

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

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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	Wilcombe Primary
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	45%
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) Updated December 2022
Date this statement was published	08.12.22
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	£81,835
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,835
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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 approach will be responsive to ongoing challenges and individual needs, rooted in diagnostic assessment, staff observations and a robust nurture programme. To ensure they are effective we will:

- act early to intervene at the point any need is identified through an assess, plan, do review cycle
- ensure 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
- continue to support family needs as and when they arise

## 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/nursery, maths and literacy skills and significantly lower than expected language skills, often due to a lack of pre-nursery life experiences and family support. September 2022 nursery entry data reported that 66% of children were significantly below expected levels in language development.
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, impact on their learning progress and attainment.
3	A significant number of our disadvantaged children display SEMH difficulties including a lack of resilience and low self-esteem.
4	A significant number of our disadvantaged pupils also have SEN/SEMH, at the issue of this report 44%.
5	For some of our disadvantaged pupils, attendance continues to be lower than that of their peers and the expected national figure.

## 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 by the end of primary for all learners	<p>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.</p> <p>Upward trend in data for key notifiable year groups (phonics YR1, KS1 SATS, YR4 multiplication, KS2 SATS).</p> <p>Ongoing assessments for all year groups will show good progress in line with learner needs.</p>

	Assessment of non-core subjects are noted as an area of development.
Closing the vocabulary gap	<p>Improved attainment will be noticed in Language Link Screening (YR R for all learners to achieve a baseline then where necessary).</p> <p>Teacher Assessment will report a greater use of subject specific vocabulary, enhanced participation in lessons and confidence during pupil conferences.</p> <p>A greater number of children will be applying tier 3 vocabulary in conversation.</p>
On the whole children will come into school happily and feel emotionally regulated even when challenged	<p>Exclusions will continue to reduce.</p> <p>Boxall assessment data will demonstrate improved emotional resilience.</p> <p>Pupil conferencing with disadvantaged pupils will record positive well-being.</p> <p>The majority of parents will report that their children feel safe and happy at school generally.</p> <p>Children will communicate their knowledge and understanding of BLPs and how it improves their learning.</p> <p>Staff expectation of emotionally regulated children is high across the school and backed up with a healthy holistic approach to well-being.</p>
Disadvantaged pupils with SEN will make good progress at their level according to their needs	<p>IEP/EHCP targets will be achieved.</p> <p>Robust interventions will demonstrate impact.</p> <p>Specialist teaching will ensure that those with the most complex needs will be included.</p> <p>Outside agencies will report progress.</p> <p>Staff will feel empowered to teach disadvantaged pupils with SEN due to greater confidence.</p> <p>YR R and KS1 children with significant SEN attending the hub (bespoke provision) will make good progress and attend school.</p>
The attendance of disadvantaged pupils will increase year on year	<p>Attendance data will increase and will result in greater progress and attainment.</p> <p>Monthly attendance analysis will show an improving picture.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7.817.50

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	National Professional Qualification for Leading Literacy 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	National Professional Qualification for Senior Leaders 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
Enhancement of teaching across all subjects in line DFE	National Professional Qualification for Leading Teaching Development <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,4

and EEF guidance		
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
ECT Swift Training	Early Career CPD <a href="#">Early Career CPD: exploratory research</a> <a href="#">Research report November 2018 DFE</a>	1, 4
Walkthru CPD for teachers and senior leaders	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
Making the Difference for Disadvantaged Pupils	Making the Difference for Disadvantaged Pupils <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupi">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium?utm_source=/guidance-for-teachers/using-pupil-premium&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=pupi</a>	1,4

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

Budgeted cost: £68,487.70

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 programmes targeted at disadvantaged pupils who require further	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	1, 4

reading support – Ready Steady Read Rotary Club – KS1 Fresh Start KS2	<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>	
Enhanced and specialist social, emotional, and mental health support In collaboration with the external providers Bounce and Place2Be (starting in the Spring Term)	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 disadvantaged and SEN pupils according to specific need (phonics/reading /writing/maths)	Targeted Academic Support – EEF One to One Tuition – Toolkit Strand Small Group 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>	1, 2, 4

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

Budgeted cost: £6,502.10

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>	2



	To ensure that we maintain our ethos of inclusiveness.	
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
Free Breakfast Club	Free breakfast club 8am – 8.30am – healthy breakfast provided, funded by Greggs (only available where PP is over 35%).	2
Contingency fund	Emergency fund for acute issues.	2

**Total budgeted cost: £82,807.30**

## 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.

Our internal assessments at the close of 2021/2022

GLD – 58% (PP 40%)

Phonics Screening – 78% (PP 85%)

Year 2 SATS & TA – 54% working at or higher (PP 60%) Reading % (PP 60%) Writing % (PP 60%) Maths % (PP 70%)

Year 6 SATS & TA – 74% working at or higher (PP 56%) Writing 74% (PP 56%) Reading 74% (PP 56%) Maths 82.6% (PP 56%)

The impact of our pupil premium strategy demonstrates strengths in our approach to reading, particularly in the early years and year 1, where an increase of 22% was noted in the phonics screening assessment. The Year 2 results show an increase in writing and maths in comparison to last year's data. The Year 6 data remained broadly in line with the previous year.

Continued 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.

Learning walks and lesson drop-ins have reported improved behaviour, well-being and mental health. The senior leadership team have noticed the increased pupil engagement in all subjects and year groups. Pupil conferencing showed that children enjoyed coming to school and felt safe and happy. Children stated they enjoyed the majority of their learning, maths, art and topic were the most popular.

The long term impact of covid is present, however due to the high level of children attending school throughout the pandemic, the majority of our disadvantaged children have not been impacted as anticipated.

## 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
Place2Be	Cami Smith

## 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 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.

## 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.*