

Wolborough CE Nursery and Primary School

Pupil premium strategy statement

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.

Detail	Data
School name	Wolborough CE Nursery and Primary School
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Tracy Hoare
Pupil premium lead	Tracy Hoare
Governor	Gareth Regan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,044
Recovery premium funding allocation this academic year	£6367
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£114,411

Part A: Pupil premium strategy plan

Statement of intent

- To ensure that teaching and learning opportunities meet the needs of all of the pupils;
- For all children to make good progress, supporting children who are disadvantaged in this aim;

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are identified and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- In making provision for socially disadvantaged pupils, we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals;
- Decisions concerning what disadvantage 'looks like' will be made throughout the school based upon their knowledge, awareness, observations and engagement of individual children and their families;
- Pupil Premium funding may be used to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
- Pupil premium funding will impact directly upon provision and have strong links with needs analyses carried out at a whole school strategic level as well as on a class-by-class basis – these mechanisms will identify priority individuals, groups or cohorts and see developed provision as a result.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> • Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. • Children reaching age related expectations in writing is low throughout the school and particularly for disadvantaged children who may not have the experiences and vocabulary to support their writing. • Speech and language difficulties continue to be a challenge and have risen significantly in the early years.
2	<ul style="list-style-type: none"> • Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during partial school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Significant increase in request for SEMH support from teachers and parents.
3	<ul style="list-style-type: none"> • Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. • 22% of disadvantaged pupils have been 'persistently absent' compared to 18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2024/25 show an increase in disadvantaged pupils meeting the expected standard

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in external Mental Health referrals and Early Help support
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

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: £23,152

Activity	Evidence that supports this approach	Challenge
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	<p>1</p>

<p>programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Continue to focus on quality social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>At Wolborough we run our own programme called SMILE. New staff will receive training and TA time allocated to work with individuals and groups of children.</p> <p>Additional resources will be purchased.</p>	<p>2</p>

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

Budgeted cost: £29,754

Activity	Evidence that supports this approach	Challenge
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Training for all staff. Additional TA interventions.</p>	<p>Develop pupils' language capabilities to improve writing through purposeful language development including collaborative learning.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: £55,335

Activity	Evidence that supports this approach	Challenge
<p>Whole staff training on behaviour management and anti-bullying</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>2</p>

approaches with the aim of developing our school ethos and improving behaviour across school.	Behaviour interventions EEF (educationendowmentfoundation.org.uk) A relational approach will be embedded. Time will be allocated for staff training.	
Fund fulltime family support worker	Parents play a crucial role in supporting their children's learning and levels of parental engagement are consistently associated with better academic outcomes. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Contingency fund for acute issues.	Based on our experiences we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3

Total budgeted cost: £ 108,241

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 during 2020/21 suggested that the performance of disadvantaged pupils was lower than in 2019 in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Overall attendance (94.2%) in 2020/21 was lower than in the last full school year (2018/19), and lower than the national average. At times when all pupils were expected to attend school, persistent absence among disadvantaged pupils was 4% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan. Our assessments and observations indicate

that absenteeism due to the lockdown and Covid-related absences is negatively impacting pupils' progress.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.