

# Pupil Premium Strategy Statement: Wolverham Primary School



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 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 2024 - 2025

Detail	Data
School name	Wolverham Primary School
Number of pupils in school	278 Rec – Y6 - 218 Pre-school – Y6
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	LAB
Pupil premium lead	Jenni Ogden
Governor / Trustee lead	

## Funding overview

2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£150, 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	£150, 180

## Part A: Pupil premium strategy plan

### Statement of intent

Our approach for using Pupil Premium and Recovery Premium is based on a tiered approach:

- Investing in high quality teaching
- Targeted academic support
- Wider strategies

At Wolverham, our intention is to ensure all children will be happy and confident learners, achieve their full potential and develop a love of learning. We provide a purposeful, inspiring and inclusive learning environment where children access high quality teaching and learning opportunities. We want all children to leave the school with the essential knowledge and skills that they need for future success.

We have high expectations and ambitions for all of our pupils, including those eligible for pupil premium funding. When creating our Pupil Premium Strategy, we recognise the importance of considering the context of our school, the starting points of our children and the subsequent challenges faced. We use the EEF Guide (Education Endowment Foundation) to support decisions made in how we invest our Pupil Premium Funding and we base spending decisions on current research and best practice.

Common barriers to learning for disadvantaged pupils can be for different reasons: 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.

Targeted support is used to narrow gaps and support children to reach their full potential not only academically but through providing wellbeing support to ensure pupils are emotionally ready to learn. This is regularly reviewed to ensure the pupils who need support receive it, and when support is no longer required, another pupil can benefit from this.

A further barrier for our disadvantaged pupils is their lack of wider experiences (cultural capital) and therefore we aim to maximise opportunities to provide such experiences through

both our curriculum design and wider school offer. We recognise the importance of strong home-school links and aim to work with parents to form a partnership so that parents are fully involved in encouraging and supporting their child's progress.

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
- To improve rates of attendance for our children who are disadvantaged

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils by providing appropriate adaptations and levels of support
- 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 for larger classes through the use of additional provision (Willows for Y5 and Y6) 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 including fluid same-day intervention and targeted intervention daily
- 1-1 support
- Our 2 year old provision focuses on developing children's early language and interaction using the ShREC model from the EEF
- An employed SALT teaching assistant 2 days a week to work with children either in receipt of therapy or those on waiting lists
- 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 maths
2	Attendance and punctuality for disadvantaged pupils is not yet in line with national standards
3	Some home learning environments lack support for pupils' early communication and literacy skills
4	Narrow the attainment gap in reading in Y3
5	Barriers to learning which may be related to SEND (Special Educational Needs and Disabilities) or SEMH (Social Emotional Mental Health).
6	Some pupils are not emotionally ready to access learning. They can struggle to find strategies to work through emotions.
7	Some pupils have limited life experiences and some families may struggle to finance wider school opportunities that support understanding in different subject areas

## 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
Disadvantaged pupils who are not on track to meet their age-related expectation in maths will make accelerated progress. The gap between their expected attainment level and current attainment level will close.	<ul style="list-style-type: none"> <li>• An increased percentage of pupils will reach the expected standard in Maths from their current assessment level</li> <li>• Gap will close in attainment made between PP and non PP</li> </ul>

