



## Pupil premium strategy statement

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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	Verwood CE First School & Nursery
Number of pupils in school	269
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 with review
Date this statement was published	December 23
Date on which it will be reviewed	December 24
Statement authorised by	Katharine Anstey
Pupil premium lead	Lauren Palmer
Governor / Trustee lead	Jane Mearns

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>Total £39,625</b>
Recovery premium funding allocation this academic year	<b>£4212</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	28 pupils 25 in school 3 in Nursery

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>3SGO, 1LAC, 2PLAC which equates to 6x £2345 = £14,070 19 PP pupils 19x£1345 = £25,555 <b>£39,625 + £4212</b> <b>Total £43,837</b></p>
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# 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 improve their attainment across all curriculum areas. The focus of this strategy is to support disadvantaged pupils to achieve that goal, including those who are already achieving well. We will ensure that our pupils are not disadvantaged in any way as a result of their socioeconomic context, whether they are in care or are young carers. We believe that, with the correct support, all pupils can achieve their full potential.

### **Our ultimate objectives are to:**

- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers
- Ensure all teaching and learning meets the needs of all the pupils
- Remove barriers to learning created by poverty, family circumstance and background
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Enable pupils to look after their social and emotional wellbeing and to develop character and resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

### **Our Context**

Verwood CE First School is a two form entry first school and is part of Wimborne Academy Trust consisting of 4 middle schools, 8 first schools and 1 upper school. We are a Dorset school. Verwood is predominantly an area of low deprivation and currently 8.9% (27) of pupils are disadvantaged which includes SGOs, LAC and PLAC. We have service children. Currently 4 PP pupils have SEND needs.

### **Key Principals:**

We will ensure that high quality teaching, learning and assessment meets the needs of all pupils through a carefully sequenced curriculum alongside the analysis of data. Class teachers will identify barriers and provide appropriate provision through individual pupil premium targets, specific interventions and support for individual pupils which will be reviewed termly. Alongside 2 academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality

provision from appropriately trained adults including our Pastoral Support Worker/ELSA.

We aim for PP children to be taught in single age classes. We have been able to ensure that these class sizes are small in Y1-Y4. Our focus is on Quality First Teaching and this is Priority 1 in our School Improvement Plan 22/23.

Our teachers invest time in knowing the children well, developing strong relationships with them and understanding their challenges. The teachers will be mindful of these challenges each lesson, each day. We have categorised the challenges into the following:-

- Learning needs
- Information on well being, mental health and safeguarding
- Attendance and persistent absence
- Behaviour incidences and exclusion data
- Access to technology and curricula materials

### **Learning**

The teachers are involved in continuous professional development to enhance the quality of their teaching and these will include

- Metacognitive strategies including motivation (Mindset) (+7)
- Feedback (+6)

These areas have been a diet of our school over time but with new teachers to the school a review and embedding process is planned. Our ultimate objective for disadvantaged pupils is to ensure they are very well taught.

Another focus of PP funding is on reading. The phonics scheme is ULS, an accredited scheme. Funding has been put in place to support phonics.

### **Information on well being, mental health and safeguarding**

We need our children to be ready to learn. We must make sure that the children feel happy to come to school and confident to engage in learning and full school life. PSHE supports this within the classroom and some interventions are also needed. ELSA support and touching base and friendship support and championing will ensure children are settled and ready to learn. We continue to focus our support on need, however we are committed to promoting well being opportunities to our Pupil Premium children with the aim of reducing the number of reactive strategies required. These include promoting the participation in extracurricular

clubs, sports and opportunities for responsibility in school life as well as developing children's social skills and growth mindset.

### **Absence and persistent absence**

PSW (Parent Support Worker)

Wider strategies are important. Good attendance is crucial to improved outcomes. Within this group, we have a number of children with poor attendance and persistent absentees. We need good attendance from our PP group in order for them to make good progress. The school offers help and support to families and actively strives to build strong, positive relationships to help overcome issues of absence.

22/23 An area of improvement this year is a more strategic catch up of children who have missed school, especially if this is regular absence. This will be done by the class teacher but will be supported for some children by the PP champion.

