

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	Naphill and Walters Ash
Number of pupils in school	8/10/21 - 350
Proportion (%) of pupil premium eligible pupils	21 (2 post adopted) 2F6s 6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21/22 – 24/25
Date this statement was published	17/12/21
Date on which it will be reviewed	Dec 2022
Statement authorised by	Kerenza Gwynn - head
Pupil premium lead	Kerenza Gwynn
Governor / Trustee lead	Rob McMurray (tbc)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,900
Recovery premium funding allocation this academic year	£2,610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£13,537
Total budget for this academic year	£74,047

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

Our aim is for all pupils is to leave our school meeting age related expectations in reading, writing and maths and/or having made at least expected progress. We recognise that this is not possible for all but will through, monitoring, tracking and targeted interventions ensure each child progresses in their learning.

We want our disadvantaged children and families to receive the social and emotional support they may need through their time with us. This support may not be needed all of the time but we have to aware that need comes and goes and we have to be able to support when it is there.

We want all our children to access as many after school/trips and wider school experiences and will support families to enable their children to do this. Children and families should not be made to feel different because of financial need.

Underpinning everything is giving our disadvantaged and other identified groups access to good spoken and written language as the ability to read, write and speak will have the biggest impact on their learning. We want all pupils to leave our school, at whatever stage, ready for their next school and their future learning.

- *How does your current pupil premium strategy plan work towards achieving those objectives?*

Over the past three years we have improved our phonics teaching by reorganising our scheme, delivering more training for staff and through assessments ensuring children's gaps are identified and focused upon. We recognise that Covid has impacted on the younger children in particular affecting all aspects of their academic and social/emotional ability to learn. Phonics is being reviewed again in light of this and their future learning. Over the past three years the number of children achieving the required score has risen but we need to ensure any gaps are quickly addressed and supported. We have purchased phonetically plausible reading books to match the children's abilities.

We also used data that showed the children not reaching EXS at the end of KS2 often just missed the required score and often language, vocabulary and comprehension were a factor. We have invested in the use of picture books in KS2 and in reading sessions, vocabulary is a key focus. We have sought to improve the children's access to scheme reading books in LKS2 so that those children needing a structure and who are not ready to be free readers have suitable books to read.

We have worked on getting our children to talk more and develop their spoken speech. Teaching of writing has focused on teaching shorter but good quality pieces of writing.

No child has ever missed out on a trip due to financial circumstances – and if other clubs can be financed we do so. We want all our children to have access to everything.

Many vulnerable children receive social and emotional support from key support as do their families. We recognise that family engagement is key to any child's well being and being successful in education.

- *What are the key principles of your strategy plan?*

The key principles are good quality class teaching, led by teachers knowing every child's learning (and social/emotional) needs. Using data and information, both numeric and soft, to ensure teachers plan for their children with a focus to address any gaps that may have occurred over the past months. Part of the strategy aim is to give small group support to year groups where the greatest need has been identified.

In terms of supporting social/emotional needs it is having staff with good external knowledge and who can develop degree of trust with the parents and support them through often very difficult times. The school may have to look at the funding specialist support for some key pupils as their needs may need that external support.

Challenges

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

Challenge number	Detail of challenge
1	Language – baseline data shows significant number of pupils starting school with limited spoken language – unable to name common objects, unable to speak in proper sentences, poor use of tenses/grammar etc. This need is not disadvantaged specific but does disadvantage many children. This includes access to books and texts at home as well as support from home with homework and phonics.
2	Comprehension – linked to above the children's ability to comprehend texts read appears to be decreasing in Yr R and KS1. Books, texts and discussion about the text read and its meaning has to be formally planned in to support many children.
3	The social/emotional needs of many children and their families' means that school can be the constant in their lives. For those children who have experienced trauma in some form then their ability to learn and concentrate in school can be greatly affected. This in turn affects behaviour and can ultimately affect their future education.

4	Linked to above statement is the current lack of access to professional external agencies. School staff are trying to support children/families with complex needs and cannot always give them the level of support they need. The lack of professional support means that the children are not always able to learn successfully. School also trying to fund outside support for key pupils.
5	Ensuring all children can access a full range of experiences offered by the school without impacting on families.
6	Supporting children in KS1 and Yr R with their understanding of place value so they move into KS2 with this as a secure concepts.