	<ul style="list-style-type: none"> <li>Where a child has complex SEND needs, they will make progress towards their long term EHCP targets.</li> </ul>
Improved reading, writing and maths attainment for all pupils at the end of KS2, particularly those identified as disadvantaged.	<ul style="list-style-type: none"> <li>The percentage of disadvantaged pupils attaining at least expected standard in KS2 SATs will be in line with the percentage of non-disadvantaged pupils attaining at least expected standard; where a child has complex SEND needs, they will make progress towards their long term EHCP targets.</li> </ul>
Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge	<ul style="list-style-type: none"> <li>As the children's learning needs are analysed and addressed, PP pupils make at least expected progress or exceed the targets set</li> </ul>
Achieve and sustain improved attendance and punctuality, particularly for those identified as disadvantaged	<p>Percentage attendance and punctuality rates of identified PP pupils increases and the gap between PP and no PP narrows</p> <ul style="list-style-type: none"> <li>Improved attendance for those identified will be noted and evaluated using or including <ul style="list-style-type: none"> <li>➤ CPOMs records</li> <li>➤ Attendance letters</li> <li>➤ Attendance reports (weekly/monthly)</li> <li>➤ Attendance action plans</li> </ul> </li> </ul>
Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged	<p>Improved wellbeing for those identified will be evaluated using different tools and resources:</p> <ul style="list-style-type: none"> <li>● Pupil Voice</li> <li>● Staff Voice</li> <li>● Parent voice</li> <li>● Feedback from Family Link Workers</li> <li>● Feedback from Passion for Learning staff <ul style="list-style-type: none"> <li>● Feedback of impact of Wellbeing Wednesdays</li> </ul> </li> <li>● Reduced incidents of heightened anxiety as logged on CPOMS (Child Protection Online Management System)</li> <li>● Reduced incidents of heightened behaviours due to emotions as logged on CPOMS</li> </ul>
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
Disadvantaged learners will become more secure in reading in Y3	The percentage of disadvantaged pupils working at the expected level in and reading will increase from the current position

Achieve and sustain improved attendance particularly for those who have historical low attendance and are disadvantaged	Increase the percentage of disadvantaged pupils who have above 95% attendance
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## 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: £64351

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Quality First Teaching across all classes</b>	<i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i>  <a href="#">EEF High Quality Teaching</a>	1, 4
<b>Teaching and support staff reorganised to allow more targeted support of pupils in years 3, 4 and 5.</b>  (Staffing cost combined) £53801	We have analysed the needs of our KS2 cohort and have identified that making a small group of pupils with SEMH identified needs and catering for them would allow teachers to increase the amount of attention and support each child will receive.  Children receive 1:1 teaching from a qualified teacher and 2 support assistants.  <i>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</i>  <a href="#">EEF Reducing Class Size</a>	1, 3, 4, 5, 6
<b>CPD opportunities for all subject leads:</b>	<i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil</i>	1, 3, 4

<p>Subject leader training for curriculum subject leads</p> <p>CPD LA English and maths £300</p> <p>Ruth Swailes £1800</p> <p>National College £1600</p>	<p><i>Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.'</i></p> <p><a href="#">EEF Guide to Pupil Premium 2023</a></p>	
<p><b>All pupils can evidence that they know more and remember more in all subjects, embedding concepts in their long term memory.</b></p> <p><i>Teachers promote opportunities for discussion and check pupil understanding routinely and systematically in all lessons – use of Flashback Four at the start of each lesson</i></p> <p><i>Memory joggers for some foundation subjects are used to support pupils to know more and remember more</i></p> <p><i>Memory joggers are adapted for SEND pupils and tailored to their needs and learning</i></p>	<p><i>Subject matter is broken into blocks or units with predetermined objectives and specified outcomes.</i></p> <p><i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i></p> <p><a href="#">EEF Mastery Learning</a></p>	1, 3, 4, 5
<p><b>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance</b></p> <p><b>£1000</b></p> <p><b>Staff CPD from Maths Lead</b></p>	<p>After analysis of Power Maths, it was agreed that a new approach was required where staff can target objectives in small steps with a focus on varied fluency, reasoning and problem solving. Use of White Rose long term plan and teaching steps with supplements from NRich, First For Maths and 'I See Reasoning.' This will be our second year embedding, analysing and improving this approach.</p>	1



