

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 CoE Primary School
Number of pupils in school	90
Proportion (%) of pupil premium eligible pupils	11 (12%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Richard Brown, Headteacher
Pupil premium lead	Kim Holtby, Senior Teacher
Governor / Trustee lead	Jo Helmy, Co-Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,135
Recovery premium funding allocation this academic year	£ 2,000
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	£ 21,135

# 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.

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

## 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 teaching of writing – ‘The Write Stuff’.	‘Fluent writing supports composition because pupils’ cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.’ EEF	2, 3
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

## 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 of time (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

## 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>	
Blue Smile	<p>Blue Smile is a leading children's mental health charity providing specialist counselling and arts-based therapy. This group helps children to understand their emotions and how to handle them when they become too big to manage. Schools have seen a 'strong impact' in 90.7% of children with 'better school engagement' in 75% of children.</p> <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>	1, 4, 5
Additional resources such as uniform for all pupils.	<p>Although research does not support the impact of wearing school uniform in itself, 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: £21,135**

## 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 2022 to 2023 academic year.

Intended outcome	Success criteria	Outcome
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Data to demonstrate improved attendance / lateness.</p> <p>Target children identified.</p> <p>Robust system in place for notifying parents.</p> <p>Positive working relationships with families.</p>	<p>Robust system in place.</p> <p>We changed our monitoring cycle to a three week rolling monitoring plan looking at the previous 10 weeks of attendance.</p> <p>Attendance meeting held every 3 weeks to identify target children.</p> <p>Families were notified and regularly kept in touch with.</p> <p>The majority of children identified saw an improvement in their attendance data as a result of the actions taken.</p> <p>For the academic year 2023-24, we will maintain these systems. However, we will use a new MIS (Arbor).</p> <p>We have 1 identified child to date who needs to be targeted for new academic year.</p>
Improved attainment in writing for disadvantaged pupils at the end of KS2.	<p>Strategic deployment of resources (including TAs / interventions).</p> <p>Robust tracking of impact of any interventions / additional support.</p> <p>Attainment and progress data in line with national averages.</p> <p>CPD opportunities for all staff to ensure all children have access to 'Quality First Teaching'.</p>	<p>Data shows:</p> <ul style="list-style-type: none"> <li>1 pupil of 3 achieved EXS at end of Key Stage 2 (2022-23). Progress was accelerated from KS1 results (WTS). Of the 2, 1 was just short of EXS and made excellent progress as a result of the Write Stuff approach.</li> <li>Y5 cohort 2 WTS – support will be needed for EXS to be achieved at end of KS2. Both children are also SEND.</li> <li>Y4 cohort – no PPG in this year group.</li> </ul>

		<ul style="list-style-type: none"> <li>• Y3 cohort – both children are WTS. They are both making pleasing progress with handwriting.</li> <li>• Y2 cohort – 1 pupil who is EXS in writing and making pleasing progress.</li> <li>• Y1 cohort – both children are WTS. Both children need to work on sentence structure but have seen improvements in vocabulary and creativity using the Write Stuff.</li> <li>• EYFS cohort – one pupil who is WTS. Focus on letter formation and independence in KS1.</li> </ul> <p>The Write Stuff principle supports all pupils as well as those in receipt of PPG. It breaks the writing process down into manageable 'chunks'. Impact is anecdotal at present – KS2 teachers have seen greater engagement and are pleased with the impact on writing particularly with composition. Non-fiction units have not been as effective and in KS1 staff felt the grammar was too advanced and not sequenced. English lead will continue to evaluate the approach and move towards a bespoke model with the 'best bits' of all approaches.</p>
<p>Accelerated progress in all areas for target group of disadvantaged pupils.</p>	<p>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</p>	<p>Target children identified in each class:</p> <p>EYFS – 1 pupil in nursery will need continued speech and language support. 1 pupil who did not meet EXS for all areas to be targeted in Y1.</p> <p>KS1 – 2 children in Y1 will need targeted support in reading and writing.</p> <p>LKS2 - 2 children in Y1 will need targeted support in reading and writing.</p>



	<p>access to support materials such as revision guides.</p>	<p>UKS2 – 2 children will need to make accelerated progress to achieve EXS in Y6.</p> <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>
<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 monitoring their learning.</p> <p>Effective pitch in all classes.</p> <p>Effective use of ELSA support.</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 (11 currently on list) through: My Concern, teacher recommendations, parent concerns.</p> <p>Impact seen in children and parent acknowledged too.</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 (2023-24)