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><i>Children leave school meeting age related expectations in reading. KS2</i></p> <p><i>Challenge 1, 2</i></p>	<p>Data shows that children in Yr6 tests meet EXS requirements in reading especially those who are HG and have been here for the whole of KS2.</p> <p>If not achieved then progress is clear from the child's starting point.</p> <p>Any gaps in reading following lockdown etc are addressed and the children are back on track.</p>
<p>Children's vocabulary is extended and is reflected in all areas of their work.</p> <p><i>Challenge 1, 2</i></p>	<p>All written work shows wide use of vocabulary. Subject specific vocabulary taught – focused on in planning and teaching.</p> <p>Planning for all subjects highlights key vocab, it is on display, expected in written work.</p> <p>Reading books, texts used chosen for good vocab.</p> <p>Children access good quality texts in guided/whole class reading. Children can access texts from library and teachers promote good texts and importance of reading.</p>
<p>Children in KS1 achieve required phonics score and are EXS in reading.</p> <p><i>Challenge 1, 2</i></p>	<p>Term by term tracking shows majority of children on track to meet expected levels.</p> <p>Children not on track receive focused and planned interventions.</p> <p>School reviews phonic scheme to ensure it meets new requirements and if needed purchases new scheme.</p>

<p>Children's social/emotional needs supported so that they can access their learning. <i>Challenge 3,4</i></p>	<p>Children receive targeted support with specific social/emotional needs e.g art therapy. Children are secure in school.</p>
<p>Children leave our school having had equal and full access to all clubs both free and fee paying, all trips including residential visits. <i>Challenge 5</i></p>	<p>Parents of disadvantaged children know their child can fully participate in all activities. Children have equal access to clubs, music lessons etc as their peers. No child stands out due to financial or other reasons.</p>

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: £8643.00 - two mornings a week for teacher

£2,000 for structured guided reading resources and texts for KS1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution towards provision of extra teacher for writing and reading comprehension in UKS2.</p> <p>Groups targeted in autumn term in Yr 4 and 6. Focus on writing and also reading comprehension in Yr 4. Groups reviewed each term in light of data evidence.</p>	<p>Small group tuition enables the teaching to focus exclusively on key areas of learning. Evidence shows that small group tuition is effective and suggests that it allows greater feedback from the teacher, more sustained attention, which is closely matched to learners' needs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 2</p>
<p>Books to support reading comprehension in Yr2. Results in school show that comprehension of texts in KS1 is falling and teachers need to ensure this improves to meet end of KS expectations. Resources needed to enable small guided reading group teaching.</p>	<p>Small group tuition enables the teaching to focus exclusively on key areas of learning. Evidence shows that small group tuition is effective and suggests that it allows greater feedback from the teacher, more sustained attention, which is closely matched to learners' needs</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1 and 2</p>

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

Budgeted cost: £1676.00 for reading comprehension scheme which is phonetically plausible for Yrs 3 and 4

Supply needed to cover costs of teachers delivering training to TAs. TAs may need paying to stay if training after school and then supply would not be needed.

Budgeted cost: £5000 – supply and TA salaries

Phonetically plausible reading books, phonics resources and texts for LKS2, Take 1 Books resources £ 12,000.

Good quality texts that give rise to children becoming familiar with known texts from Yr R £5,000

Numicon resources £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources for phonically plausible intervention based reading scheme for Yrs 3 and 4. This will lead on from phonics teaching in KS1.	Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2
Phonics scheme reviewed and new resources needed to support delivery of lessons in Yr R and KS1. Resources to include teaching	Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 2

materials and the phonically plausible reading books needed to match phonic teaching.		
Age appropriate texts to support able readers in LK2.	Allowing able readers to access age appropriate texts rather than becoming free readers and accessing texts that do not match their abilities ensures comprehension and reading can progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 and 2
Continue with Take 1 Book teaching – provide resources for Yr 4 as data showed writing support would be needed this year.	Good quality texts to support writing are key. The texts expose the children to good vocabulary and good model written texts on which to base their own writing. This is a continuation of training and practice that has been started in the school.	1 and 2
Reading to young children using good texts provides then with quality language from the start. Then making sure the children can access these texts in following year means they feel they are readers and can use that story structure in own reading and writing.	Research shows the number of words children are exposed to at an early age hugely impacts on their education and ability to succeed. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4567506/ https://www.sciencedaily.com/releases/2019/04/190404074947.htm	1 and 2
Concrete maths resources for KS1 children. PP children left Yr R not	Children cannot learn place value as an abstract concept. Children cannot reach end of Ks expectation in Yr 2 and 6 without a very secure knowledge of place value. For the younger children accessing concrete resources and using the language around place value enables them to achieve end of KS expectations.	6

<p>at GLD in maths and they need a concrete, visual approach to understanding place value. Numicon to be purchased.</p>	<p>https://thirdspacelearning.com/blog/concrete-resources-cpa-explained/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Trips £1500