<b>Subject Leader time</b> <b>£600</b>	<a href="#">EEF Improving Mathematics in the Early Years and KS1</a>  <a href="#">EEF Improving Mathematics in KS2</a>	
<b>Consistent use of DfE validated Systematic Synthetic Phonics programme. Deliver Little Wandle Phonics and Early Reading in EYFS, KS1 and struggling achievers in KS2 (Rapid Catch-up).</b> <b>£850</b>  <b>Training and support for all staff and for parents</b>  <b>Subject leader time (2 hour per week)</b> <b>£1500</b>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for the disadvantaged.</p> <p><i>“Early literacy approaches typically increase children’s learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive.</i></p> <p><i>Careful monitoring of progress in reading is particularly important to target approaches effectively. For example, moving from knowledge of letter names and sounds to early phonics.”</i></p> <p><a href="#">EEF Early Literacy Approaches</a></p>	3, 4
<b>Implementation and embedding of resource to teach PSHE: Kapow</b> <b>£350 (for scheme)</b> <b>£150 (for books)</b>  <b>Subject Leader time</b> <b>£600</b>  <b>Staff training</b>	<p><i>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</i></p> <p><i>It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</i></p> <p><i>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i></p> <p><a href="#">EEF Social and Emotional Learning</a></p>	3, 5, 6, 7

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £42686

Welcomm £142 x 39 = £5538, SALT interventions £8560, KS1 reading intervention £180 x 39 = £7020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Tutoring clubs for Maths and SPAG</b> (focused on PP children)  Using Action for Tutoring: £500	<p><i>We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support—including through structured small-group interventions that link to classroom teaching and the curriculum—is an essential part of an effective Pupil Premium strategy.</i></p> <p><a href="#">EEF Guide to Pupil Premium</a></p>	1,3 , 4
<b>Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place</b>  £500	<p><i>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</i></p> <p><i>It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</i></p> <p><i>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</i></p> <p><a href="#">EEF Teaching Assistant Interventions</a></p>	1, 3, 4, 5, 6

Keep Up Phonics – Little Wandle Scheme	<p><i>“All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds”</i></p> <p><a href="#">EEF Early Literacy Approaches</a></p>	3, 4
<p><b>Wider resources: 1:1 iPads for more classes</b> (focused reading using Read Theory, Doodle Maths, TT Rockstars, Learning by Questions)</p> <p>£2500</p>	<p><i>“Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.”</i></p> <p><a href="#">EEF Using Digital Technology To Improve Learning</a></p>	1, 3, 4, 6
<p>TA delivers interventions 0.4 days a week to pupils identified as in need</p> <p><b>Speech and language therapist supports SALT TA to plan and deliver speech interventions and TA time to deliver in class</b></p> <p><b>£18000</b></p> <ul style="list-style-type: none"> <li>• Lego Therapy</li> <li>• Speech and language</li> <li>• Social skills</li> </ul>	<p><i>EEF – oral language interventions consistently show positive impact on learning.</i></p> <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> <p><i>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.</i></p> <p><a href="#">EEF Oral Language Interventions</a></p>	1, 3, 4, 6, 7
WellComm speech and language intervention (pre-	<p><i>There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective</i></p>	3, 4, 7

<p>school within play specific targets) £250</p> <ul style="list-style-type: none"> <li>• Utilise training from external experts on supporting children through play</li> <li>• Use the ShREC quality interactions to improve adult interactions and model for less experienced members of staff</li> </ul>	<p><i>approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</i></p> <p><a href="#">EEF Communication and Language Approaches</a></p> <p><i>The WellComm toolkits were developed by Speech and Language Therapists at Sandwell and West Birmingham Hospitals NHS Trust with the aim of providing easy to use support for everyone involved with children.</i></p> <p><i>Requiring no specialist expertise, they quickly identify areas of concern in language, communication, and interaction development in order to ensure early targeted intervention.</i></p> <p><i>Once a profile has been drawn up for each child, The Big Book of Ideas provides focused teaching and intervention activities to meet individual needs.</i></p> <p><a href="#">Wellcomm Speech and Language</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67 605

ELSA £95 x 39 = £3705, Family Link Workers £49100 (combined), Passion 4 Learning £2800, breakfast costs £5000, Trips budget: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>ELSA</b>	<p>EEF (+4)</p> <p><i>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.</i></p> <p><a href="#">EEF Social and Emotional Learning</a></p>	3, 5, 6, 7
<p><b>Attendance Support</b></p> <ul style="list-style-type: none"> <li>Individual targets set for each identified pupil</li> <li>High aspirations for pupils in receipt of pupil premium that their attendance will be at the national average</li> <li>Analysis of punctuality and attendance</li> <li>Meet with parents and EWO of families identified with a focus on those who are pp</li> <li>Class teachers to be made aware of children whose attendance drops below 96% and then 90%</li> </ul>	<p><i>Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</i></p> <p><i>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.</i></p> <p><a href="#">Sutton Trust</a></p> <p><i>Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions.</i></p> <p><i>We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent</i></p>	2

