

Pupil premium strategy statement report for the year 2021/22

St Wenn School

The terms of the Pupil Premium grant are very broad and merely state:

'The grant may be spent by maintained schools for the purpose of the school; that is to say for the educational benefits of pupils registered at that school, or for the benefit of pupils registered at other maintained schools and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is allocated in two parts which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings.

1. Summary information					
School	St Wenn				
Academic Year	2021/22	Total PP budget	£10287	Date of most recent PP Review	October 2021
Total number of pupils	64	Number of pupils eligible for PP	Based on FSM - 6, PLAC - 1 & SC - 4	Date for next internal review of this strategy	March 2023

2. Attainment – 2022/22 results on exit (KS2 SATS outcomes) No published data yet to work with – will add once in		
	<i>Pupil premium</i>	<i>Non pupil premium</i>
Average standardised score maths KS2		
Average Standardised score in reading KS2		
Average Standardised score in writing KS2		
Achieved EXP reading, writing and maths KS2 combined		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>

A.	<i>Social, emotional mental and behavioural needs are identified and action is taken to best support outcomes of children.</i>
B.	<i>Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and/or maths with this evidenced through outcomes across the curriculum</i>
C.	<i>Children with specific or individual needs are supported effectively</i>
D.	<i>Improve parental expectations, engagement and commitment eg support with reading at home, homework, readiness for school and attendance of meetings</i>
E.	<i>Some children are missing out on cultural experiences effecting attitudes towards equality and diversity. This is directly linked to rural setting/ lack of transport/parents</i>

External barriers (issues which also require action outside school, such as low attendance rates)
 Low attendance, lack of support, lack of broad vocabulary, lack of funds to keep up with peers therefore low self esteem. Speaking and listening- Nelly lessons for s and I being delivered
 Reduced range of vocabulary
 Lack of support from home
 Lack of time from parents (service children in particular)

4. Desired outcomes – nature of support and links to **SDP action points/OFSTED report action points**

	Intent and Implementation	Success criteria / Impact
A.	<p><i>Social, emotional mental and behavioural needs are identified and action is taken to best support outcomes of children.</i></p> <p>Teaching of metacognition – talk for learning; personal responsibility for learning; pre teach and reviews through quizzes; increase in use of outdoor learning - all support children develop confidence in their own coping strategies, resilience, developing memory and ability to achieve.</p> <p>Purchase of school pet (Guinea pig) to encourage feeling of responsibility, self-worth and nurture.</p> <p>All disadvantaged children are offered free keyboard or guitar lessons in school.</p> <p>SDP Behaviour and attitudes SDP Personal/sport development</p>	<ul style="list-style-type: none"> *Self-esteem and motivation improve thus enabling a positive approach to learning and risk taking. *More resilient learners are able to challenge and overcome barriers to learning. *incidents of inappropriate or concerning behaviour are reduced. *Increased engagement and participation in class. *Improved relationships with peers.
B.	<p><i>Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and/or maths with this evidenced through outcomes across the curriculum.</i></p> <p>Teaching assistants to support other children in the class allowing the teacher to work with PP children so that the children receive high quality teacher support to meet their needs within the classroom setting.</p> <p>Teacher to extend and challenging PP GDS children through the use of Showbie and SATS Companion (personalised challenges, homework and feedback); and Socratic (individual challenges).</p> <p>SDP/OFSTED action points: Leadership and management – Governor monitoring activities focus on precise gains in pupils' knowledge, skills or understanding and align more closely with the priorities set out in the school development plan and training for staff. -PP governor appointed who holds HT to account and reports on what is in place for PP children, the impact of interventions in place and the progress they are making to FGM termly</p> <p>SDP Target area 1 – Quality of Education</p>	<ul style="list-style-type: none"> *Pupils eligible for PP make more progress than 'other' pupils in the core curriculum- this may apply to children working towards GDS. *Measure half termly by teacher assessments/ termly through Rising Stars formal assessment materials. *Progress reviewed with targeted actions (SEND folder). *Children who are not making expected progress are identified and QFT/intervention put in place. *Progress is evidenced across the broader curriculum demonstrating improved metacognition, processing and memory skills.
C.	<p><i>Children with specific or individual needs are supported effectively</i></p> <p>Pupil grouping, resourcing and opportunities are made with consideration for PP children to meet their needs.</p> <p>Specific and focused groups for PP pupils enable all pupils to have their needs met. Bespoke personalised learning.</p> <p>1:1 support where appropriate. Use of Pre-teach opportunities and highly affective Catch Up programme.</p> <p>Parent consultations to discuss specific needs by telephone in addition to summary report.</p> <p>SDP Target area 1 – Quality of Education</p>	<ul style="list-style-type: none"> * Children making expected or better progress, closing the gap/reaching their potential across the curriculum. *Whole school 'Trauma Informed School' approach is promoted and best supports the needs of individuals with specific barriers. – outcomes in confidence and achievement are reflected in half termly Pupil Progress reports/internal teaching - both summative and formative.

