

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Great Wilbraham CE Primary Academy
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	14 (16%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kim Holtby, Headteacher
Pupil premium lead	Kim Holtby, Headteacher
Governor / Trustee lead	Jo Helmy, Co-Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 17,300
Recovery premium funding allocation this academic year	£ 0
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	£ 17,300

Part A: Pupil premium strategy plan

Statement of intent

We intend:

- To use the funding responsibly for the good of the children ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.
- To consider provision that is appropriate and helps to support children at whatever stage they are in their education. We recognise that this will include supporting the progress for those who already have high attainment.
- To keep high-quality teaching at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support.
- To be responsive to common challenges and individual needs, using robust diagnostic assessment and not assumptions about the impact of disadvantage.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, intervening early and raising expectations.

Challenges

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

Challenge number	Detail of challenge
1	Data shows attendance and lateness can be an issue among some of our disadvantaged pupils causing gaps in their learning as well as affecting their readiness to learn when coming in late.
2	Assessment, observations and discussions with teachers indicate that basic literacy skills are not often fluent in our disadvantaged pupils making writing with fluency a challenge.
3	Assessment, observations and discussions with teachers indicate that the rate of progress in maths and English is slower among most of our disadvantaged pupils compared to their peers. This is leading to a widening attainment gap.
4	Observations and discussions with teachers indicate some of our disadvantaged pupils demonstrate lower levels of resilience when facing a challenge. Their metacognition skills are underdeveloped.
5	Observations and discussions with teachers indicate some of our disadvantaged pupils have low self-esteem and SEMH difficulties.

	This affects their readiness for learning impacting on progress and ultimately attainment.
6	Observations and discussions with teachers indicate some of our disadvantaged pupils are less likely to have had experiences that enhance their cultural capital.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Data to demonstrate improved attendance / lateness. Target children identified. Robust system in place for notifying parents. Positive working relationships with families.
Improved attainment in writing for disadvantaged pupils at the end of KS2.	Strategic deployment of resources (including TAs / interventions). Robust tracking of impact of any interventions / additional support. Attainment and progress data in line with national averages. CPD opportunities for all staff to ensure all children have access to 'Quality First Teaching'.
Accelerated progress in all areas for target group of disadvantaged pupils.	Target children identified. Strategic deployment of resources (including TAs / interventions). Robust tracking of impact of any interventions / additional support. Attainment data that reflects accelerated progress for target group. CPD opportunities for all staff to ensure all children have access to 'Quality First Teaching'. All pupils have access to enrichment activities as well as access to support materials such as revision guides.
High levels of resilience and metacognition observed among disadvantaged pupils.	Staff who model and demonstrate high levels of metacognition. CPD opportunities for staff to understand how to teach metacognition strategies / model their own. Evidence of pupils reflecting on and monitoring their learning. Effective pitch in all classes. Effective use of ELSA support.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Target children identified. Effective use of ELSA support. All pupils have access to enrichment activities as well as access to support materials such as revision guides.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on FFT – particularly ‘Tutoring with the Lightning Squad’ and ‘Reading Quest’	<p>‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.’ EEF</p>	2, 3
CPD on a therapeutic thinking approach to behaviour management	<p>‘According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.’ EEF</p>	1, 4, 5
CPD on teaching of writing – ‘The Write Stuff’	<p>‘Fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and</p>	2, 3

	can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.' EEF	
CPD on metacognition	'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.' EEF	4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Beacon Book' intervention - short interventions targeted at a particular difficulty or misconception. Shorter interventions allow children to be in class as much as possible accessing quality first teaching.	'Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.' EEF	2, 3

Phonics interventions such as 'keep up, catch up' in YR, 'Tutoring with the Lightning Squad' in Y1 – Y6 and 'Reading Quest' in Y5 and Y6	<p>'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'</p> <p>EEF</p>	2, 3
Spelling with the Jungle Club – taught to Y2 and Y3 separately (group size of less than 15)	'International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.' EEF	2, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to trips – ensure all pupils can attend	'Studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.' EEF	1, 4, 5
ELSA (Emotional Literacy Support Assistant)	ELSA support in schools is a project designed to help schools support the emotional needs of their pupils. ELSA acknowledges that children and young people learn best when they feel happier, and their emotional needs are being addressed.	1, 4, 5


	<p>'School-based interventions have evidence of improving not only pupils' wellbeing but also their mental health and behaviour. Interventions have been shown to improve outcomes including resilience and self-esteem, reduce anxiety or depressive symptoms, and prevent violent and aggressive behaviour. Mental health interventions have also been shown to improve academic achievement.' Early Intervention Foundation</p>	
Peer tutoring	<p>'Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>While there is limited evidence that specifically examines pupils from a disadvantaged background, studies have shown that pupils who are low attaining typically receive additional benefits from peer tutoring. Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics.' EEF</p>	2, 3, 4, 5
Additional resources such as uniform for all pupils	<p>Although research does not support the impact of wearing school uniform, we believe ensuring that all children feel part of our school community and have our identity will impact on their social stability and happiness.</p>	1, 3, 4, 5

Total budgeted cost: £17,300

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.

