

Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love;

we thrive, we grow.

At Wistow Parochial C of E Primary School, we ensure that teaching and learning opportunities meet the needs of all our pupils and appropriate provision is made for all pupils who belong to vulnerable groups. We are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium.

Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1,385 for the academic year. Pupils who are looked after and post looked after receive £2,410 and service pupils receive £320. The virtual school allocates funding for LAC pupils and school receive up to £1,900 from them if we apply for specific targeted support. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning all pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

The range of provision that Governors and the Head Teacher may consider include additional staff support, training, providing small group / intervention work and support from Higher Level Trained Teaching Assistants. All this work is aimed to accelerate the progress of these pupils with a specific emphasis on Literacy and Numeracy.

We also recognise the importance of emotional and mental well-being with all our pupils. We strive to support children who need social, emotional and development and work hard to ensure that our vulnerable children are nurtured and supported in a variety of ways to become happy and confident individuals in and out of school.

As a school, we forecast the pupil premium allocation and then aim to spend it in the most effective way possible, supporting our eligible pupils with resources that will benefit them over each year. We review the impact of our spending annually and this then influences how we spend the funding the following year.



# Wistow Parochial C of E 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	Wistow Parochial C of E Primary School
Number of pupils in school	125
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	James Collins
Pupil premium lead	Tim Williams/Carla Cox
Governor / Trustee lead	James Collins

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,525
Recovery premium funding allocation this academic year	£2,145
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£23,135

# Part A: Pupil premium strategy plan

## Statement of intent

**The Head Teacher and Governors have targeted PPG to:**

- 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 disadvantaged attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school.
- Instead of 4 large classes with mixed year groups, we will continue with 5, which will mean smaller cohorts, more teacher time more 1:1 time and in turn better teaching and learning time together for all pupils.
- Fund teaching assistants to support all classes to ensure that all vulnerable groups receive additional support. This includes: one to one / support, in class, aimed at ensuring children close gaps/reach age related expectations in English and Maths
- Fund relevant training to support PP children and their progress and well-being – as and when needed.
- Provision mapping to target pupils, who are need support both academically and emotionally. These interventions are tailored to suit pupil's needs and pupil progress meetings identify how we will address gaps and needs. The SENCO will provision map and ensure staff are used effectively.
- Funding our home school link worker to work alongside parents to engage in school life and their child's learning, working with them to ensure they are aware of the expectations of their children and what they are working towards with regards meeting national expectations. Also, to engage with particular families who may be experiencing difficulties and to oversee nurture of particular pupils who may require additional emotional support.
- Provide opportunities to attend after school and lunch time clubs to promote physical and mental health and well-being when needed and available.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils and parents/carers indicate emotional literacy barriers – regulating emotions and managing relationships sufficiently to be ready to learn. These are in general, more prevalent among our disadvantaged pupils than their peers.
2	A higher proportion of PP pupils are on the SEND Register, than non-PP pupils. (54% of PP children, 18% of non-PP children). These children may need additional differentiation, support and intervention to make good progress and achieve national standards.
3	Assessments, observations, and discussions with pupils and parents/carers indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Absence from school and less regular engagement with remote learning during the COVID period continues to impact on PP children. 45% of PP children were not attending school during this period and a higher proportion of these children did not engage 100% with remote learning. This has left gaps in learning and increased the challenge of achieving national standards.
5	Parental Engagement is a challenge for a proportion of the PP children. Parents may be less aware of age-appropriate expectations, less confident to engage with school and less confident to support the children at home.

## 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 readiness to learn results in greater engagement with the curriculum, attainment and progress.	Assessments and observations indicate improvement in emotional literacy (emotional regulation and managing relationships) enabling children to be more ready to focus on learning.
Improved attainment, progress and readiness to access the next steps in learning.	SEND and whole class interventions take place regularly. As far as possible these are same-day and contain flexible groups of children.
To close the gap between our children eligible for pupil premium and non-pupil premium children at end of Key Stage 2, in core subjects identified in pupil progress meetings for each individual.	PP pupils to be making good progress and be in line with peers for end of year expectations or have made good progress from baseline (including catch-up from any COVID gaps)
Improved oral and language skills and vocabulary among the PP pupils results in greater engagement with the curriculum.	Assessments and observations indicate significantly improved oral language among PP pupils.
Greater parental engagement for PP children (particularly those with SEND)	Parents are involved in Support Plan reviews and regular communication with school

## 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: £11,245 (This is also supplemented from the main teaching budget).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of class teacher – school to have 5 classes rather than 4	Small class size will support better progress for children as they will receive more teacher and GTA time, to help progress and achievement.	1,2,3,4
Release time for PSHE leader to research different teaching schemes to meet the skills in the NYCC PSHE Guidance. Release to track the skills through the chosen scheme so teachers are aware which areas will need to be met outside the scheme. Whole School CPD to embed this, then follow-up monitoring time.	See EEF below, evidence linking 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 – <b>readiness to learn in all areas</b>  <a href="https://www.educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</a>	1
Continued staffing of GTA support in class	GTAs will be a significant part of the whole school provision mapping across the year groups. All staff have been trained in various interventions and these will be rolled out to support targeted pupils.	1,2,3,4
Additional CPD time for all staff for Support Plan writing and meetings with parents. Also release time as needed for Home-School Worker to support families struggling to engage	Improved parent engagement results in parents better able to support their child at home	2, 5

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

Budgeted cost: £ 11,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for Early Years Lead to screen children for Launchpad for Literacy &amp; NELI interventions for language and vocabulary skills, then to implement intervention for these children as per the programmes</p>	<p>See EEF below, evidence linking oral language and vocabulary skills with access the curriculum</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 3</p>
<p>Release time for SENCo to use SNAP screening tool (tool funded by Locality Hub) to identify needs and appropriate intervention</p> <p>Teacher and GTA led interventions will be planned and rolled out over the academic year including NELI (as above), Write Away Together, Lego Therapy, RWI</p>	<p>Programmes selected have been evaluated and shown to be effective</p> <p>Enables adults to work with pupils either 1-1 or in small groups in and out of the classroom to introduce/reinforce skills. Giving children skills and confidence encourages and motivates</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)</p>	<p>1,2,3,4</p>

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

Budgeted cost: Estimated cost - £645

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Release time as needed for SLT or Home-School Worker to support families with low attendance or wellbeing	Regular attendance and emotional readiness to learn supports engagement with the curriculum	5

**Total budgeted cost: £23,135**

## 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.

- 100% PP in Year 6 met expectations in Reading and Maths.
- 67% PP pupils in KS1 and KS2 made the 2 steps progress in R/W/M, taking lockdown into consideration, with some making 3 or more, which is excellent.
- Use of PP funding ensured pupils were in small classes with good teacher and GTA support has supported progress
- Reduced behaviour/wellbeing incidents with PP pupils, as settled, happy in school and supported
- Regulation station resources maintained in targeted classes. Pupils in need in those classes have used with effect, supporting emotional health and wellbeing

### 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
N/A	

### Service pupil premium funding (N/A at this time)

*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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A