



# **Pupil Premium Strategy Plan 2023-2026**

## School overview

Detail	Data
Number of pupils in school	128 including Nursery (27)
Proportion of Pupil Premium eligible pupils In the last year, the number of Pupil Premium has increased to 12 children (15.36%)	<b>15.36% Pupil Premium (12)</b> 14.08% FSM (11) 12.8% Pupil Premium & FSM (10) 2.56% Previous LAC (2)
Academic year/years that our current Pupil Premium strategy plan covers	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs. S. Hawes
Pupil Premium Lead/LAC Lead	Mrs. S. Hawes
Governor / Trustee lead	Mrs. J. Newton

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£11,640
Recovery premium funding allocation this academic year	£2000
School Led Tutoring	£540
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£ 14,180

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Wolviston Primary School aims to provide a positive, safe learning environment for all its pupils. Staff are fully committed in providing the very highest standard of teaching and learning to ensure every child maximises their full potential, irrespective of a child's background or the challenges they face. This includes removing any barrier which may inhibit individual progress, whether emotional, social or academic. We celebrate success and are committed to the continuous improvement and fulfilment of maximising potential in every child. School leaders and governors do not confuse eligibility for the PP with low ability. When making decisions about using PP funding, it is important that we consider the context of, and any subsequent challenges we face, being a small school. Research conducted by Educational Endowment Fund (EEF) is used to support our decisions around the effectiveness and impact of different strategies and their value for money.

In order to guarantee PP children are as successful as their non-PP peers, individual barriers to learning are identified and progress is closely tracked to ensure they continue to make progress throughout their time in school. Half termly Pupil Progress Dialogues are an integral part of the school's quality assurance plan and discussions held form the basis of academic support strategies for individuals and groups. We know our families well and recognise that not all pupils who are socially disadvantaged are registered, or qualify for free school meals. We use our knowledge to identify those who we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Key Principles:

- Staff, at all levels, take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Quality First teaching is a priority. This ensures teaching is at least good and children benefit.
- Gaps are swiftly identified and addressed through daily teaching practices and progress is frequently monitored, including half termly pupil progress meetings.

# Challenges

## Detail of Challenge

### Data Comparisons 2023

#### Phonics

Sch Dis	Nat Dis	Sch Non-Dis	Nat Non-Dis	Sch Diff	Nat Diff
	67%		83%	0%	16%

1 child in this cohort was disadvantaged, not statistically significant

#### KS1

	Sch Dis	Nat Dis	Sch Non-Dis	Nat Non-Dis	Sch Diff	Nat Diff
Reading EXP+	100%	54%	53%	73%	-47%	19%
Writing EXP +	50%	44%	47%	65%	-3%	21%
Maths EXP+	0%	56%	75%	75%	75%	19%

2 children in this cohort were disadvantaged, not statistically significant

#### KS2

	Sch Dis	Nat Dis	Sch Non-Dis	Nat Non-Dis	Sch Diff	Nat Diff
Reading EXP+	100%	60%	64%	78%	-36%	18%
Writing EXP +	100%	58%	57%	77%	-43%	19%
Maths EXP+	50%	59%	71%	79%	21%	20%
Combined EXP +	50%	44%	57%	66%	7%	22%

The school gap shows disadvantaged children (2) out performing non-disadvantaged children in Reading and Writing.

In Maths the gap is 1% higher than national but overall combined figure gap is 7% compared to 225 nationally

Internal tracking data shows that more disadvantaged children assessed at EXP/EXP+ is higher than in previous years.

	Reading	Writing	Maths
2021-22	53.8% (7)	38.5% (5)	61.5% (8)
2022-23	69.2% (9)	53.8 (7)	76.9% (10)
Increase	+15.4%	+15.3%	+15.4%

YR: 100% are at risk of not achieving age GLD (1 child)

Y1: 0% are at risk of not achieving ARE in reading, 0% in writing and 0% in maths.

Y2: 0% are at risk of not achieving A.R.E in reading, 0% in writing and 0% in maths.

Y3: 0% are at risk of not achieving A.R.E in reading, 100% in writing and 100% in maths. (1 child)

Y4: 50% are at risk of not achieving A.R.E in reading, 50% in writing and 50% in maths. (2 children)

Y5: 75% are at risk of not achieving A.R.E in reading, 75% in writing and 75% in maths. (4 children)

Y6: 100% are at risk of not achieving A.R.E in reading, 100% in writing and 100% in maths. (1 child)

2

Our attendance data over the last 2 years indicates that the average 2-year attendance among disadvantaged pupils has been at 94.22% compared with an average of 95.2% for non-disadvantaged pupils. Of the pupil premium group, the FSM attendance data over a 2-year period stands at an average of 93.4% which below the school average attendance and also below government expectation of 95%.

3

Assessments, observations, and discussions with disadvantaged pupils indicate underdeveloped oral language skills. These are evident from Reception but are slightly more prevalent among our disadvantaged pupils than their peers.

