



**Waltham-on-the-Wolds CE Primary School**  
**'Let your light shine' Matthew 5:16**

**Pupil Premium Grant Strategy Statement**  
**2023-24 (£15095.00)**

This statement details our school's use of pupil premium (and recovery premium) 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
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2022-2025
Date this statement was published	15 <sup>th</sup> Dec 2023
Date on which it will be reviewed	5 <sup>th</sup> July 2024
Statement authorised by	Hollie Geeson
Pupil premium lead	Hollie Geeson
Governor / Trustee lead	Dave Ellison-Lee (as delegated by Board of Directors)

**Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£13095.00
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£15095.00</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£4845



## Part A: Pupil premium strategy plan

### Statement of intent

**Aims:** PP attainment to be level with non-PP attainment

**Principles:**

Teacher development, enhancing quality of teaching and developing teacher subject knowledge

**Achieving:**

Centralised teacher CPD, Instructional coaching, development of curriculum resources, additional tutoring

### Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary to be able to access the academically rigorous curriculum
2	Gaps in learning, historically
3	Variability in the effectiveness of teaching over time
4	PP children have higher issues of SEMH and well-being

### 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
Consistently strong teaching and learning practice, where evidence-led strategies are employed within lesson delivery	Teachers have strong pedagogical knowledge Teachers make well informed pedagogical choices Pupils remember more over time



Raise disadvantaged attainment in all key metrics at each statutory assessment point	Disadvantaged pupils attain at the same level as non-disadvantaged pupils in each statutory assessment point.
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**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: £ 4845.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, develop & deliver a programme of strong, sustained CPD, focused on evidence-led teaching approaches, delivered in line with the EEF guidance by Trust Teaching & Learning Leads.	<p>Evidence shows that quality of teaching has a high impact on pupil outcomes. Using approaches that have been shown to have impact in the classroom will enhance the impact of teaching and learning.</p> <p>Following EEF guidance on the delivery of effective CPD allows teachers to be shown strategies, and also have time to practice them with peers and apply them to future classroom practice.</p> <p><a href="#">EEF Effective Professional Development Guidance Report</a></p> <p><a href="#">Improving The Impact of Teachers in Pupil Achievement in the UK - Sutton Trust</a></p>	1,2,3



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<p>Provide instructional coaching for all teachers, delivered by experienced</p>	<p>Instructional coaching has been shown to have impact over time due to the nature of being coached in small increments, and having this modelled with time to practice and have feedback on by an expert.          The EEF designate this as follow on coaching and put this at the heart of effective professional development following on from initial training.</p> <p><a href="#">Four Reasons Instructional Coaching is Currently the Best Evidence-Informed CPD</a></p> <p><a href="#">Putting Evidence to Work - EEF</a></p> <p><a href="#">What is Instructional Coaching - Ambition Institute</a></p>	<p>1,2,3</p>
<p>Engagement in Voice 21 Oracy programme to support high-quality oracy within the classroom, and the upskilling of teachers in their own oracy and ability to teach oracy skills effectively.</p>	<p>Oral language interventions, including activities such as high-quality classroom discussion have a high impact on pupil attainment</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>



<p>Development of high quality curriculum resources that are ambitious and academically rigorous, including teacher resources that support development of teacher subject knowledge</p>	<p>A strong, ambitious curriculum with logically sequences lessons has been shown to be essential for learning to take place.</p> <p>Teacher subject knowledge, and their pedagogical understanding of how to relay this knowledge to pupils has also been highlight as effective practice.</p> <p><a href="#">The Great Teaching Toolkit: Evidence Review - Evidence Based Education</a></p>	<p>1,2,3</p>
<p>To identify a pupil premium champion in school to lead on raising attainment strategically.</p>	<p>Cat 4 testing for all Rise+ children. Rigorous tracking of interventions and clear tracking of termly assessment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/">https://support.gi-assessment.co.uk/knowledge-base/assessments/cat4-support/general-information/information-for-parents/</a></p>	

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

Budgeted cost: £7697.82

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children</p>	<ul style="list-style-type: none"> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></li> <li>• EEF – oral language interventions consistently show positive impact on learning.</li> </ul>	<p>1,2</p>



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across the whole school.	<ul style="list-style-type: none"> <li>• High quality small group interventions</li> <li>• Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge.</li> <li>• Specialists lead CPD sessions and clinics with individual pupils and staff.</li> <li>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> </ul> <p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	
1 to 1 tutoring	<p>EEF one to one tuition</p> <p><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></p>	2
Shine interventions	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	All
Purchase of standardised diagnostic assessments . Training for staff to ensure assessments are interpreted and administered correctly.	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	All

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

Budgeted cost: £2552.18

Activity	Evidence that supports this approach	Challenge
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		number(s) addressed
Milk Substanties	<p>We feel that it is important all pupils have access to a drink containing calcium and protein daily.</p> <p><a href="https://www.coolmilk.com/why-milk-is-great/#:~:text=School%20milk%20is%20excellent%20for,of%20young%20minds%20in%20class.&amp;text=Milk%20provides%20a%20unique%20powerhouse,third%20of%20their%20protein%20requirements">https://www.coolmilk.com/why-milk-is-great/#:~:text=School%20milk%20is%20excellent%20for,of%20young%20minds%20in%20class.&amp;text=Milk%20provides%20a%20unique%20powerhouse,third%20of%20their%20protein%20requirements</a>.</p>	
Uniform	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=uniform</a></p>	4
Subsidised trips (inc residential) for PP children	<p>There is extensive evidence associating 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):</p> <p>Sports events promoted to PP are encouraged to attend</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4,5

**Total budgeted cost: £ 13095.00**



**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 to 2022 academic year.

The major focus of our work, through the pupil premium, is aimed at improving teaching and learning and pupil progress, enabling children to meet at least age-related expectations in reading, writing and maths.

Providing small group and 1 to 1 work with a teacher and experienced LSAs focused on overcoming gaps in learning. Paired or group tuition/intervention supported children with specific identified needs; without which may have put them at risk of underachievement.

All children have made small steps progress from their starting point. Those that are not working at the expected standard for their year group have made progress and are closing the gap. 44% achieved expected standard in reading writing and 33% in maths. All children were supported through intervention, specific programmes.

School visits and activities asking for voluntary financial contributions from parents including trips such as residential and activities like swimming. Pupil premium funding was used to support children. Children's learning was enriched and their self-confidence continued to grow. No child missed out of such important aspects of education.

Across the year, the attendance of disadvantaged pupils was in-line with the general cohort.

**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*

<b>Programme</b>	<b>Provider</b>
Shine (reading / maths)	Hodder Education