

# Pupil Premium 3 Year Strategy Statement

## William Hildyard Church of England Primary and Nursery School

### School overview

Detail	Data
School name	William Hildyard Church of England Primary and Nursery School
Pupils in school	219
Proportion of disadvantaged pupils	14%
Pupil premium allocation this academic year	£40,350
Academic year or years covered by statement	2021-2022 to 2024-2025
Publish date	December 2021
Review date	July 2022
Statement authorised by	Mrs F Griffiths, Executive Headteacher
Pupil premium lead	Mr M Baker, Head of School
Governor lead	Mr P Hilton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,350
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	£40,350

# 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.

Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We use a 'first and best' approach. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common 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're 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.

**Disadvantaged pupil progress scores for last academic year. Due to the end of Key Stage 2 assessments being cancelled, the below figures relate to projected attainment figures as of July 2021.**

<b>Measure</b>	<b>Score</b>
Reading	+0.25
Writing	0.00
Maths	-0.75
<b>Measure (for reading, writing and maths combined)</b>	<b>Score</b>

Meeting expected standard at KS2	75%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Increase opportunities for reading across the school, for learning and pleasure
Priority 2	To successfully embed the Achievement For All (AfA) Emotional Coaching Programme.
Barriers to learning these priorities address	1). Engagement in reading for pleasure at home 1). Decoding and comprehension skills 2). To increase language development to support emotional awareness 2). Developing understanding of the neuroscience underlying emotional development
Projected spending	<b>£38,091</b> – staffing <b>£2,259</b> – reading materials

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To be in line or above that of non-Pupil Premium children	July 2022
Progress in Writing	To be in line or above that of non-Pupil Premium children	July 2022
Progress in Mathematics	To be in line or above that of non-Pupil Premium children	July 2022
Phonics	Achieve national average expected standard in Phonics Screening Check.	July 2022
Other	Improve attendance of disadvantaged pupils to average of 'others'.	July 2022

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading for pleasure policy in place and being used effectively throughout the school. Continuation of Word Wasp reading scheme for PUP children to have a measurable impact on children's decoding skills.

	<p>PUP children targeted within Guided Reading sessions, specifically focusing on decoding and comprehension skills.</p> <p>PUP children targeted for individual reading, specifically focusing on decoding and comprehension skills.</p>
Priority 2	<p>Staff will have an increased awareness of how the language they use in everyday interaction with the children can positively impact upon their emotions, enhancing academic attainment and progress.</p> <p>Baseline assessments to be undertaken at the beginning of the programme to show increased progress at the end.</p>
Barriers to learning these priorities address	<p>1). Engagement in reading for pleasure at home</p> <p>1). Decoding and comprehension skills</p> <p>2). To increase language development to support emotional awareness</p> <p>2). Developing understanding of the neuroscience underlying emotional development</p>
Projected spending	<b>Please see above section (strategy aims for disadvantage pupils) for projected spending</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Continuing to implement Forest School sessions across the curriculum.
Priority 2	Embedding the Five Ways to Wellbeing project, increasing the awareness of children's emotional intelligence
Barriers to learning these priorities address	<p>Priority 1 – allowing children to access learning in a different environment, building skills in self-confidence, attitudes to learning and teamwork.</p> <p>Priority 2 – that time is given to children to explore the five ways to well being, through journaling and discussion. This is expected to increase the children's self-awareness around wellbeing and mental health.</p>
Projected spending	

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring children are adequately supported in the classroom in order to make accelerated progress.	Teaching Assistants to be strategically deployed to ensure maximum progress. Pupil Progress meetings in school termly with English and Maths leads to ensure and challenge provision.
Targeted support	<p>That reading sessions across the school are having a measured impact upon the attainment and progress of Pupil Premium children.</p> <p>To ensure that teachers have the skillset to suitably support emotional awareness and development with Pupil Premium children.</p>	<p>English and Pupil Premium leads to monitor the impact of reading interventions across the school.</p> <p>Monitoring of progress from baseline assessments for AfA, as well as encouraged use of emotion regulation station in the classroom. Action to be implemented where appropriate to ensure progress.</p>
Wider strategies	<p>Ensuring Five Ways to Wellbeing continue to be promoted within the curriculum once the programme finishes.</p> <p>To ensure children are able to participate fully in Forest School sessions</p>	<p>Five Ways to Wellbeing posters to be clearly displayed within classrooms and around school. Staff (teachers and teaching assistants) to make regular mention of the five ways during curriculum time.</p> <p>Monitoring to be undertaken by PHSE/RSE and Pupil Premium leads.</p> <p>Forest School staff provide a detailed report of the sessions to class teachers following each teaching block, giving a record of activities undertaken and progress made.</p>

## Review: last year's aims and outcomes

Aim	Outcome
<p>Increase opportunities for reading across the school, for learning and pleasure</p>	<p>All pupil premium children are prioritised by class teachers for regular reading in school.</p> <p>All pupil premium children have the opportunity to take home a school reading book and to read an additional book of their choice for pleasure.</p> <p>All pupil premium children take part in a Guided Reading session 1x per week with class teacher.</p> <p>Average Progress Score for reading across all Pupil Premium children Years 1 – 6 = <b>+0.6</b></p>
<p>To successfully implement the Achievement For All (AfA) Emotional Coaching Programme.</p>	<p>All staff have undertaken training on the Emotional Coaching Programme (teachers, teaching assistants and midday assistants).</p> <p>Lanyards have been produced including the language of emotional coaching, to use as an aide when talking to children.</p> <p>Each class has an emotion station (prepared in advance of the 2021/22 academic year), so that children can reflect upon their emotions and consider their next steps, depending on how they feel.</p>