4

Through questionnaires and discussions, we know that parents and carers lack knowledge and understanding of how to support their child's learning journey.

5

Through our observations of pupils, and discussions with their families, we have identified social and emotional learning as a challenge for pupils. In some incidences, pupil's anxiety, lack of resilience and ability to manage their own emotions are causing concern.

6

Impact of the financial crisis on households means that there has been an increased deficit in enriching experiences between disadvantaged and non-disadvantaged pupils.

## Intended outcomes

This table 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	Monitoring
1	<b>Ensure PP children make at least expected progress in RWM.</b>	<ul style="list-style-type: none"> <li>- The gap between disadvantaged pupils and non-disadvantaged pupils in all areas, in all year groups to close</li> <li>- Children achieve at least National Expectation in RWM</li> <li>- Children make more than expected progress to close the gap in their attainment</li> <li>- Pupils pass the Phonics Screen Check in Y1, or catch up in Y2</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor the quality of teaching and learning across school: lesson observations, book scrutiny, pupil voice</li> <li>- Closely monitor RWM progress using internal tracker</li> <li>- Hold half termly Pupil Progress Dialogues to identify success/any children who are at risk of falling behind.</li> <li>- Provide timely intervention to ensure misconceptions are swiftly addressed</li> </ul>
2	<b>Promote the regular attendance of PP pupils.</b>	<ul style="list-style-type: none"> <li>- Children are in school and on time, every day</li> <li>- The number of persistently absent pupils is reduced</li> <li>- A robust system to track the minutes lost to learning by recording arrival times after 8.40am is consistently maintained</li> <li>- Education Welfare Ltd work with parents to provide support</li> </ul>	<ul style="list-style-type: none"> <li>- Record minutes lost to learning and report to parents</li> <li>- Inform parents/carers of monthly attendance figures</li> <li>- Track attendance against local, national figures</li> <li>- Monitor children who are at risk of becoming PA Work closely with families and Education Welfare Ltd</li> </ul>
3	<b>Develop Oracy particularly in Early Years.</b>	<ul style="list-style-type: none"> <li>- Increase in delivery of speech and language activities</li> <li>- Children are regularly assessed and targeted for support</li> <li>- Delivery of the NELI programme is a success</li> <li>- Children make accelerated progress and catch up quickly</li> <li>- Staff training is embedded in quality first teaching and subsequent interventions</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor the quality of teaching &amp; learning within EY</li> <li>- Hold half termly Pupil Progress Dialogues to identify success/children who are falling behind</li> <li>- Monitor quality of intervention (NELI)</li> <li>- Monitor opportunities for PP children to develop Sp &amp; Lis</li> </ul>
4	<b>Increase parental knowledge and understanding of how they can fully support their child's learning.</b>	<ul style="list-style-type: none"> <li>- Annual 'Welcome to ...' assemblies are well attended and knowledge is communicated</li> <li>- Parents understand NC year group expectations through accessing 'Supporting at Home' packs and advice shared through parent consultations/informal discussions</li> <li>- Half termly 'Learning Together Sessions' are purposeful, move learning forward and are well attended by parents and carers</li> <li>- Reading Together Sessions help to support a culture of reading from a young age</li> <li>- School website continues to provide parental guidance for home learning</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor quality, delivery and parental feedback of parental 'Learning Together Sessions', workshops, assemblies, home learning packs</li> <li>- Monitor feedback from parent questionnaires/parent consultations</li> </ul>
5	<b>Promote social and emotional learning in PP children and provide opportunities to gain coping strategies.</b>	<ul style="list-style-type: none"> <li>- Through CPD, delivered by MHL, whole school staff are upskilled in delivering a range of strategies to support the mental well-being of pupils across school</li> <li>- Positive mental health is promoted and early intervention practices are in place</li> <li>- Parent's understanding of childhood mental health and appropriate age-related milestones is increased and expectations raised</li> <li>- Children can regulate their emotions independently</li> <li>- Children are emotionally stable, ready to learn and able to sustain concentration</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor CPD delivered by Mental Health Lead (MHL)</li> <li>- Monitor impact of Alliance Psychology services</li> <li>- Monitor attitudes to learning through pupil voice</li> <li>- Monitor After School Club provision</li> </ul>
6	<b>Provide extra-curricular opportunities for PP children, including widening our After-School Club Offer</b>	<ul style="list-style-type: none"> <li>- Links are made from first hand experiences to learning in the classroom</li> <li>- An increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Monitor curriculum implementation to ensure opportunities are provided</li> <li>- Monitor impact of extra-curricular opportunities on children's knowledge and understanding of the world</li> </ul>

## Activity in this Academic Year

This details how we intend to spend our Pupil Premium, and recovery premium, this academic year to address the challenges listed above.

