

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Cherry Willingham Primary |
| Number of pupils in school | 194 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021 – 2023 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Mrs K Evans |
| Pupil premium lead | Mr D Thursby |
| Governor / Trustee lead | Mr S Curtis |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £37660 |
| Recovery premium funding allocation this academic year | £6000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £43660 |
| 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

To achieve the **Priory Trust's** mission of improving life chances of our pupils so that they become true citizens of the world, we support our academies to act to mitigate the impact of disadvantage on educational outcomes.

The Pupil Premium framework will be at the heart of whole academy and Trust-wide effort, and we endeavour to ensure all staff understand the strategy and their role within it. Leaders ensure that they consider technical and practical definitions of disadvantage and determine to respond to need rather than label.

The following structural principles apply to the use of additional funding in all Priory Academies:

- Effective senior leadership and governance;
- Commitment to a range of ongoing diagnostic assessments of learning need so that actions are based on a range of data and meet the specific needs of all students but particularly those at risk of underachievement due to impact of socio-economic disadvantage;
- The Trust Professional Development offer is built on the knowledge that the most effective lever for addressing disadvantage is inclusive quality first teaching and this will benefit all pupils;
- The strategy is integral to the whole-academy plans for education recovery.

At Cherry Willingham Primary Academy all members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our key principles are to support their wellbeing and academic ability through a balanced, supportive curriculum that is delivered by a staff who really care about each individual child. Also, to foster a love for learning within each child and help them to acquire skills and abilities that ensure they fulfil their potential, both in our school, and in their future endeavours. Our strategy plan is designed to ensure that all children have equal access to our curriculum, and that the funding is used effectively to ensure we meet their needs.

Challenges

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

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

| | |
|---|--|
| 1 | Ensure that all pupils receive a good quality reading programme that develops resilience in reading and enables the development of reading comprehension skills. |
| 2 | Ensure that all pupils receive a good quality writing programme that develops vocabulary, grammar and stamina for writing. |
| 3 | Ensure that all pupils receive a good quality maths programme that develops fluency and reasoning skills. |
| 4 | To ensure that the lowest 20% of each class develops reading fluency, pace and expression. |
| 5 | To develop the ability to spell accurately through an effective phonics and spelling programme. |
| 6 | To ensure that the attendance of Pupil Premium children is in line with whole school data and within government guidelines. |

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>That the majority of pupil premium children will have made 6 points of good progress in reading over the course of a year.</i> | School assessment and tracking shows good progress each term. This will be monitored by the PP lead. |
| <i>That the majority of pupil premium children will have made 6 points of good progress in writing over the course of a year.</i> | School assessment and tracking shows good progress each term. This will be monitored by the PP lead. |
| <i>That the majority of pupil premium children will have made 6 points of good progress in maths over the course of a year.</i> | School assessment and tracking shows good progress each term. This will be monitored by the PP lead. |
| <i>That the majority of children within the bottom 20% have developed the ability to read with confidence and fluency.</i> | Through viewing assessments from the staff who are leading intervention, it will be evident that children have improved. Children may be able to move out of the intervention group if progress has been good. |
| <i>That spelling of common words and patterns has significantly improved.</i> | Through monitoring and writing moderation, it will be evident that children's spelling has improved. Higher percentage of accuracy within independent work. |
| <i>Attendance is at least close to whole school and government data.</i> | Attendance is above 95%. This will be monitored termly by the PP lead. |

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: £1300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Teaching staff engage in the Trust Professional Development Programme | Our Trust professional development, lodged in our Maximising Learning Programme, focuses on Metacognition, Language for Learning, Assessment and Behaviour. The Trust has reviewed the evidence and produced operational <u>frameworks</u> to enable effective implementation. | |
| <i>CPD to improve the teaching of spelling through the active spelling programme.</i> | Through staff assessment and discussion, it has been clearly indicated that there is a lack of consistency regarding the teaching of spelling. | 2,5 |
| <i>Training of new staff to support PP children within the classroom and intervention.</i> | Staff who are leading the reading fluency intervention have requested further CPD to ensure they are working effectively with their target children. | 1,2,3,4 |

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

Budgeted cost: £

| 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 with a particular emphasis on ... | 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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u> | |

| | | |
|--|--|-----|
| <i>To develop reading fluency on a 1-1 level.</i> | Following disruption due to Covid, it has been noticeable that many children are lacking confidence when it comes to reading fluently. A 'catch up' intervention is needed for them to develop their reading fluency skills. | 1,4 |
| <i>Introduce the 'Sum dog' programme in small groups to secure number fluency.</i> | Following disruption due to Covid, data has shown that basic fluency in maths has become much weaker. This programme strengthens and secures basic number skills. | 3 |
| <i>Maintain the use of 'Nessie' to support literacy skills on a 1-1 level.</i> | Children who are struggling with basic spelling and reading skills need a personalised programme to target these specific areas. | 1,5 |

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

Budgeted cost: £

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| <i>Work with parents to establish positive attitudes towards engagement and attendance.</i> | We have found that personal contact with our Attendance officer and a supportive approach work well with the families at our school alongside regular meetings to review improvements. We aim to continue this positive work. | 6 |
| <i>Support mental health and wellbeing through 'lego' therapy in KS1.</i> | Support for the youngest children in KS1 is our priority. This is designed to develop early support processes. | 6 |

Total budgeted cost: £

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 2020 to 2021 academic year.