Intended outcome	Success criteria	Outcome
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Data to demonstrate improved attendance / lateness. Target children identified. Robust system in place for notifying parents. Positive working relationships with families.	Robust system remains in place (now using MIS Arbor). Monitoring cycle: three-week rolling monitoring plan looking at the previous 10 weeks of attendance. Attendance meeting held every 3 weeks to identify target children. If needed, families were notified and regularly kept in touch with. Most children identified saw an improvement in their attendance data because of the actions taken.
Improved attainment in writing for disadvantaged pupils at the end of KS2.	Strategic deployment of resources (including TAs / interventions). Robust tracking of impact of any interventions / additional support. Attainment and progress data in line with national averages. CPD opportunities for all staff to ensure all children have access to 'Quality First Teaching'.	At the end of KS2, 2023-24 cohort, 2 pupils were assessed as 'just below' age related expectations. Both pupils had made accelerated progress from their AUT 1 data to SUM 2 data. In Y3 and Y4, 50% of the pupils (2) made accelerated progress and one is now achieving age related expectations. In Y2, 1 pupil made accelerated progress and is now achieving in line with age related expectations. All other pupils are making expected progress and are either below (7 pupils) or just below (5 pupils) age related expectations. 

<p>Accelerated progress in all areas for target group of disadvantaged pupils.</p>	<p>Target children identified.</p> <p>Strategic deployment of resources (including TAs / interventions).</p> <p>Robust tracking of impact of any interventions / additional support.</p> <p>Attainment data that reflects accelerated progress for target group.</p> <p>CPD opportunities for all staff to ensure all children have access to 'Quality First Teaching'.</p> <p>All pupils have access to enrichment activities as well as access to support materials such as revision guides.</p>	<p>Target children identified in each class.</p> <p>Progress data:</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Below Expected</th> <th>Expected Progress (0)</th> <th>Above Expected</th> <th>Insufficient Data</th> </tr> </thead> <tbody> <tr> <td>Reading (16 pupils, Average: +0.4)</td> <td>13%</td> <td>19%</td> <td>31%</td> <td>37%</td> </tr> <tr> <td>Writing (16 pupils, Average: +0.5)</td> <td>0%</td> <td>31%</td> <td>31%</td> <td>38%</td> </tr> <tr> <td>Maths (16 pupils, Average: +0.5)</td> <td>13%</td> <td>6%</td> <td>44%</td> <td>37%</td> </tr> </tbody> </table> <p>Beacon Book support enables all pupils including those in receipt of PPG to 'keep up' with learning. The short interventions are usually led by the teacher who is best placed to address misconceptions. It is accessed by all pupils so there is no stigma and pupils regularly 'self-refer'. The intervention works well in KS2 and KS1 will focus on getting children used to the procedure to enable KS2 to best use the intervention. It can be used for all subjects but is predominately used for maths.</p>	Subject	Below Expected	Expected Progress (0)	Above Expected	Insufficient Data	Reading (16 pupils, Average: +0.4)	13%	19%	31%	37%	Writing (16 pupils, Average: +0.5)	0%	31%	31%	38%	Maths (16 pupils, Average: +0.5)	13%	6%	44%	37%
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<p>High levels of resilience and metacognition observed among disadvantaged pupils.</p>	<p>Staff who model and demonstrate high levels of metacognition.</p> <p>CPD opportunities for staff to understand how to teach metacognition strategies / model their own.</p> <p>Evidence of pupils reflecting on and</p>	<p>ELSA training completed by new ELSA during this academic year.</p> <p>ELSA training was informative. ELSA gained new vocabulary and ways / strategies to deal with situations / challenges faced by our children.</p> <p>Links made with other ELSAs – colleague network.</p> <p>Target children identified through: My Concern, teacher recommendations, parent concerns, self-referral.</p> <p>Impact seen in children and parent acknowledged too.</p>																				

	<p>monitoring their learning.</p> <p>Effective pitch in all classes.</p> <p>Effective use of ELSA support.</p>	
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Target children identified.</p> <p>Effective use of ELSA support.</p> <p>All pupils have access to enrichment activities as well as access to support materials such as revision guides.</p>	<p>As above.</p>

Externally provided programmes

Programme	Provider
Emotional Literacy Support (training)	ELSA
Blue Smile	Blue Smile
Cambridgeshire Therapeutic Thinking (training)	CTT