



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | Widcombe in the Moor Primary School     |
| Number of pupils in school  | 76 (not including pre-school)           |
| Proportion (%) of pupil premium eligible pupils                         | 7.6% (10 pupils)                        |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023                               |
| Date this statement was published                                       | November 2022                           |
| Date on which it will be reviewed                                       | November 2023                           |
| Statement authorised by   | Anthony Arnold<br>Academy Head          |
| Pupil premium lead  | Rebecca Humphreys<br>Inclusion Hub Lead |
| Governor / Trustee lead   | Linda Cooper                            |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £13,850 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £13,850 |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Our approach will be responsive to shared challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

To maximise the impact of our pupil premium spending we will provide a culture of aspiration for all children: staff believe that there are 'no limits' to what our children can achieve; there are "no excuses" made for underperformance; staff adopt a "solution-focused" approach to overcoming barriers; staff support children to develop "growth" mindsets towards learning. We ensure that all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses and use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective in achieving positive progress.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <i>PP children are achieving lower than the national average in reading, writing and maths at the end of KS1 and KS2.</i><br>Internal and external (where available) assessments indicate that reading, writing and maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. |
| 2                | <i>Several PP pupils have Additional needs including EHCPs</i><br>Assessments and observations with staff and families indicate progress may be slower for some pupils.  |
| 3                | <i>Methods of parental engagement in teaching and learning remains a challenge which impacts the support given at home with reading.</i><br><br><i>As indicated on Autumn '22 parent voice.</i>  |
| 4                | <i>Some pupils may have SEMH needs which will impact attainment and progress.</i>  |

## 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   |
|---|--|
| <i>Pupils eligible for PP to be achieving in line with the national average in reading, writing and maths at the end of KS2 and KS1</i> | <ul style="list-style-type: none"> <li>• Pupils eligible for PP to attain ARE in line with non-eligible peers in reading, writing and maths across the school.</li> <li>• The progress of eligible pupils in reading, writing and maths is at least in line with National at the end of KS2 and KS1</li> <li>• Lead indicators are monitored and acted upon weekly</li> <li>• All children to be taught phonics through quality lessons in ability groups</li> </ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• All interventions are high quality and focus on the child's gaps/needs</li> <li>• Parents are clear on how to support phonics learning at home</li> <li>• Robust assessment to identify gaps in learning. Pupil progress meeting in place to identify strategies for improvement.</li> <li>• Progress is monitored by the Academy Head</li> </ul> |
| <i>Pupils will have access to support from the IIH. Referrals will be made where deemed necessary. Pupils will have opportunities to be present in the community and have cultural and aspirational experiences.</i> | <ul style="list-style-type: none"> <li>• Staff and IIH team will identify pupils who need SEMH support.</li> <li>• Pupils will access IIH, Therapists. Early Help, Play Therapy, SEMH interventions e.g. Lego therapy, Therapeutic Play etc</li> <li>• CPD for staff</li> </ul>  |
| <i>Parental engagement will be boosted and more support will be given to reading and home learning.</i>  | <ul style="list-style-type: none"> <li>• Parents will be empowered to support with their child's learning at home and will be aware of the learning taking place in school.</li> <li>• Parent access to digital learning journals to engage them into their child's learning.</li> <li>• Workshops used as appropriate.</li> </ul>   |

## 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: £5,193.75

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Re-organisation of classroom structure across the school.<br>Additional teacher employed to create smaller classroom sizes and targeted intervention.   | Quality teaching in smaller class size groups to provide targeted individual attention, challenge and feedback to children.  | 1,2,3,4                       |
| Teachers to attend Academy Hub meetings to share best practice and ensure quality first teaching.   | The Teacher Development Trust (TDT) states that high quality CPD opens the door to raising student achievement. John Hattie's synthesis of 800 meta-analyses puts CPD as a large effect size on pupil achievement. CPD has the potential to raise the bar and close the gap in pupil attainment. Therefore, it is of extremely high importance that our teachers and teaching assistants are able to access high quality training and development which is tailored to their needs             | 1,2,3,4                       |
| Robust assessment system in place to monitor attainment and progress in reading, writing and maths.<br>Thorough assessment of speech, language and communication for early identification using SpeechLink, | <p>PIRA and PUMA papers used to provide termly assessments that are standardised nationally.</p> <p>Bug Club Phonics is a government recommended programme.</p> <p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1,2,3                         |

|   |  |       |
|---|--|-------|
| Nessy, IDP software Bug Club Phonics.   |  |       |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Staff CPD in place to improve quality teaching first.</p>  | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>   | 1,2,3 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 1,2,3 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Embed the use of JIGSAW for PSHE/RSHE across the academy</p>                  | 4     |

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

Budgeted cost: £ 1,731.25

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.      | 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:<br><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>  | 1,2,3                         |
| Small group and individuals targeted with additional interventions delivered through continuous provision<br><br>Including:<br>Precision Teaching<br>TRUGs<br>Pre-teaching and conferencing<br>Targeted use of Accelerated Reader<br>Bug Club<br>IDL<br>Purchase of lower attainment, high interest reading books | Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.<br><br>EYFS children learn best through an enriched continuous provision. Ongoing research group activities within LINK schools supported by SLE to enrich continuous provision activities for Reading, Writing and PSED<br><br>Precision Teaching: "Literally hundreds of thousands of charted instructional projects have demonstrated the effectiveness of this approach" Carl Binder, Cathy Watkins (1990)<br><br>EEF research into the teaching of English at KS1 and KS2 shows that extensive progress in writing follows from high quality reading provision. Good readers will develop an authorial voice | 1,2,3                         |
| 1:1 and small group social skills interventions by highly skilled teaching assistant or the class teacher<br>Including:<br>Lego therapy<br>Therapeutic Play etc   | Children needing targeted support to catch up 1:1 with highly qualified staff have shown to be effective, as shown from the research from John Hattie.   | 1,2,4                         |



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| Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.<br>(SpeechLink) | 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:<br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1,2,3 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.<br>(Phonics Bug)   | 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:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2,3 |

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

Budgeted cost: £6,925

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pupils will be identified by school and IIH who need SEMH support.   | Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.<br><br>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions | 4                             |
| Inclusion and Improvement Hub – access SEMH support (SEMH courses for children & outdoor forest school sessions) | Feedback from previously participating schools report a positive change in a child's ability to self-regulate, which has enabled them to access curricular learning more effectively.<br><br>Our Inclusion Hub offers weekly courses for children, designed to address an element of SEMH (such as anxiety, anger management). For children with high levels of emotional need  | 4                             |

|   |   |       |
|---|---|-------|
|   | (particularly those at risk of exclusion) a longer, outdoor session is offered where children have the opportunity to engage in forest school activities, whilst exploring ways of managing their emotions  |       |
| <p>Purchase and implement software to provide digital learning portfolios to give parents a window into the classroom.</p> <p>Staff CPD on software and following recommendations in EEF guidance.</p> <p>Provide time for the development of communication e.g. termly overviews, newsletter.</p> <p>Run parental workshops as appropriate</p> | <p>Research completed by the EEF on working with parents to support children's learning indicates +3months of progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Working-with-Parents-to-Support-Children's-Learning/">Working with Parents to Support Children's Learning   EEF</a><br/>(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> | 1,2,3 |

**Total budgeted cost: £**

## Part B: Review of outcomes in the previous academic year **See separate document on website**

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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### 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 |
|-----------|----------|
|           |          |
|           |          |

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*