

Pupil premium strategy statement – Little Waltham C.E.V.A Primary School



LITTLE WALTHAM
C.E.V.A. Primary School

Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment.

1 Corinthians, 12:14 “For the body is not one member, but many”.

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	Reviewed on a half-termly basis by senior leadership team. Reviewed termly by governor disadvantaged committee.
Statement authorised by	Mr Stephen Saunders
Pupil premium lead	Mr Stephen Saunders
Governor / Trustee lead	Mr Matt Sisto

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,018
Recovery premium funding allocation this academic year	£5,129
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£57,147

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our pupils to make extremely good progress and achieve highly, irrespective of their background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that same goal. We also recognise that there are significant challenges faced by our vulnerable pupils. The actions in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

We know that high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school. This is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We aim to provide high quality 'in school' support, often in their own classroom, which provides a swift response to need from adults the pupils know and trust.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

- *To close gaps between in attainment between disadvantaged pupils and their peers.*
- *To identify and accelerate progress of disadvantaged pupils across the school.*
- *To ensure disadvantaged pupils achieve at least in line with national average.*
- *To ensure inclusion and opportunities in all enrichment activities which promotes cultural capital.*

Included in our strategy is the wider need for education recovery and targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our whole school approach is responsive to the considered needs of individual pupils through our rigorous tracking and assessment processes and encompasses a range of strategies in order to provide a 'holistic' approach.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	<p>Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.</p> <p>EEF National funded study found the following:</p> <ul style="list-style-type: none"> • 76% of schools stated pupils starting school in September 2020 needed more support with communication than in previous years • 96% they were concerned about pupils' speech-and-language development
2	A percentage of disadvantaged pupils are not achieving the goal to be a fluent reader by the end of Key Stage 1 and their progress with phonics is not in line with their peers. This negatively impacts their development as readers in Key Stage 2.
3	Internal and external (where available) assessments indicate that attainment in core subjects among some disadvantaged pupils is below that of non-disadvantaged pupils.
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
5	For some of our disadvantaged pupils, attendance is poor for a variety of reasons, this has a significant impact on their achievement.
6	To ensure disadvantaged funding is effectively targeted to ensure all children are fully included in all aspects of school and extra-curricular activities, facilitating development of cultural capital for all.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	Reading outcomes in 2023/24 show that disadvantaged pupils met the expected standard in line with or above the national average.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that disadvantaged pupils met the expected standard in line with or above the national average.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers closed. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no greater than their peers.

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: £30,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support:</p> <p>Learning support assistant deployment</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1669896324</p>	<p>1, 2, 3</p>

<p>and interventions.</p> <p>a) Investing in professional development for LSAs to deliver structured interventions.</p> <p>b) deployment of LSAs to improve pupil attitudes towards learning, increase pupil confidence, support teacher workload.</p> <p>c) effective approach to improving attainment outcomes.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture</p> <p>An increasing body of evidence, including from a number of EEF funded evaluations, shows that targeted deployment of LSAs, using well-evidenced interventions, can have a significant positive impact on attainment outcomes when implemented effectively.</p> <p>There is evidence that working with learning support assistants can lead to improvement in pupils' attitudes.</p>	
<p>High quality teaching: Professional development on evidence based approaches - Teaching for mastery approach used in Mathematics.</p> <p>Smaller class size in Year 6 Mathematics.</p> <p>Smaller class size with additional teacher in Year 3.</p>	<p>EEF based evidence:</p> <p>Quantity and quality of feedback that pupils receive is more focused and the level of concentration and perseverance amongst pupils is greater. Enables metacognition for pupils and specific next steps planning of learning by pupils.</p> <p>Small groups allow close collaborative approach to learning and peer work / assessment to flourish impacting highly on accelerating progress. High impact on achievement.</p> <p>Smaller classes have enabled the use of higher order thinking skills to think in greater detail about pupil's individual next steps in learning. High impact on achievement.</p> <p>Small teaching groups enables mastery approach to be highly effective – small, targeted steps to learning using assessment for learning accurately. High impact on progress.</p>	<p>3, 1</p>

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

Budgeted cost: £16,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Little Wandle Catch Up Programme used for Year 2 and 3 pupils who are not at age expected standard in reading.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Purchase of programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Including reading comprehension. One to one speech and language provision supported by Provide</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 4
<p>Individual school led tutoring with identified children in each year group.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3, 4

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

Budgeted cost: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with TPP programme leading to accreditation as a TPP school</p> <p>TPP training will be completed by all staff this academic year.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Trauma-Informed Practices in Schools Across Two Decades: An Interdisciplinary Review of Research https://journals.sagepub.com/doi/full/10.3102/0091732X18821123</p>	<p>4, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Pupil Attendance Consultant used to raise attendance and in turn attainment across the school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Supporting pupils' social, emotional and behavioural needs.</p> <p>YMCA Family Support</p> <p>Pastoral Care And Wellbeing Support</p> <p>1-1 Counselling</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>4, 5</p>
<p>Supporting disadvantaged pupils with financial payments for extra curricular activities, curriculum enrichment days, before and after school clubs and music lessons within the school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 6</p>

Total budgeted cost: £57,147

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022-2023 90% of pupils achieved age related expectation in Reading and the average scaled score was 109. 45% achieved the greater depth standard in Reading. 80% of pupil premium students met the expected standard in Reading and of these 20% achieved the greater depth standard in Reading.

79% of pupils achieved age related expectation in writing. 17% achieved the greater depth standard in Reading. 60% of pupil premium students met the expected standard in writing and of these 20% achieved the greater depth standard in writing.

90% of pupils achieved the age related expectation in Mathematics and the average scaled score was 107. 48% achieved the greater depth standard in Mathematics. 80% of pupil premium students met the expected standard in mathematics and of these 20% achieved the greater depth standard in mathematics.

From pupil voice across the school, pupil wellbeing improved significantly for our pupil premium students and there was an increase in % of pupils enjoying school and feeling safe at school. A wellbeing champion amongst staff had dedicated time to work with pupils, pastoral support was put in place to offer immediate support and YMCA family support supported identified pupils and families.

Speech and language (Provide) sessions supported pupils during the academic year.

DfE validated Systematic Synthetic Phonics programme (Little Wandle) was introduced and from observations, progress data and reading fluency checks, had a good impact on pupils especially pupil premium students. 81% of pupils met the phonics screening and 67% of pupil premium students met the expected standard. This supported catch-up as 83% of pupils achieved the phonics screening assessment at the end of Key Stage 1.

Trauma Perceptive Practice training of staff has had a positive impact on behaviour and relationships at school and this has influenced the new behaviour and relationships policy.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
-----------	----------

Power of 2	David Joseph Sharp
TPP	Essex County Council
Plus 1	David Joseph Sharp
Toe by Toe	Keda Cowling and Harry Cowling
Write from the start	Ion Teodorescu
Family Support Worker	YMCA
Speech and Language Support	Provide