

## Pupil premium strategy statement

At Wolverham, we want our pupils to be inspired and love learning, to be confident in who they are and to leave us with the skills and knowledge to take on the next stage of their school journey. We are committed to ensuring that every individual pupil is given the best possible chance of making excellent progress and so achieve their full potential. We believe that a 'social disadvantage' must not be allowed to be a barrier to a child's future.

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Our primary aim in using the Pupil Premium Grant is to diminish the differences between pupil groups.

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	Wolverham Primary School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	
Pupil premium lead	Vicki Hughes
Governor / Trustee lead	Rachel Hounslow-Griffiths

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112, 980
Recovery premium funding allocation this academic year	£ 12, 180
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	£125, 160

## Part A: Pupil premium strategy plan

### Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of our school and the subsequent challenges faced. We will use research conducted by the EEF and recognised literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged pupils can include can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. We recognise that the challenges are varied and there is no "one size fits all". As identified by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

The range of provision we consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress

- To allocate a Teaching Assistant to each class - providing small group work focussed on overcoming gaps in learning
- 1-1 support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in reading, maths, writing and science
2	Attainment gap in children achieving greater depth
3	Attendance and punctuality for disadvantaged pupils is not yet in line with national standards
4	Some home learning environments lack support for pupils' communication and literacy skills
5	Limited life experiences and opportunities to join in enrichment opportunities

## 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
Pupils make at least expected progress in reading, writing and maths	Achieve above national progress scores in KS2 reading, writing and maths. Gap will close in progress made between PP and non PP.
Increase overlearning and reinforcement in reading and maths at home and school	Increase in reading ages and mental maths scores increase for all pupils
Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge	As the children's learning needs are addressed, PP pupils make at least expected progress or exceed the targets set

Attendance and punctuality of all children is improved	Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows
Pupils access a wide range of enrichment experiences, both inside and outside of school	Pupil questionnaires reflect enjoyment in school and improved attitudes to learning. Social skills independence, perseverance and team work are developed.
All children, including those eligible for pupil premium will be settled and secure in school.	Pupils will have their emotional needs met and will be happy and ready to engage and learn.

## 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: £37, 431

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching staff reorganised to allow Year 6 cohort to be taught as one whole class and two smaller classes.</i></p> <p>£35, 631</p>	<p>EEF (+3)</p> <p>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>We have analysed the needs of our year 6 cohort and have identified that 2 small classes under 20 children would allow teachers to increase the amount of attention each child will receive.</p>	1, 2
<p><i>UPS teachers (x2) to access CPD (NPQSL) on mentoring and coaching others</i></p> <p><i>(£1800 x2 days a term release cost)</i></p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We have looked at the capacity of staff within the school and have identified members of staff who will take on and develop this role with the middle management structure.</p>	1, 2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £41, 188

*Welcomm £142 x 39 = £5538, SALT interventions £8560, KS1 reading intervention £180 x 39 = £7020, residential (Y3 £1920, Y4 £2090, Y5 £2525, Y6 £13, 535)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Quality first teaching for all pupils.</li> <li>TA CPD is ongoing for Maths and English by leads</li> </ul>	<ul style="list-style-type: none"> <li>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> <li>Sutton Trust – quality first teaching has direct impact on student outcomes.</li> </ul>	1,2

<ul style="list-style-type: none"> <li>• Maths and English are high priority on school development plan and CPD plan.</li> <li>• Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.</li> </ul>	<p>Training and supporting highly qualified teachers deliver targeted support.</p>	
<ul style="list-style-type: none"> <li>• SALT TA (£7979) delivers interventions 0.4 days a week to pupils identified as in need.</li> <li>• Speech and language therapist supports SALT TA to plan and deliver speech interventions</li> <li>• Lego Therapy</li> <li>• Speech and language</li> <li>• Social skills</li> </ul>	<ul style="list-style-type: none"> <li>• EEF – oral language interventions consistently show positive impact on learning. <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>• Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.</li> </ul> </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>	1,2,3
<ul style="list-style-type: none"> <li>• Reading support in KS1 (£8989.50)</li> </ul>	<ul style="list-style-type: none"> <li>• TA deployed to KS1 to target under performance and those at risk of underachievement</li> </ul>	1, 2, 3
<p>School Led Tutoring (first £9817 funded)</p>	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><i>Due to Covid we have identified that mental maths and spelling within Year 6 has some gaps that could be effectively addressed through intensive tuition.</i></p>	2,3

