

Pupil premium strategy statement – 2022-23

West Coker Primary School

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	29
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Phil Hyland
Pupil premium lead	Phil Hyland
Governor / Trustee lead	Jo Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,720
Recovery premium funding allocation this academic year	£1,832
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£22,552

Part A: Pupil premium strategy plan

Statement of intent

- To ensure that our 'disadvantaged children' are not disadvantaged.
- To ensure that we provide excellent learning experiences and support our children to make good progress so that they have the potential to meet ARE (age related expectations) in all areas.
- To assess any gaps in learning from the pandemic, and put in place strategies to support all children.
- To support our families so that they can best support their children – academically, socially and also looking after their wellbeing.
- We intend to do the above, following our school values of Hope, Respect, Community and Trust, and aiming to build respectful, responsible, resilient learners and individuals

Challenges

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

Challenge number	Detail of challenge
1	Lower entry level of Reception age children and increasing proportion of SEN children within the school role.
2	Special educational needs and low ability of some of our Pupil Premium pupils.
3	Attainment at the end of KS1 for pupil premium pupils needs to be at least at national average in Reading, Writing and Maths.
4	Attainment at the end of KS2 for pupil premium pupils needs to be at least at national average in Reading, Writing and Maths.
5	Lack of engagement and support from home, for example; home reading, or lack of support with home learning.
6	Wellbeing issues as a result of prolonged absence, leading to low Self-confidence and Self-Esteem in some Pupil Premium pupils
7	Family's personal and financial difficulties, e.g. vulnerable families and children under PFSA support, made worse by the 'cost of living crisis'.

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
1	Children's gaps are identified and targeted support is provided to support and bridge these gaps in skills and knowledge.
2	In all year groups, SEND/PP pupils make progress that is in line with their peers – a result of quality first teaching and targeted SEND support intervention.
3 & 4	Progress rates for PP pupils to be sustained, in line with non-PP pupils across school, in Reading, Writing and Maths. Attainment to be in line with national average. This will be measured via whole school attainment data using our internal tracking system.
5	PP parents will engage more positively with the school and will be better at supporting their children at home with their learning.
6	Children are positive and happy about coming to school, the learning they're completing and their confidence and self-esteem improve.
7	Families are supported through Early Help strategies and other appropriate professionals (PFSA).

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to build on a strong affiliation to an accredited Phonics scheme and work with the English Hub to strengthen Phonics provision across the school.	English Hub St Peter's Bristol	1, 3
Continue to develop the quality and pupil response to Feedback ensuring that the feedback provided to all pupils is prompt and effective.	Feedback (+6 months – EEF Toolkit)	1, 2, 3, 4
Invite parents for reading at home sessions. To include Phonics and reading aloud advice	Evaluation form	5

<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> • Sport coach and Music teacher to develop pupils' skills in sport, art, music and dance. (Already in a school) • Ensure pupil receive high quality Arts experiences • Subsidising of trips including visits to theatre, galleries and funding residential for PP 	<p>Arts participation (+3 months – EEF Toolkit)</p> <p>Sports participation (+3 months – EEF Toolkit)</p>	1, 2, 6, 7
<p>CPD Metacognition training for all teaching staff. Teachers to learn to design questioning and activities to support the development of metacognition in all children, raising self-confidence and improving growth mindset</p>	<p>Metacognition and self-regulation (+7 months – EEF Toolkit)</p>	2,3,4,6
<p>Staff training to improve practise and support of children and to ensure staff feel valued and that are able to progress within a small school.</p>	<p>Motivating teachers with incentivised pay and coaching' Alex Sutherland et al</p>	1,2,3,4,5,6

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

Budgeted cost: £ 11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise attainment by ensuring that all pupils receive challenging and engaging Quality First Teaching (QFT) to meet their needs.</p> <p>Including CPD for teachers to maintain effective and up to date subject knowledge and practise</p>	<p>DFE report: supporting the attainment of disadvantaged pupils: Articulating success and good practice. Nov 2015 identifies QFT as the key to ensuring PP pupils make progress.</p>	1, 2, 3, 4, 6
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p>	<p>One to one tuition +5 months (EEF Toolkit)</p> <p>Small group tuition +4 months (EEF Toolkit)</p>	3, 4, 6
<p>Phonics teaching in EYFS/Y1 in smaller groups</p>	<p>Phonics (+4 months)</p>	3, 4
<p>Continue to teach reading comprehension strategies to all pupils in guided reading, daily tasks,</p>	<p>Reading comprehension strategies (+6 months)</p>	3, 4, 5, 6, 7

through foundation subjects and in small groups where necessary. “Lowest 20%” and Disadvantaged SEND children to be identified and read with 3 times per week by internal and external readers.		
Establish individual and small group maths interventions for disadvantaged pupils falling behind age-related expectations.	Small group tuition +4 months (EEF Toolkit)	1, 3, 4, 6
Whole school maths intervention to address gaps in all year groups through the use of: <ul style="list-style-type: none"> • Daily Fluency /Maths warm ups • Additional adult support in KS1 & Y3/4 • Additional catch up sessions with TA 	One to one tuition (+5 months) Small group tuition (+4 months) Feedback (+8 months)	1, 3, 4, 6

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children with specific attendance, behavioural and wellbeing needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given: <ul style="list-style-type: none"> • Breakfast/AfterSchool Club club provision • Thrive (ELSA to come) – 1:1 and small group pastoral support around emotions and behaviour • Sports Provision • Music tuition • Behaviour reward 	Social and Emotional learning +4 months (EEF Toolkit) Behaviour interventions +3 months (EEF Toolkit Sports Participation +2 months (EEF Toolkit)	5, 6, 7
Improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance with the following strategies: <ul style="list-style-type: none"> • Attendance to be on the agenda at Parents’ Evenings for all • First day calls 	DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils who missed 10-15 per cent of all sessions.	5, 6, 7

<ul style="list-style-type: none"> • Referrals to EWO for pupils at risk of becoming 'Persistent Absentees' • Termly attendance rewards • Weekly award for best class attendance 		
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> • PP pupils encouraged to take part in extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. <p>Ensure all PP pupils are able to engage and take part in residential and trips.</p>	<p>The Sutton Trust recommends that schools' pupil premium money could be used to offer experiences to those who need them most. <i>Creating Cultural Capital (2015)</i></p>	5, 6, 7
<p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> • 1:1 family meetings / workshops • Class sharing of learning through Sharing Assemblies <p>Starting the parents' Sharing Assembly</p>	<p>Parental engagement +2 months (EEF Toolkit)</p>	6, 5, 7

Total budgeted cost: £ 22,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantage Pupil in receipt of Pupil Premium funding largely kept up with their peers and in some cases outperformed them. The exceptions to this were children who were also on our SEND register, although these children also met or exceeded their expected targets.

An area to further develop is the pastoral and SEMH support offered so we can begin to further develop the Growth Mindset and resilience of children, with particular consideration to those with receiving Pupil Premium funding.

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
N/A	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

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.