### **Behaviour incidences and exclusion data**

Strong support to try to reduce exclusions through a consistent approach to behaviour management. Championing and touching in and sharing success widely, where positive, with key children will be a valuable support. We are clear about the importance of strong relationships between the school and home, with class teachers, Pupil premium Champion, PSW and Headteacher all playing a part in forming and maintaining positive links. Help and support is offered to the pupils and families, with clear strategies and plans designed to support challenging behaviours.

A Trust review of behaviour in January 2023 will support strong and consistent procedures.

### **Access to technology and curricula materials**

Homework club

Review with parents around challenges to home learning.

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

- ***Quality First Teaching which includes proven strategies for progress as identified by the EEF.***
- ***Focus on reading (Phonics)***
- ***Supporting readiness to learn***
- ***Supporting strong attendance***

## Challenges

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

Challenge number	Detail of challenge
1	Some children enter the school with low starting points and therefore require greater catch up throughout the school to reach standards in line with their peers, especially for literacy and numeracy.
2	Some children enter the school with social & emotional difficulties. A significant number of our PP pupils have emotional or mental well being needs.
3	Some children have poor attendance leading to weaker performance and poorer socialisation. About a quarter of our PP children struggle with poor attendance
4	Some children demonstrate poor behaviours About a quarter of our PP children have behaviours which can distract them or others from learning
5	Access to technology and an environment to learn 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
Children make accelerated progress from starting point this year to recover to previous track	Children change track on SIMS
Children attend at least in line with school average attendance	Strong attendance and improving attendance from children. Above PP for other schools and close to school overall average
Children develop socially and emotionally and are supported to learn	children are happy at school - questionnaire
Children have strong relationships with class teacher and PP champion	Good progress

## 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: **£ 23,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To pay a class teacher to keep 10 classes <b>£19,000</b>	Focus on QFT. Ensuring small class sizes	1,2,3,4
Quality First Teaching: teaching for Mastery through a well sequenced and progressive curriculum	A high quality, carefully sequenced, curriculum ensures all children develop the knowledge and skills as the building blocks for future learning. By working collaboratively as part of the Trust in order to embed our progressive curriculum, our children's learning is supported in the best way possible. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>  Trust and school CPD schedule shows teachers are all developing practice focussed on research <a href="#">here</a>	1,2,3,4
Regular teacher and TA development through the use of 'Walkthrus' and developmental dialogue <b>£1000</b>	The use of Tom Sherrington's Walkthrus, is identified as a particularly effective element of professional development that enables teaching staff and TAs to review their own and reflect on others' actions in the classroom. <a href="https://educationendowmentfoundation.org.uk/news/new-eef-rapid-evidence-assessment-remote-professional-development">https://educationendowmentfoundation.org.uk/news/new-eef-rapid-evidence-assessment-remote-professional-development</a>	1
The use of a DfE validated Systematic Synthetic Phonics Programme – Unlocking Letters and Sounds – to secure	The use of a DfE validated Systematic Synthetic Phonics Programme – Unlocking Letters and Sounds Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	1



stronger phonics teaching for all pupils. <b>£4000</b>	Phonics   Toolkit Strand   Education Endowment Foundation   EEF Unlocking Letters and Sounds teaches and practices decoding, fluency and prosody.	
Mastering Number implemented across Years R-2	<p>'Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations.'</p> <p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-a-nd-argument/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-a-nd-argument/</a></p> <p>By implementing the Mastering Number Programme we will be supporting children to develop automaticity with number bonds and times tables.</p>	1
Two teachers are attending Maths Hub Sustaining Mastery work group <b>£1000</b>	<p>Last year participating in the Developing Mastery work group enabled teachers to effectively reflect upon their teaching and gain a greater understanding of the pedagogical development of the curriculum. Continuing this work will enable more teachers to gain from the professional development of the Maths Hub Primary Mastery specialist.</p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/primary-mastery-specialists/">https://www.ncetm.org.uk/maths-hubs-projects/primary-mastery-specialists/</a></p>	1
One teacher is completing the NCE Level 4 Instructional Coaching course <b>£2000</b>	<p>Sam Sims Quantitative Education Research identifies that through Instructional Coaching, an expert teacher is working alongside a colleague in an individualised, observation-feedback practice cycle which hugely impacts teaching and therefore learning in a positive way.</p> <p><a href="https://samsims.education/2019/02/19/247/">https://samsims.education/2019/02/19/247/</a></p>	1