<ul style="list-style-type: none"> <li>Attendance slips sent home with all children each half term</li> <li>Analyse attendance over time (including morning club) to identify PP pupils and evaluate improvements</li> </ul> <p><b>Breakfast provided for all pupils to ensure all have access to a nutritious breakfast and to encourage pupils to arrive in good time for the start of lessons</b></p>	<p><i>absence is an important part of improving education outcomes for this group.</i></p> <p><a href="#">EEF Improving Attendance for Disadvantaged Pupils</a></p>	
<p><b>Family Link Worker to overcome and manage social and emotional barriers to learning</b></p> <ul style="list-style-type: none"> <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 Family Link Workers to develop further positive parenting</li> </ul> <p><b>Passion for Learning to work with identified pupils</b></p>	<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> <p><i>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 our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</i></p> <p><a href="#">EEF Working with Parents to Support Children's Learning</a></p>	<p>2, 3, 5, 6, 7</p>
<p><b>Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits</b></p>	<p>Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self-confidence. <i>On average</i></p>	<p>7</p>

<p><b>and subsidised residential visits</b></p>	<p><i>pupils who participate in adventure learning appear to make approximately an additional four months' progress.</i></p> <p><a href="#">Outdoor Adventure Learning</a></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> <p><a href="#">Sports Participation</a></p>	
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**Total budgeted cost: £ 174824**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessment. To help us gauge the performance of our disadvantaged students, we compared their results to those for disadvantaged and non-disadvantaged students at national and to results achieved by our non-disadvantaged students.

#### *Increase overlearning and reinforcement in reading and maths at home and school*

Reading attainment: 65% of Pupil Premium children were assessed as working at the expected level at the end of the year in Maths. 25% were working Just Below and 10% were working below.

Reading progress: The majority of children with Pupil Premium (94%) made expected or more than expected progress in reading age across the year from summer 2022 – 2023 to summer 2023 - 2024 showing impact from the continued use and embedding of Whole Class Reading, Accelerated Reader and Read Theory.

Maths attainment: 64% of Pupil Premium children were assessed as working at the expected level at the end of the year in Maths. 26% were working just below and 10% were working below.

Maths progress: see below

Children with pupil premium funding performed marginally better than children without pupil premium funding. This would suggest that money spent on iPads, interventions and small group teaching had a positive effect on this demographic.

<a href="#">Pupil Premium Eligible</a>	16.31	14.73	23.20	▲ 8.47
<a href="#">Not Pupil Premium Eligible</a>	22.63	18.52	22.44	▲ 3.92

Children assessed as working Below and Just Below in Maths and Reading have been identified to the next year group teacher and will be a focus for planning support and intervention during pupil progress meetings for the new academic year. Support will be monitored, analysed and adapted as and when necessary.



*Improved reading, writing and maths attainment for all pupils at the end of KS2, particularly those identified as disadvantaged*

*Disadvantaged pupils who are not on track to meet their age-related expectation by the end of KS2 will make accelerated progress. The gap between their expected attainment level and current attainment level will close.*

The following data has been identified from teacher assessment at the end of the summer term.

**MATHS:**

Y6 2022 – 2023

	Below	Just Below	Expected
Pupil Premium	0%	38%	63%
Non Pupil Premium	6%	12%	82%

Y6 2023 – 2024

	Below	Just Below	Expected
Pupil Premium	6%	25%	69%
Non Pupil Premium	17%	0%	83%

There was an increase of 6% of PP children achieving the EXP standard from the previous year.

**READING:**

Y6 2022 – 2023

	Below	Just Below	Expected
Pupil Premium	6%	13%	81%
Non Pupil Premium	6%	12%	82%

Y6 2023 – 2024

	Below	Just Below	Expected
Pupil Premium	0%	31%	69%
Non Pupil Premium	6%	6%	89%

There was a decrease of 12% of PP children achieving the EXP standard from the previous year. This was due to the make-up of the class and percentage of SEND children with significant needs.