		*1:1 action plans (Education Health Care Plan / Asses, Plan, Do, Review) are in place and demonstrate impact on progress through supporting the individual needs of children.
D.	<p><i>Improve parental expectations, engagement and commitment eg support with reading at home, homework, readiness for school and attendance of meetings</i></p> <p>Regular personal communication with parents. Phone calls home in addition to summary report in November.</p> <p>Fresh fruit and vegetables freely available for all children at playtimes and at lunchtimes. As drive for healthy eating ensuring that all children eat fresh, raw fruit/vegetables daily. Pupil survey to identify favourite lunches – this informs menu design. Offer of school lunches reverts quickly to access for all KS2. Forest School lunches for KS2 introduced – Wild Warriors.</p> <p>Extra individual reading time in school to ensure that children are not disadvantaged if parents/carers do not read with them at home. Reading is recorded and communicated online to enable more direct feedback and response (including by children). Homework set online - feedback can now be given orally and include immediate response; this encourages engagement.</p> <p>SDP Target area 3 – Personal development</p>	<p>*Pupils arrive at school having had breakfast (or attend breakfast club) and are prepared for learning. Breakfast offered if not.</p> <p>*Behaviour plans are in place if necessary. These are shared, agreed and followed by all staff and parents. They lead to evidenced impact in readiness to learn.</p> <p>*APDR in place if appropriate, and pupil included on Record Of Need.</p> <p>*Identified parents attend relevant meetings (eg parent consultations/ SATS/ School trips and residential) and say that they are included and informed.</p> <p>*Pupils read regularly and communicate this on Showbie. if necessary, time is allocated for this at school. Children read a wide variety of books with fluency and talk positively about their reading experience and why reading is important.</p> <p>*Homework is completed to expected standard either at home or, if necessary, time is allocated for this at school. Homework is relevant and parents, pupils and staff value it.</p> <p>*Families are appropriately supported by school staff/external agencies and progress is made to all targets set. Communication is good and targets relevant and show impact.</p>
E.	<p><i>Some children are missing out on cultural experiences effecting attitudes towards equality and diversity. This is directly linked to rural setting/ lack of transport/parents</i></p> <p>Opportunities for PP children to participate in a range of cultural activities is increased when this is possible. Rights Respecting Schools award introduced to encourage respect for all and celebration of diversity. Funding supports clubs, keyboard and guitar tuition, swimming and specific events and opportunities for PP pupils including residential. Spring topic 'Africa' includes Philosophy for Children to extend cultural capital and Equality and Diversity; visiting artist to link workshop to celebrating diversity.</p> <p>Cultural events and experiences are a focus of school planning. Children are offered extracurricular activities and support cultural knowledge and understanding.</p> <p>SDP Target area 2 – Behaviour and attitudes</p>	<p>*The curriculum reflects emphasis on gaining cultural capital, celebrating diversity and understanding equality</p> <p>*All children have access to a rich diet of extracurricular activities which broadens their experience and expands their understanding of their own culture, other cultures and Equality and diversity. This is the foundation of their leaning.</p> <p>*Pupils, parents and staff talk about these experiences and why they are valued.</p>