Access to specialised support £5,000

Costs of specialist staff and in-school staff £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support children attend extra curricular clubs, music lessons and residential costs – funding used to ensure financial impact on parent and so children is not a factor for accessing whole curriculum.</p>	<p>A new study undertaken by the University of Cumbria found that residential experiences had a positive impact on pupils’ and that this impact is significantly great for ‘vulnerable’ pupils. https://insight.cumbria.ac.uk/id/eprint/5345/1/The%20impact%20of%20residential%20experiences%20submitted%20version.pdf</p>	5
	<p>Guaranteeing every child the opportunity to participate in certain types of physical activity could support their academic attainment and help to close the achievement gap between wealthy and less-advantaged pupils, new research indicates. University of Cambridge May 2021. https://www.cam.ac.uk/research/news/physical-activity-may-help-to-close-the-wealth-gap-in-school-attainment-by-improving-self-control</p>	5
	<p>A range of positive outcomes were identified from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment. The value of after school clubs for disadvantaged children – Newcastle University 2017 https://eprints.ncl.ac.uk/file_store/production/232456/3BDEE6A8-646B-4EE8-B01F-ED0C672C21C6.pdf</p> <p>Improved outcomes have been identified in English, mathematics and science through participation in the creative arts.</p>	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
<p>Support from Behaviour Support Assistant (BSA) for families and children.</p> <p>BSA will offer a wide range of pastoral care for children and their families.</p> <p>BSA works closely with outside agencies</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including behaviour, social and emotional support. While many barriers may be common between schools, it is also likely that specific features of the community each school serves will affect the spending in this category. 'The EEF guide to the Pupil Premium'</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Mental health and emotional wellbeing has never been as important as it is now. Recent studies suggest that one in six young people have a mental health problem in 2020, rising from one in nine in 2017. Children and young people with mental health problems are more likely to come from disadvantaged backgrounds. 'Supporting children and young people with their mental health and emotional wellbeing' October 2021.</p> <p>https://www.local.gov.uk/publications/supporting-children-and-young-people-their-mental-health-and-emotional-wellbeing</p>	3 an 4
<p>Fund specific support for key pupils e.g. art therapy. Access to quiet spaces and outside garden.</p>	<p>Art therapy is being provided for a number of children who as well as being PP have a range of extra needs and speciality support has to be provided to enable them to receive the support required to improve their mental health and well being.</p>	5

Total budgeted cost: £ 70,819

Available £3,228 – this allows the school some scope to identify extra need/resources in light of monitoring of the plan and pupil need/progress.

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.

IMPACT OF ACADEMIC SUPPORT (End of year internal data 20/21 completed July 21)

Attainment and Progress of Pupil Premium children

Due to the very low numbers of Pupil premium children in each year group, pupils' results and progress are not reported here due to confidentiality. All attainment and progress is discussed and shared with the teachers and the School Governors.

Overall our data does show that the PP children leave us with results similar to those of their peers and they make at least expected progress.

Over the past two years the focus has been on broadening and widening the language our children access; this is a need identified in many children and not just PP children. This means work is done with all children and does not single out our PP children as being different to their peers. Staff have had training, resources have been purchased and the school has a good base upon which to build. Results of this could be seen in results prior to lockdown but even after lockdown the children's reading and use of language in their writing was good and it was the technical aspect of writing that was the most affected.

Some children did access Third Space Learning which did give these children the opportunity to have 1:1 support in maths. Much of the tutoring focused on the reasoning and explanation side of maths and most of these children were back to being EXS at the end of the year.

A number of the children have joined us at various stages of their education; some have left and re-joined.

BSA support – families were supported throughout Lockdown, often face to face. Contact with outside agencies was made but school was often the only place where families/children could attend in person. This personal contact and regular phone/email/online contact was essential for many families. BSA and other DSLs attended all relevant meetings organised by outside agencies and often arranged those meetings on behalf of the family.

On return support given to families and children ensured that transition to secondary school was well supported for our Yr6 PP children. Disadvantaged children had same opportunities as all children - children given financial support where needed to attend celebration, themed weeks etc ensuring that they have equal opportunities.

Pupil premium children and some new to our school who did not access Forest School were taken out to be Junior Rangers during the summer term. This allowed them the opportunity to learn about the local habitat.

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?	Family Liaison Officer
What was the impact of that spending on service pupil premium eligible pupils?	<p>All new pupils (not just forces families) receive support when first starting the school from Family Liaison Officer. This means all have 1:1 time during their first few weeks to meet, discuss any rules, systems etc they do not understand or need extra support with. Any issues are picked up and can be addressed with parents and class teachers.</p> <p>Similar support is given when children leave here prior to leaving Yr6. New schools are contacted, visits in some cases are arranged if possible for staff and children. Each child is given the 'exit' part of their Passport to take with them which gives the new school the child's voice about leaving.</p> <p>This ensures each child has support through this stage of their schooling. Work in some cases can be done on the country they are moving too, they can view their new school online and share any thoughts with the FLO.</p> <p>Several children also receive extra support due to deployments and other changes in their lives.</p>