### **WRITING:**

Y6 2022 – 2023

	Below	Just Below	Expected	Greater Depth
Pupil Premium	0%	25%	75%	0%
Non Pupil Premium	0%	12%	76%	12%

Y6 2023 – 2024

	Below	Just Below	Expected	Greater depth
Pupil Premium	19%	6%	75%	0%
Non Pupil Premium	17%	6%	78%	6%

The number of PP children achieving the EXP standard from the previous year remained the same. There was a decrease of 19% of PP children reaching the just below standard.

This was due to the make-up of the class and percentage of SEND children with significant needs.

Compared to national data, in 2023, 44% of disadvantaged Key Stage 2 pupils reached the expected standard in combined reading, writing and maths. 66% of non pupil premium pupils

reached the expected standard for combined reading, writing and maths. At Wolverham, 56% of our disadvantaged Key Stage 2 pupils reached the expected standard for combined reading, writing and maths. 78% of our non pupil premium reached the expected standard for combined reading, writing and maths.

	<b>Reading</b>	<b>SPAG</b>	<b>Maths</b>
<b>Pupil Premium</b>	<b>8/16 EXP 50%  4/16 25% higher level</b>	<b>5/16 EXP 31%  1/16 6% higher level</b>	<b>9/16 EXP 56%  2/16 13% higher level</b>
<b>Non Pupil Premium</b>	<b>16/18 EXP 89%  9/18 50% higher level</b>	<b>14/18 EXP 78%  5/18 28% higher level</b>	<b>15/18 EXP 83%  6/18 33% higher level</b>
	<b>39% gap</b>	<b>47% gap</b>	<b>27% gap</b>

KS2 SATs and end of year teacher assessments for 2023/24 suggest that the performance of disadvantaged pupils was below that of children without Pupil Premium in Reading, Writing and Maths.

*Pupils access a wide range of interventions to meet their learning needs and gaps in knowledge*

The children's learning needs were reviewed, analysed and addressed across the year so that PP pupils made at least expected progress or exceeded the targets set.

Maths – 85% of children made expected progress and 10% made more than expected progress from their starting points. 3 pupils made less than expected progress and these

children will be identified to the next class teacher and needs analysed to ensure accelerated progress next year.

Writing - 94% of children made expected progress and 3% made more than expected progress from their starting points. 2 pupils made less than expected progress and these children will be identified to the next class teacher and needs analysed to ensure accelerated progress next year.

Reading - 86% of children made expected progress and 8% made more than expected progress from their starting points. 3 pupils made less than expected progress and these children will be identified to the next class teacher and needs analysed to ensure accelerated progress next year.

*Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged*

8/11 children identified by staff have received ELSA intervention across the year providing them with social and emotional strategies to improve interaction with others. These sessions have also provided children with strategies in how to identify and self-manage emotions. Staff then completed assessments after 6-8 intervention blocks to assess and analyse impact. There was a positive noticeable impact on 7 out of the 8 children who accessed it. In the other case, the child presented with additional needs and is now on the ADHD pathway accessing alternative support.

A counsellor and psychotherapist was employed for 2 terms to work with 20 identified children to support them in managing trauma, counselling, psychotherapy and mindfulness. Parents and children reported that these sessions supported children and had a positive increase in pupils wellbeing. This reduced their feelings of mental and physical distress. Children demonstrated that were more ready to learn and some pupils could communicate how they were feeling and why.

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 family link workers on a regular basis has reduced the time spent out of class and prepared pupils for better learning. This time has also proven invaluable for information sharing during CIN, TAF and CP meetings.

There are a large number of families open to outside agencies and accessing support. Time is spent supporting and guiding families.

*All children, including those eligible for pupil premium will be settled and secure in school*

Children with emotional needs have been supported by Family Link Workers as well as teaching and support staff throughout the year.

Incidents of dysregulation throughout school have been managed appropriately in a secure and nurturing manner with the support of parents and staff. School continues to focus on vulnerable children who are joining us who are disadvantaged and have significant additional needs.