5. Planned expenditure					
Academic year		2021/22			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Social, emotional and behavioural needs are identified and action is taken to best support outcomes of children. Impact – reduce inappropriate behaviour</p> <p>Children have increased confidence in their own ability to both socialise and achieve. Impact: improved self – esteem across the school Improved relationships with peers</p> <p>Addressing concerns across the school ensures a universal approach balances the personalised one. Impact - Increased engagement demonstrated through positive attitudes to learning and resilience</p>	<p>Teachers use varied approaches to learning including metacognition - Ongoing CPD</p> <p>Wellbeing Champion has directed time to monitor and support children both in class in the playground - ongoing CPD for Wellbeing Champion</p> <p>School website is monitored and kept up to date. This includes FAQ, weekly newsletter, policies and events. Also curriculum information, spellings, homework. Clerk allocated time to update and monitor</p> <p>Parent and pupil surveys are carried out regarding safety and evaluation of learning. Wellbeing pupil survey carried out. Outcomes feed into staff meetings and are acted upon. TA Governor allocated time to carry out and summarise surveys for governors. This feeds back into whole school policy making</p> <p>Develop restorative approaches and focus on positive behaviour Staff training</p>	<p>Lesson observations demonstrate impact on listening, self confidence in contributions in lessons and group work Increased awareness and knowledge to support and improve outcomes for pupils with anxiety and low emotional resilience</p> <p>Early identification of pupils needing counselling support</p> <p>Identifying individual children and encouraging them to take an active, positive part in school life leads to positive approach to learning and is reflected in pupil conferencing and outcomes. Evidence in data folder.</p> <p>Parents, prospective parents and community report that the website is up to date and useful</p> <p>Pupils talk about actively supporting the ethos of school when they are consulted, acknowledged and listened to.</p> <p>Parents talk about improved attitude to learning.</p>	<p>Governor monitoring shows barriers are identified and are addressed. This has an impact on self-esteem and social interaction</p> <p>Children talk about their roles and successes during pupil conferencing and school Achievers' assemblies which celebrate successes</p> <p>Impact is demonstrated through positive parental involvement. Parents say they are included and informed, and that their opinions are listened to.</p> <p>Governors monitor surveys and summaries are included in FGB meetings</p>	<p>GS RF</p> <p>LW (SEND) GS MC (Wellbeing) Teachers Support staff Dinner staff</p> <p>GS RF</p> <p>JT (Clerk)</p> <p>GS Class teacher KM (Governor)</p>	<p>March 2022</p> <p>March 2022</p> <p>March 2022</p> <p>Parent surveys and consultations in January</p>
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Total budgeted cost					£2,500	
ii. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	
<p>Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and maths with this evidenced through outcomes across the curriculum.</p> <p>Impact: All pupils including Pupils eligible for PP and other disadvantaged pupils make expected progress by the end of the year</p>	<p>PP children to receive targeted interventions for identified gaps in learning and misconceptions. TAs release teachers to enable this where appropriate</p>	<p>Evidence through governor reports (Governor folder). Governor monitoring challenges systems and outcomes thus ensuring that these are implemented and impact is evidenced. PP governor reports in termly FGM meeting on progress of PP children and challenges are recorded in minutes</p>	<p>Regular monitoring of classroom practice. Governor challenge</p>	<p>GS CF SW PP Governor</p>	<p>March 2022</p>	
	<p>Interventions are tracked and monitored by intervention lead, overseen by HT.</p>	<p>Evidence in planning folders This ensures that all staff (including supply cover) are rigorous in targeting PP children</p>	<p>Monitoring of planning</p>	<p>LW GS</p>	<p>March 2022</p>	
	<p>Spelling monitored closely by TAs and teachers who keep parents informed through Showbie. Home reading is recorded daily on Showbie and interactive comments are affective. Purchase of computers/lpads for all KS2 children to enhance access to learning in school and at home (incase of lockdown)</p>	<p>Evidence in SEND folder. Rigorous tracking ensures impact. Impact of support staff is monitored</p>	<p>Monitoring of APDR Monitoring of outcomes</p>	<p>GS</p>	<p>March 2022</p>	
	<p>Whole school TIS approach supported by trained TA Ongoing CPD and new training for 1:1 PLAC TA</p>	<p>Evidence through outcomes in termly formal assessments and pupil progress reports.</p>	<p>Monitoring of interventions and outcomes Book scrutinies Lesson observations Pupil conferences</p>		<p>March 2022</p>	
	<p>Regular review of 'additional to' and 'different from' provision to reflect priority areas based on termly assessments of gaps and strengths Intervention lead teacher employed 1 day/week</p>	<p>Children with potential for GDS achieve this. Pupil conferencing demonstrates positive approach to learning, resilience and risk taking/learning through mistakes.</p>	<p>Data and pupil progress reports</p>	<p>GS LW</p>		
		<p>Evidence through outcomes in termly formal assessments and pupil progress reports.</p>		<p>GS CF</p>	<p>March 2022</p>	
	<p>Children with specific or individual needs are supported effectively</p> <p>Impact: SEND and PLAC children make expected or</p>	<p>Small group QFT and intervention</p>	<p>Enjoyment. Development of communication skills, coordination concentration, listening, self-expression and confidence.</p>		<p>SEND Gov GS LW</p>	<p>March 2022</p>