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

Budgeted cost: **£ 10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher leading interventions and championing (Teacher and SENDco) <b>£7,500</b>	Impact of qualified teacher working with small groups and 1:1 is accepted strong practice.	1,2,3
TA supporting in class	EEF moderate +4 impact for moderate cost Many of the pupils will have priority for support from a TA	1,2,3,4
Phonic interventions	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> The EEF toolkit states: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 'Keep-up not catch-up' strategies aimed at ensuring all children can access current learning in phonics. Backed up by Ambitious Expectations - a set of six focused intervention strategies that support children with reading.	1
National tutoring programme <b>£3000</b>	SENDco and other qualified teachers deliver 1:2 tutoring sessions after school  Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,3

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

Budgeted cost: **£ 6,780**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Worker <b>£1000</b>	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	3
Uniform support / residential trip support / trip remittance/ free clubs £720/£760/£300= <b>£1780</b>	To support children to have same opportunities	2,3
ELSA & well being championing <b>£2000</b>	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships.	2,4
Championing and relationship building <b>£1500</b>	Foster and maintain relationships (this cannot be underestimated) Much of this needs to be as needs arise. PP champion is well placed to pick up on these issues and engage with parents.	2,3,4
Homework club /free entry to clubs of choice such as BRS football/multi sports/dance <b>£500</b>	Children are now completing homework tasks on time and able to have support when needed.	1
Ensure disadvantaged children are represented in school	Having access to and being involved in extra-curricular activities is known to be linked with social mobility:	2

roles and take part in extracurricular and enrichment activities linked to Personal Development.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/81867/9/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/81867/9/An_Unequal_Playing_Field_report.pdf</a>	
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**Total budgeted cost:**

Teaching	£ 27,000
Academic support	£ 10,500
Wider strategies	£ 6,780
<b>Total</b>	<b>£ 44,280</b>

## 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 2021/22 academic year.

Aim	Target	Outcome
<p>Improve progress in Reading / Writing and Maths</p>	<p>PP children will make accelerated progress</p>	<p>Reading 76% expected progress</p> <p>Writing 71% expected progress</p> <p>Maths 86% expected progress</p> <p>This has led to the following attainment:</p> <p>Reading 63% ARE or better, writing 42% ARE or better, maths 54% ARE or better.</p> <p>From our Autumn data review the Pupil Premium children are attaining:</p> <p>Reading 63% ARE or better, writing 46% ARE or better, maths 63% ARE or better.</p>
<p>Improved concentration and engagement</p>	<p>PP children show greater concentration and maintain engagement</p>	<p>Feedback from teachers shows that the use of Walkthrus' strategies including cold calling and retrieval practice has helped to improve</p>

		concentration and engagement for all children including many of our Pupil Premium children.
Improve progress in phonics in KS1	PP children will pass the Phonic Screening at the end of Year 1 and ongoing assessments will show good progress	100% phonic screening pass but small sample
PP children will have improved attendance.	PP children will have attendance of 96% or above	Overall average attendance for PP children was 91.8% for 21/22 7/27 had an attendance over 96% 8/27 pupils were classed as Persistent absentees

## 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
ULS	Unlocking letters and sounds

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*

*Our Catch Up / recovery funding 20/21 was spent on a range of resources that will impact in the year ahead as well as through the lockdowns. The chrome books give a strong support in each base for using bug club and sumdog resources*

### ***Sports Sanctuaries implemented Summer 21 and developed Aut 21***

- identified as having a key nurturing role in the Recovery Curriculum
- increases physical activity levels
- an outlet from Covid-19 adapted classrooms
- a safe space for children to go when they are struggling with learning
- replaces the traditional "brain breaks"
- improves classroom and break time behaviour
- sports/play leaders given a more active role
- children are empowered to increase their capability in using sport as their sanctuary
- aim to provide spaces to let off steam and heighten alertness, or bring a restorative sense through peaceful and calming activity

[https://barrycarpentereducation.files.wordpress.com/2020/11/sport-sanctuaries\\_.pdf](https://barrycarpentereducation.files.wordpress.com/2020/11/sport-sanctuaries_.pdf)