Identified children continue to be supported and school staff are in regular contact with parents to analyse needs and support appropriately. This has been evidenced in learning walks and school monitoring. Identified children have also been selected as 'key focus' children for all members of staff (changing weekly) to help these pupils feel safe and secure in school.

*Disadvantaged learners will become more secure in reading, writing and mathematics in Year 2*

**Maths:**

- Y2 2022 – 23 PP EXP was 63% in Maths (2 children joined school so there was no data for them – they are also PP).
- Y2 2023 – 24 PP EXP was 69% in Maths.

There was an increase of 6% of PP children achieving the EXP standard from the previous year.

**Reading:**

- Y2 2022 – 23 PP EXP was 58% in Reading (2 children joined school so there was no data for them – they are also PP).
- Y2 2023 – 24 PP EXP was 62% in Reading.

There was an increase of 4% of PP children achieving the EXP standard from the previous year.

**Writing:**

- Y2 2022 – 23 PP EXP was 58% in Writing (2 children joined school so there was no data for them – they are also PP).
- Y2 2023 – 24 PP EXP was 62% in Writing.

There was an increase of 4% of PP children achieving the EXP standard from the previous year.

*Achieve and sustain improved attendance particularly for those who have historical low attendance and are disadvantaged*

	Autumn		Spring		Summer	
	PP	Non PP	PP	Non PP	PP	Non PP
<b>Attendance</b>	<b>93.1%</b>	<b>94.02%</b>	<b>92.94%</b>	<b>95.76%</b>	<b>94.04%</b>	<b>95.11%</b>
<b>Persistent absentees from Rec upwards (below 90%)</b>	<b>32/105 30%</b>	<b>27/122 22%</b>	<b>32/105 30%</b>	<b>17/122 14%</b>	<b>23/105 22%</b>	<b>18/122 15%</b>
	<b>8% gap</b>		<b>16% gap</b>		<b>7% gap</b>	

Children in receipt of pupil premium demonstrated improved attendance from the start to the end of the academic year – this included persistent absentees. Of 6 pupils who were on Individual Attendance Plans (IAPs), 2 came off at the end of the year.

Weekly and half termly attendance checks are undertaken by family link worker to compare children from the previous week in order to decide whether further strategies or intervention is appropriate. Each month, vulnerable groups are analysed including FSM, SEND, PP, LAC and Young Carers. This ensures that we can provide appropriate support to families in a timely manner to avoid any disruption to children's attendance.

## Externally provided programmes

Programme	Provider
Data analysis/demographic analysis/assessment	Insight £950
Forest School	Head Into the Wild £5000 Gem Davies £3600
Times Table Rockstars	Times Table Rockstars £250
Passion for Learning	Passion For Learning £2800
Targeted sports clubs	Vara Sports £1950
Doodle Learning	Doodle Learning £200
Reading Plus	Reading Plus £1545
Lexia UK	Lexia UK £100
Action tutoring	Action tutoring £222

Curriculum resources	Kapow £350 PlanBee £500
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.	<p>Same day interventions target gaps in learning from previous lessons- linked to basic skills in English and maths.</p> <p>Pre teaching interventions provide opportunities to rehearse skills in advance. 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>High involvement with parents over course of the year – Reading Meetings EYFS and KS1, Parent Consultations, Showcase of work</p>
Ensure that all school adults access high quality CPD. This will provide effective interventions, assessments mentoring, transitions and well-being support	<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>Assessments of pupils, Pupil progress meetings</p> <p>The National College accessed, used and actions shared and implemented with staff</p>
Ensure pupils are given equal opportunities to fully engage with the curriculum	<p>Learning walks/monitoring</p> <p>Curriculum review</p> <p>Some trips and events are offered with no expectation of parents to pay. Some trips have a small cost. Subsidised residential.</p>
Phonics and Early reading support in EYFS and KS1	<p>Daily, 1:1 intervention seen to have greatest impact.</p> <p>Phonics rapid catch-up in KS1 and KS2</p>
Financial support to ensure inclusion	Pupils were financially supported in all educational trips and visits, including heavily subsidised residential visits.