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

Budgeted cost: £38, 727

ELSA £95 x 39 = £3705, 0.4 Learning Mentor £10, 763, 0.6 Learning Mentor £16, 559, Passion 4 Learning £2700, breakfast costs £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• ELSA</li> </ul>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at pupils with particular social or emotional needs.</p>	4
<ul style="list-style-type: none"> <li>• Attendance Support</li> <li>• Individual targets set for each identified pupil</li> <li>• Analysis of punctuality and attendance</li> <li>• Meet with parents and EWO of families identified</li> <li>• Analyse attendance over time (including morning club) to identify PP pupils and evaluate improvements</li> <li>• Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage pupils to arrive in good time</li> </ul>	<p>Pupils’ attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>As many as 1.8 million school age children in the UK are at risk of hunger in the morning. A hungry pupil cannot concentrate.</p>	4



<p>for the start of lessons</p> <ul style="list-style-type: none"> <li>• TA delivers interventions 0.3 days a week to pupils identified as in need.</li> </ul>		
<ul style="list-style-type: none"> <li>• Learning Mentor to overcome and manage social and emotional barriers to learning</li> <li>• Curriculum to be fully accessed and disruption/distraction in lessons to be limited because of use of self-help strategies and increased self-esteem of learners</li> <li>• Guidance and support provided to parents/carers through targeted courses and meetings with Learning Mentors to develop further positive parenting</li> </ul>	<p>A large number of pupils have barriers to learning that impact on their self-esteem and self-belief. Emotional well-being is key to supporting pupils' learning. Working with learning mentors on a regular basis has reduced the time spent out of class and prepared the pupils for better learning. This time has also proven invaluable for information sharing during CIN, TAF and CP meetings.</p> <p>There are a large number of families open to outside agencies and accessing support. Time is spent supporting and guiding families.</p>	4
<ul style="list-style-type: none"> <li>• Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits and subsidised residential visits</li> </ul>	<p>Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self-confidence. <i>On average pupils who participate in adventure learning appear to make approximately an additional four months' progress.</i></p> <p>The overall impact of sports participation on academic achievement tends to be positive but low (about two additional months' progress). However, there is recent evidence from the UK that sports participation can have a larger effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to ten months' additional progress).</p>	4, 5, 6

**Total budgeted cost: £117, 346**

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The table below shows the percentage of pupils making expected, or better, progress from KS1-KS2.

	<u>Disadvantaged</u>	<u>Non-disadvantaged</u>
Reading	85%	69%
Writing	85%	63%
Maths	85%	75%
Science	86%	81%

### Externally provided programmes

Programme	Provider
Immersive audio resource	Now Press Play (£1995)
Data analysis/demographic analysis/assessment	Insight (£946)
Forest School	Head Into the Wild (£4675)
Times Table Rockstars	Times Table Rockstars (£170)
Aim	Outcome
Quality First Teaching, Individualised pre-teaching, same day, targeted and challenge interventions with instant feedback to provide all children with the best chance to achieve their full potential.	We achieved: Same day interventions target gaps in learning from previous lessons- linked to basic skills in English and maths. Pre teaching interventions provide opportunities to rehearse skills in advance.

	<p>Effective gap tasks and next steps that are reviewed.</p> <p>Half termly pupil progress meetings for all vulnerable groups (PP/ SEND/ EAL/ lower 20%) between pupil premium lead and teachers.</p> <p>All vulnerable children offered a school place during national lockdown January to 8th March.</p> <p>High involvement with parents during lockdown. This linked to reading books refreshed and other resources either offered or requested made available to families each week during lockdown.</p>
<p>Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support</p>	<p>We achieved:</p> <p>In house training and support from senior members of staff and subject leaders.</p> <p>English and Phonics Leads: Pathways to Read, Little Wandle Phonics;</p> <p>Supporting NQT.</p> <p>Assessments of pupils, Pupil progress meetings.</p>
<p>Use new high quality resources eg: Google Classroom to support home learning.</p> <p>In addition: resources utilised / purchased to support pre teaching so additional books for use at home.</p>	<p>We achieved:</p> <p>Learning walks</p> <p>Evidence scrutiny in books and working with children</p> <p>Home school communications via Google Meet/Classroom</p> <p>We achieved:</p> <p>Google Classroom utilised in localised and national lockdown periods within school.</p> <p>Materials uploaded provided a range and balance of practical and work based opportunities for pupils with necessary challenge.</p> <p>Additional copies of texts purchased to support pre teaching or home learning for PP children.</p> <p>Copies of other learning materials.</p> <p>Laptops were loaned. Increased communication with parents closes the gaps in learning.</p>
<p>Ensure pupils are given equal opportunities to fully engage with the curriculum</p>	<p>We achieved:</p> <p>Learning walks</p>

	<p>Curriculum review</p> <p>Trips and events are offered with no expectation of parents to pay.</p> <p>Lunches were made available during lockdown/ home learning.</p>
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