Disadvantaged pupil progress scores for last academic year

| Measure | Score | End of KS1 scores using in school testing and assessment. (6 points = good progress) | End of KS2 scores using in school testing and assessment. (6 points = good progress) |
|---------|---|--|--|
| Reading | No official data available due to Covid-19. | 7.2 | 9 |
| Writing | No official data available due to Covid-19. | 5.2 | 11 |
| Maths | No official data available due to Covid-19. | 5.8 | 10 |

There was one LAC pupil who made 6 points progress when combining reading, writing and maths.

Data

School based data (teacher assessment) is positive overall with most year groups achieving or exceeding the 6 points good progress target for the year.

Pupil Premium data – 2020/2021

Average points for attainment in the 3 core subjects.

| | Reading | Writing | Maths | Combined |
|------------------------|---------|---------|-------|----------|
| Y1 (6 children) | 6.0 | 5.3 | 5.8 | 5.7 |
| Y2 (5 children) | 7.2 | 5.2 | 7.6 | 6.7 |
| Y3 (2 children) | 9.5 | 8.5 | 7.5 | 8.5 |
| Y4 (8 children) | 5.9 | 6.5 | 5.9 | 6.1 |
| Y5 (7 children) | 6.9 | 6.1 | 6.3 | 6.4 |
| Y6 (2 children) | 9.0 | 11.0 | 10.0 | 10.0 |

Free school meals – 2020/2021

Average points for attainment in the 3 core subjects.

| | Reading | Writing | Maths | Combined |
|------------------------|---------|---------|-------|----------|
| Y1 (6 children) | 6.0 | 5.3 | 5.8 | 5.7 |
| Y2 (5 children) | 7.2 | 5.2 | 7.6 | 6.7 |
| Y3 (2 children) | 9.5 | 8.5 | 7.5 | 8.5 |
| Y4 (7 children) | 5.6 | 6.3 | 5.9 | 5.9 |
| Y5 (4 children) | 8.0 | 7.0 | 7.5 | 7.5 |
| Y6 (2 children) | 9.0 | 11.0 | 10.0 | 10.0 |

Review of the 2020/2021 strategy outcomes.

| Aim | Outcome |
|---|--|
| Progress in Reading - Progress and attainment of disadvantaged children is in line with those that are not disadvantaged | In school assessment and tracking shows that the gap in reading is narrowing and attainment of PP children is improving in line with end of KS expectations. However, due to Covid-19 restrictions, a direct comparison to last year cannot be measured. |
| Progress in Writing - Progress and attainment of disadvantaged children is in line with those that are not disadvantaged | In school assessment and tracking shows that the gap in writing is narrowing and attainment of PP children is improving in line with end of KS expectations. However, due to Covid-19 restrictions, a direct comparison to last year cannot be measured. |
| Progress in Mathematics - Progress and attainment of disadvantaged children is in line with those that are not disadvantaged | In school assessment and tracking shows that the gap in maths is narrowing and attainment of PP children is improving in line with end of KS expectations. However, due to Covid-19 restrictions, a direct comparison to last year cannot be measured. |
| Phonics - All children successfully meet the expected pass standard in the Y1 phonics screen Targeted intervention and coaching ensures that those that have to take the test again in Y2 pass. | The RWI strategy in KS1 has had a positive impact on children, as has the development of targeted intervention strategies in KS2. However, due to Covid-19 restrictions, a direct comparison to last year cannot be measured. |
| Other - Attendance of disadvantaged children is in line with those that are not disadvantaged | The end of year attendance of Pupil premium children worked out at 96.09% whereas the whole school was 96.87%. This is only 0.78% less than the whole school, indicating that our attendance figures are improving. In 2021/23 we will continue to monitor attendance and aim to narrow the gap further. Attendance of PP children was increasing and we will intend to continue our current strategies to ensure this continues to be the case. |

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 |
|-----------------|----------------------------------|
| Active spelling | Equate Teaching School Alliance. |

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? | The majority of this was spent on the salary of a dedicated member of our team whose role was to support service children and parents. |
| What was the impact of that spending on service pupil premium eligible pupils? | The impact was very positive and involved regular meetings with pupils, workshops and activities which promoted pupil voice and mental wellbeing. There was an open forum to discuss feelings and an emphasis on positive mental health. There was a definite appreciation from parents that this had a positive impact on their children and general family/school life. |

Further information.

Priory Trust

The Trust takes a collaborative approach to this important work and generates frequent opportunities for leaders to review progress and share impact and learning from their own contexts. Research findings and guidance about impactful approaches to supporting disadvantaged students are shared via the PD team update and the outcomes for disadvantaged students remains high on every teaching and learning agenda.

The Trust facilitates an annual peer review process to support academies to review the impact of their Pupil Premium and Recovery strategies.

