

# 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	Wilcombe Primary
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 – 2024/2025 (Three-year plan)
Date this statement was published	15.12.21
Date on which it will be reviewed	Ongoing throughout the academic year
Statement authorised by	Reg Gilbert
Pupil premium lead	Deborah Miller
Governor / Trustee lead	Heather Connor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59110
Recovery premium funding allocation this academic year	£6525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£65635</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 expected progress at their individual level 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.

We will continue to identify the challenges faced by disadvantaged pupils and plan for them strategically.

Quality first teaching is at the heart of our approach, in line with the most recent EEF research (2021). This is proven to have the greatest impact on closing the disadvantage attainment gap.

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 ongoing challenges and individual needs, rooted in diagnostic assessment, staff observations and a robust nurture program. To ensure they are effective we will:
- act early to intervene at the point need is identified through an assess, plan, do review cycle
- all children will have equal access to enrichment activities regardless of home circumstances
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the school, particularly maths, language, and literacy often due to lack of home support.
2	Speech, language and oracy skills in the foundation stage and Key Stage 1 are lower for disadvantaged pupils than for non-disadvantaged

	pupils. Disadvantaged pupils often present with limited vocabulary and life experiences which in turn, on their learning.
3	A significant number of disadvantaged children display SEMH difficulties including a lack of resilience.
4	A significant number of our disadvantaged pupils also have SEN, at the issue of this report 50%.
5	For some of our disadvantaged pupils, attendance continues to be lower than that of their peers.

## 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
Improved attainment particularly in maths, language, and literacy.	From significantly below average on entry data, all pupils will make at least expected progress, achieving ARE (except for SEN pupils), by the end of Key Stage 2. Upward trend in data for key notifiable year groups (phonics, KS1 SATS, year 4 multiplication, KS2 SATS).
Closing the vocabulary gap	Improved attainment will be noticed in Language Link Screening Teacher Assessment will report a greater use of subject specific vocabulary A greater number of children will be applying blank level 3 vocabulary in conversation
On the whole children will come into school happily and feel emotionally regulated even when challenged	Exclusions will continue to reduce Boxall assessment data will demonstrate emotional resilience Pupil conferencing with disadvantaged pupils will record positive well-being Parents will report that their children feel safe and happy at school Children will communicate their knowledge and understanding of BLPs and how it improves their learning
Disadvantaged pupils with SEN will make good progress at their level according to their needs	IEP/EHCP targets will be achieved Robust interventions will demonstrate impact Specialist teaching will ensure that those will the most complex needs will be included Outside agencies will report progress

	Staff will feel empowered to teach disadvantaged pupils with SEN due to greater confidence
The attendance of disadvantaged pupils will increase year on year	Attendance data increase results in greater attainment Monthly attendance analysis will show an improving picture

## 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: £7.067.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of standardised diagnostic assessments	<a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 4
NELI	Word Gap <a href="http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk">http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</a>	2
Enhancement of our literacy curriculum planning in line with DFE and EEF guidance	Improving Literacy in Key Stage 1 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> Improving Literacy in Key Stage 2 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	1, 4
Enhancement of our maths curriculum planning in line with DFE and EEF guidance	Improving Mathematics in the Early Years and Key Stage 1 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> Improving Mathematics in Key Stage 2 and 3 <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	1, 4
Improve the quality of our BLP ethos	<a href="https://www.buildinglearningpower.com/about/recent-research/">https://www.buildinglearningpower.com/about/recent-research/</a>	3
Training for subject leaders – Science/History	Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, 4
RQT/NQT Ventrus Training Alliance	Early Career CPD <a href="#">Early Career CPD: exploratory research</a>	1, 4

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

Budgeted cost: £46,131.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills - NELI	Word Gap <a href="http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk">http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</a>	2, 4
Additional 1:1 reading programme targeted at disadvantaged pupils who require further reading support – Ready Steady Read Rotary Club	Targeted Academic Support – EEF One to One Tuition – Toolkit Strand <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a> Preparing for Literacy <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>	1, 4
Enhanced and specialist social, emotional, and mental health support In collaboration with the external provider Bounce	Promoting and supporting mental health and wellbeing in schools and colleges <a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a>	4, 5
Targeted interventions for	Targeted Academic Support – EEF One to One Tuition – Toolkit Strand Small Group Tuition – Toolkit Strand	1, 2, 4

disadvantaged and SEN pupils according to specific need	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,911.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance embedding principles of good practice set out in the DFE improving school attendance advice	Guidance Improving school attendance: support for schools and local authorities <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5
50% funding support for all trips including residential visits	<a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a> Using your Pupil Premium Funding Effectively - EEF <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  To ensure that we maintain our ethos of inclusiveness.	2
Discounted music lessons	<a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a> Using your Pupil Premium Funding Effectively - EEF <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2
Free morning snack	<a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a> Using your Pupil Premium Funding Effectively – EEF <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2
Uniform/PE kit	<a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a> Using your Pupil Premium Funding Effectively – EEF <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	2



Contingency fund	Emergency fund for acute issues.	2

**Total budgeted cost: £59,110**

## 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.

Our internal assessments at the close of 2020/2021 showed that 63% of Year 1 disadvantaged children passed their phonics screening test. In year 2 SATs and teacher assessment showed that in reading 62% were working at or above, in maths 38% working at or above and in writing 38% working at or above. The year 6 SATs and teacher assessment showed that 80% of our disadvantaged were working at or above ARE in all three areas, reading, writing and maths. The data for the whole school at the close of the academic year was as follows: reading 66% working at ARE or above, writing 50% working at or above, maths 59% working at or above.

The impact of Spring Term covid lockdown was reduced by our determination to maintain a high-quality curriculum, which was aided by use of online resources including live lessons via Teams, 1:1 targeted intervention, ongoing PHSE live sessions and whole school PE lessons and workshops. Pupil conferencing reported that, overall, our pupils continue to enjoy coming to school, feel safe and know when and how to ask for additional support.

Due to investment in furthering the development of our staff, staff retention remains high. The consistency of staff ensures that the pastoral culture of the school remains strong. In turn, the staff had an in-depth knowledge of the circumstances of our disadvantaged families ensuring holistic family needs were met.

Despite the disruption of covid, the behaviour of our disadvantaged pupils continues to show an improving trend. For example, our pastoral care continued throughout the lockdown and family well-being phone calls were carried weekly and any needs were addressed for example rest bite, food, IT.

### 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>
Bounce	H Graham
Ready Steady Read	Rotary

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	We allocated a proportion of our nurture to meet the emotional needs of our three service children.
What was the impact of that spending on service pupil premium eligible pupils?	Teacher and parents observe that the children's emotional development continues to improve, attendance is good and for 2/3 their attainment is ARE.

## 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.*