### Teaching (CPD, recruitment and retention)

Budgeted cost: £5,000

Activities	Evidence That Supports This Approach	Challenge/s Addressed
Ensure every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all, particularly the most disadvantaged pupils.	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. <a href="#">High Quality Teaching   Education Endowment Fund   EEF</a>	<b>Ensure PP children make at least expected progress in RWM.</b>
Staff ratios across school enable greater opportunities for timely and specific feedback.	Providing feedback is a well-evidenced technique which has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (+6 month) <a href="#">Feedback   Education Endowment Fund   EEF</a>	
Training for staff ensures formative assessment methods are interpreted and administered correctly.	Formative assessment provides ongoing feedback to both teachers and children, aiding in the identification of learning gaps, adjusting teaching strategies. It enhances pupil engagement, encourage student engagement, self-reflection and personalised learning environment. <a href="#">Formative Assessment   Education Endowment Foundation   EEF</a>	
Purchase of standardised diagnostic assessments (NTS) to ascertain next steps. (SHINE intervention)	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	
Further development of reading comprehension strategies to improve the learners' understanding of the text.	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (+6 months) <a href="#">Reading Comprehension   Education Endowment Fund   EEF</a>	
Additional professional development on the teaching of phonics/ early reading in order to raise rates of progress and improve reading and phonic check outcomes for PP pupils  Model lesson, team teaching, lesson observations with feedback and follow up professional development  Additional tracking and early intervention for target groups to raise outcomes	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (+5 months) <a href="#">Phonics   Education Endowment Fund   EEF</a>	

## Teaching (CPD, recruitment and retention) continued

Budgeted cost: £5,000

Activities	Evidence That Supports This Approach	Challenge/s Addressed
<p>High quality professional development for TAs that mirrors that for teachers, so staff work together effectively to raise the quality of teaching further, leading to increases in attainment.</p>	<p>Research on 1:1 or small group intensive support using structured interventions shows the strongest evidence for Teaching Assistants having a positive impact on pupil attainment. These positive effects are observed when TAs work in structured settings with high quality support and training.  <a href="#">Teaching Assistants   Education Endowment Fund   EEF</a></p>	<p><b>Ensure PP children make at least expected progress in RWM.</b></p>
<p>Provide high quality professional development to raise the quality of staff's use of oral language within the learning environment.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: (+6 months)  <a href="#">Talk for Literacy   Education Endowment Fund   EEF</a></p>	<p><b>Develop Oracy particularly in the Early Years</b></p>
<p>Provide high quality professional development for staff to deliver the NELI programme effectively. Increasing oracy within the EY.</p>	<p>The Nuffield Early Language Intervention (NELI) has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. It has been found to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension.  <a href="#">Nuffield Early Language Intervention   Education Endowment Fund   EEF</a></p>	<p><b>Develop Oracy particularly in the Early Years</b></p>

## Targeted Academic Support (tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,500

Activities	Evidence That Supports This Approach	Challenge/s Addressed
<p>Additional professional development on the teaching of phonics/ early reading in order to raise rates of progress and improve reading and phonic check outcomes for PP pupils</p> <p>Model lesson, team teaching, lesson observations with feedback and follow up professional development</p> <p>Additional tracking and early intervention for target groups to raise outcomes</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: (+5 months)</p> <p><a href="#">Phonics   Education Endowment Fund   EEF</a></p>	<p><b>Ensure PP children make at least expected progress in RWM.</b></p>
<p>Work with Alliance Psychology Services to implement a whole school approach. Provide a culture of safe space for 1-1 talking, including regular 'circle time' to enable children to air concerns/ worries</p>	<p>Children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker Social and Emotional Learning (SEL) skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over a year.</p> <p><a href="#">Improving Social and Emotional Learning   Education Endowment Fund   EEF</a></p>	<p><b>Promote social and emotional learning in PP children and provide opportunities to gain coping strategies.</b></p>

## Wider Strategies

Budgeted cost: £ 3,000

Activities	Evidence That Supports This Approach	Challenge/s Addressed
<p>Head Teacher and Attendance officer to work with parents and carers of disadvantaged children, to raise pupil attendance so that it is at least in line with national expectation of 95%</p>	<p>Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>School absenteeism has the potential to impact on attainment. Attendance was boosted when parents or carers were sent 'nudge' letters</p> <p><a href="#">Attendance &amp; Family Liaison Officers   Education Endowment Fund   EEF</a></p>	<p><b>Promote the regular attendance of pupils</b></p>
<p>Teacher led events and workshops are organised to support parents in the development of their child's reading, including comprehension &amp; fluency, writing &amp; maths</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="#">Parental Engagement   Education Endowment Fund   EEF</a></p>	<p><b>Increase parental knowledge and understanding of how they can fully support their child's learning.</b></p>
<p>To achieve greater access and participation by providing enriching experiences which enhances the curriculum offer for our disadvantaged pupils.</p>	<p>The EEF has found that extra-curricular Arts participation can have a positive impact on academic outcomes. Through participation, not only Arts, but also in challenging physical and emotional activities, outdoor adventure learning, pupils develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="#">Arts Participation   Education Endowment Fund   EEF</a></p>	<p><b>Provide extra-curricular opportunities for PP children, including widening our After-School Club Offer</b></p>

**Total budgeted cost: £ 16,500**