitment, retention and CPD of staff as well as excellent pedagogy;
- Access to high-quality educational resources and experiences for all disadvantaged pupils across all provision;
- Targeted academic support for disadvantaged pupils including academic guidance and pastoral support;
- Provision of strategies to support disadvantaged pupils with their attendance, and well-being;
- Bespoke support to meet the needs of individual circumstances.

Challenges

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

Challenge number	Detail of challenge
1	Continued challenge of improving progress and attainment in reading, writing and maths of children in receipt of PP funding.
2	42% of PP children are listed on our SENDs register – all below NEL in reading and writing.
3	R77% W 62% M69% % of non-SENDs PP children at NEL
4	Not all PP children have fair access to educational materials and extra-curricular activities
5	16% of PP children classified as persistently absent from school

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
Improve progress and attainment of PP children	All non-SENDs children made appropriate progress in reading, writing and maths.
Ensure all PP children have equal access to all extra-curricular school activities.	All PP children to have the opportunity to attend educational visits/ events.
Ensure all PP children have appropriate, equal, educational materials as non-PP children.	School uniform to be available to all children. Educational resources be available to all children.
Attendance of PP children is not significantly different to non-PP children	Data is comparable or better

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

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

Budgeted cost: £30958 (pay award pending)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning support assistant delivering academic guidance (31 hours)</p>	<p>Teaching Assistant Interventions +4 (EEF) ‘Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,’ ‘Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.’</p> <p>‘The majority of studies were targeted interventions conducted in primary schools – where the impact is typically a little higher (+5 months) than for secondary age pupils (+4 months). Most of the evidence relates to reading and other aspects of literacy. Impact is lower for mathematics in primary schools (+ 3 months). The majority of effective approaches involve targeted small group or one to one interventions. Impact in small groups tends to be a little lower (+3 months), but this needs to be offset against the greater number of pupils who benefit. Short sessions of around 30 minutes or so, several times a week are most effective.’</p> <p>Making Best Use of Teaching Assistants ‘Ensure explicit connections are made between learning from everyday classroom teaching structured interventions. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction. Use TAs to deliver high quality one-to-one and small group support using structured interventions. Ensure TAs are fully prepared for their role in the classroom/intervention. Use TAs to add value to what teachers do, not replace them’</p> <p>Small group tuition (EEF) ‘1. Small group tuition has an average impact of four months’ additional progress over the course of a year.</p>	<p>1,2,3,4</p>

2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.
3. One-to-one tuition and small group tuition are both effective interventions.
4. Providing training to the staff that deliver small group support is likely to increase impact.
5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'

Targeted 1:1 tuition (EEF)

- '1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.
2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.
3. One to one tuition can be expensive to deliver, particularly when delivered by teachers. Approaches that either deliver instruction through teaching assistants or in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support.
4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.'

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

Budgeted cost: £5700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide educational materials (3180)	All children have fair access to educational materials and are not disadvantaged.	4, 5
School Uniform if and when required (500)	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. (EFF)	4, 5
Fund all educational visits for PP children. Burnswood/Laches Wood for Year 6 (4 X 355 = 1420) Rec – Year 5 ed. visits (600)	EFF states, 'There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'	4, 5
Closely monitor attendance of PP children and strictly adhere to TMPF Attendance Policy		5

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 2022 to 2023 academic year.

1. Subsidy of educational visits – all PP children attended all educational visits organised by the school approximate costs £1200
2. Learning Support Assistant tuition – (31 hours) – all children received one-to-one and small group tuition approximate costs £28816
3. Educational materials were provided to children who needed them. Parents of children who requested uniform were provided with uniform approximate costs £4500.

Impact of provision

1. All PP children attended all educational visits.
2. Non-SENs PP children attainment data Reading 77% Writing 62% Maths 69% at NEL
3. Non-SENs PP children progress data Reading 77% Writing 69% Maths 69% made expected progress.
4. Uniform was provided to all children whose parents/carers requested it.

2022/23 allocation: 31698	Pupil Premium funding: 34516 Recovery funding: Catch-up funding: 2610 National Tuition Programme: 5130
Pupil numbers: 28	2022/23 Total amount spent: 42256

Externally provided programmes N/A

Service pupil premium funding N/A