

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | West Tytherley CE Primary School |
| Number of pupils in school | 53 |
| Proportion (%) of pupil premium eligible pupils | 4% (2) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | April 2022 |
| Statement authorised by | Lucy Macey |
| Pupil premium lead | |
| Governor / Trustee lead | |

Funding overview

| Detail | Amount |
|--|---------------|
| Pupil premium funding allocation this academic year | £ 2690 |
| Recovery premium funding allocation this academic year | £ 2000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £ 4690 |

| | |
|---|--|
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
|---|--|

Part A: Pupil premium strategy plan

Statement of intent

This is a School where we practice the philosophy that “One size does NOT fit all”, that children need different support, interactions and provisions according to their circumstances and that this can alter as they move through the school and experience change in wider life. Our practice is that the children at West Tytherley Primary School are known and valued in all ways as individuals and this enables us to meet and develop both their educational and emotional needs.

For our pupil premium children this philosophy is particularly pertinent. We prioritise ensuring that we know these children exceptionally well, with regard to their educational, physical and emotional needs.

We hold these children at the fore during half-termly pupil progress meetings, weekly staff meetings, and in quarterly reports to Governors. These children receive quality first teaching to ensure that they make better than expected progress.

Wider school provision for all children to aid recovery after the pandemic has been in place since September 2020 when children returned to school after the first major lockdown. During the second period of lockdown all pupil premium children were invited to attend school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Securing phonological knowledge can take longer to achieve, more adult support needed in school to ensure regular and consistent practice. |
| 2 | The need to ensure that knowledge is secured and connections between different areas both within a subject (eg maths) and across a range of subject areas. |
| 3 | Lack of confidence and independence when approaching new or unfamiliar tasks. Some avoidant behaviours seen, resulting from this. Other behaviours include: emotional responses, friendship issues and over reliance on adult intervention from home. |
| 4 | Facilitate support with child care with free ASC and access to clubs, where appropriate, regardless of some restrictions (eg age). |

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 |
|--|---|
| <p>Children will be supported to secure a sound phonological knowledge to help with reading.</p> <p>They will be able to use a range of strategies to enable them to decode, blend and spell words</p> <p>Children will develop a positive attitude towards the value of reading and be keen to engage in related activities at home and school.</p> | <ul style="list-style-type: none"> • PP children will pass the phonics check at Year 1 • PP children will demonstrate a range of taught strategies that will result in successful mastery of all aspects of reading • PP children will have reading ages in line with their peers and achieve well at SATS <p>PP children will take an active role in SLS challenges, and have roles as librarians and, where appropriate, literacy leads.</p> |
| <p>That children will have secure understanding of key foundation skills in English and maths from which to build on</p> <p>That children will make links between areas within subjects and across different curriculum subjects and develop critical thinking skills</p> | <ul style="list-style-type: none"> • Excellent teaching ensures that the children achieve in line with their peers demonstrated in assessments in Maths and English, with a focus on reading, writing, calculation and mental arithmetic <p>Curriculum plans show that links are made and book scrutiny and lesson observations demonstrate that foundation subject teaching is skilful and makes use of engaging activities and memorable experiences.</p> |
| <p>Improved confidence when tackling new or challenging learning</p> <p>Evidence of trying extra curricular experiences</p> <p>Child initiated strategies employed to tackle and resolve friendship / peer issues</p> <p>Child initiated strategies employed to manage own behaviour.</p> | <ul style="list-style-type: none"> • Children using scaffolds and models effectively to support learning • PP children taking part in a range of clubs and playing in teams associated with them • PP children accessing ELSA and becoming adept at utilising strategies suggested in sessions |
| <p>All children accessing opportunities at school or that are arranged through school including extended hours in school day.</p> | <ul style="list-style-type: none"> • All children accessing all activities regardless of cost, equipment etc. |

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: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| | | |
| <i>CPD and resourcing to improve the quality of early phonics teaching.</i> | OFSTED have identified the importance of a structured phonological scheme with supporting texts to teach early reading skills | 1 |
| <i>CPD for curriculum development- including training for teachers on effective teaching and learning</i> | Teachers need to teach a well-constructed curriculum that makes links and is structured to support the retention of knowledge. Staff meetings include a weekly session about the theory of effective teaching accessing texts such as Rosenshine, Teaching backwards and Paul Dix | 1,2 |
| <i>Training for SENDCo in Thrive approach</i> | Thrive activities will support regulation and help children to develop strategies to self-regulate. This will result in children who will be in a place ready to learn. SENDCo will then disseminate the training to the teachers/ support staff. | 3,4 |

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

Budgeted cost: £ [insert amount]

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| | | |

| | | |
|---|--|-------|
| <i>Experienced Teacher (tutor) to provide approx. 15 hours catch-up with Pupil premium children</i> | Quality first teaching to provide targeted teaching on the areas that have been identified as needing to be addressed. Children benefit from small groups | 1,2 |
| <i>Additional booster sessions for phonics</i> | Targeted quality first teaching in small groups will help children catch up | 1,2 |
| <i>Catch up sessions and pre teaching with teaching staff</i> | Timetabling enables teachers to pick up and correct misconceptions or carry out key pre-teaching activities | 1,2,3 |
| <i>Targeted maths interventions</i> | Targeted quality first teaching in small groups will help children catch up | 1,2,3 |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| <i>ELSA / FIEPS sessions</i> | Children have access to resources and learning strategies that support good mental health. Children are able to talk to a trusted adult who, where appropriate, can feedback to the relevant adults who may benefit from awareness of issues. | 3,4 |
| <i>Thrive sessions</i> | Children benefit from access to a range of specific activities and approaches that help with regulation of emotions. Thrive can also be used as an effective behaviour management strategy, to relieve the demand of the more formal subjects. | 3,4 |
| <i>Extra-curricular activities and provisions including school trips and residential</i> | All clubs are non-charging to encourage participation Trips and residential are also included to encourage full participation | 3,4 |

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

| <i>Pupil Premium was used in the following ways:</i> | |
|--|--|
| Strategy | Impact |
| Small group catch up sessions with quality first teaching. | Children were able to quickly catch up on gaps that were as a result of lockdown. Evidence that these were effective were ascertained from pupil progress meetings and assessments carried out by class teachers. |
| Small group sessions to keep up with new learning, using quality first teaching | Children are able to keep up with the learning pace and acquire new knowledge and skills. Evidence that these were effective were ascertained from pupil progress meetings and assessments carried out by class teachers. |
| Computers bought to ensure that children could access on-line live lessons | Children attended school on line and were able to interact with peers |
| ELSA/ FIEPS support to help children to re-adjust following periods of absence caused by COVID | Children were able to access adult support to help with emotional issues/ mental health concerns |
| Purchase of equipment in order to encourage regular participation in sports | Children able to access all provision. |

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

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.