<p>better progress, closing the gap/reaching their potential across the curriculum.</p> <p>Parental engagement and communication is strong and effective Impact: Regular reading at home is recorded and homework completed</p> <p>Opportunities for PP children to participate in a range of cultural activities is increased. Impact: Children talk about their lives making links with both similar and different cultures; they celebrate difference and recognise equality</p>	<p>1:1 support where appropriate (PLAC children). Training and regular communication with parents Education Health Care Plan requested - SENDco support with request</p> <p>APDR where appropriate TA involvement</p> <p>Direct communication with parents is increased through technology – mobile phone purchase and purchase of platforms for remote learning Laptop purchase supplemented and funding allocated where needed to support disadvantaged children.</p> <p>Funding supports clubs, swimming and specific events and opportunities for PP pupils Cultural events and experiences are a focus of school planning Keyboard and guitar lessons offered to all PP children Funding made available to support PP children attending all workshops and visits/residential.</p> <p>Rights Respecting Schools Award is included in the planned curriculum Training funded</p>	<p>EHCP successfully agreed and implemented</p> <p>APDR reviews show targeted support is having an impact on pupils' attitude and readiness to learn.</p> <p>Focused and carefully planned intervention and support addresses barriers to learning.</p> <p>Evidence through parent and pupil surveys</p> <p>Evidence in Showbie and Tapestry</p> <p>Evidence in reading records and homework books. Targeted reading and homework enhances learning and ensures practice and fluency.</p> <p>Pupil conferencing shows that identified PP children are developing in communication and social skills, confidence and recognition of benefits of diversity</p> <p>Evidence from teachers – parent consultations and attendance at meetings.</p>	<p>SEND governor monitors</p> <p>Lesson observations show impact of groupings/1:1 support in class or as intervention group.</p> <p>Mappix and assessment outcomes show accelerated progress</p> <p>Governor monitoring</p> <p>Governor monitoring</p>	<p>GS LW</p> <p>GS CF</p> <p>GS Governor</p> <p>GS Governor</p>	<p>March 2022</p> <p>March 2022</p> <p>March 2022</p> <p>March 2022</p>
Total budgeted cost					£10,000

6. Review of expenditure				
Previous Academic Year		2020/21		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
B Social, emotional and behavioural needs are Identified and action planned to best support outcomes. Impact is evident in progress	<p>Deployment of support staff in class</p> <p>Increased TA support at play and lunchtimes Daily TA communication and feedback</p> <p>Keyboard and guitar lessons</p> <p>Wellbeing Champion monitored and supported concerns/report to HT (DSL and SENDcO) Half day a week to support children across the school</p> <p>Embracing Trauma informed Schools and Restorative Justice approach</p>	<p>No data 2020/21</p> <p>All pupils benefited from staff working together and communicating well. This resulted in resolution of conflict (Restorative Justice) and pupils saying that they were listened to.</p> <p>Trauma Informed Schools and Restorative Justice training enabled this approach to be used across the school - improved relationships with peers and reduced concerning behaviour at playtimes</p> <p>One child made excellent progress (to March) in keyboard which clearly had a positive impact on his self-esteem.</p> <p>Wellbeing Champion worked closely with 3 PP children in particular with positive impact on self-esteem and resilience</p>	<p>We will continue with these approaches</p> <p>Consistency of expectations of behaviour across the school to be monitored with a particular focus on vulnerable children</p>	
				£3,000

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A Reduce the attainment gap of pupils deemed to be disadvantaged in reading, writing and maths so that 100% reach ARE in all three subjects.</p> <p>C Early intervention support shows impact - the needs of individuals are met and barriers to learning addressed</p> <p>D. Attendance and persistent lateness – data shows steady improvement</p> <p>E Parental communications affective. Children read regularly at home and are engaging in homework</p> <p>F Children attend all cultural events and take up opportunities</p>	<p>Intervention. 1:1 support in lessons/intervention/ targeted catch up Pupil conferencing</p> <p>Thrive training</p> <p>Flexible grouping Intervention lead 1 day: week 1:1 support mornings for 2 PLAC children</p> <p>Personal communication and accountability</p> <p>Personal communication with parents Careful monitoring of reading records Support with external agencies if necessary</p> <p>Funding made available to support PP children attending all workshops</p>	<p>70% disadvantaged on track in March (internal data and progress meetings)</p> <p>All disadvantaged children received targeted intervention.</p> <p>1:1 support for PLAC children meant that they spoke of feeling more safe and were increasingly ready to learn. Small group work had a clear impact on progress, however this is slow</p> <p>Attendance and lateness data improved (see Attendance folder)</p> <p>ADPR in place and affective Regular reading at home has improved and is now carefully monitored through Showbie</p>	<p>We will continue with this approach with a focus on phonics, vocabulary and reasoning across the curriculum</p> <p>We will continue with this approach and consistency of support is identified as essential for the PLAC child</p> <p>We will continue with this approach - Need for wider diversity of visitors and choice of trips including different religions</p>	<p>£9,000</p>
			<p>Total Budgeted cost</p>	<p>12,000</p>

7. Additional detail

Pupil premium budget of £7,200 for 2017/18
Pupil premium budget of £12,000 for 2018/19
Pupil premium budget of £12,100 for 2019/20
Pupil premium budget of £12,345 for 2020/21