

Pupil premium strategy statement – Wenhaston Primary School 2023-2024

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	10 th August 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Chris Stone – Headteacher
Pupil premium lead	Chris Stone –Headteacher
Governor / Trustee lead	Phil Palmer – Trust Deputy CEO

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,908
Recovery premium funding allocation this academic year	£2755
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£30,663

Part A: Pupil premium strategy plan

Statement of intent

The ultimate aim of our pupil premium strategy is to eliminate variation in achievement and wellbeing between our pupil premium and non-pupil premium children. Achieving equity is at the heart of this strategy. We have high expectations for all learners and want every child to thrive, irrespective of their background.

It is evident in our attainment data that our most disadvantaged pupils do typically underperform when compared to non-disadvantaged pupils. This is an area we must seek to improve.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Wenhaston, many children, including a significant proportion who are eligible for the pupil premium, experience social and emotional challenges. Therefore, our intent in this strategy is to ensure all children are provided with a high quality PSHE curriculum which promotes positive mental health and wellbeing and the opportunity to receive additional counselling and support where necessary. It is hoped that such support will enable children to be comfortable and flourish within the school environment.

We have noticed that many of our children lack the necessary vocabulary and articulation needed to thrive academically. Additionally, many children lack confidence speaking publicly. The development of oracy for all learners will be a key consideration within our strategic plans over the forthcoming academic years.

Our approach will also ensure that all children have equal access to sporting events, residential experiences, music tuition, performance opportunities and trips that will develop their cultural capital experiences by the time they leave Year 6. It is hoped that all children will have the skills, knowledge and ability to be independent learners and ready for the next stage in their lives and education.

Challenges

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

Challenge number	Detail of challenge
1	On average across the school, only around 50% of children eligible for pupil premium are at the expected standard in both English and Maths.

2	There is a high level of SEMH needs across our children eligible for pupil premium
3	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
4	Many pupils lack wider, extracurricular experiences in their home lives. Our rural setting impacts upon many families' abilities to participate in activities and use a range of services. This affects children's cultural capital.
5	Our average attendance data over the last 3 years has been below 95% for all pupils but average attendance for disadvantaged pupils has been on average 2% lower than the figure for non-disadvantaged pupils.

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
By 2024, at least 80% of disadvantaged pupils will be working at the expected standard for their age in reading, writing and maths by the time they reach the end KS2.	100% of disadvantaged pupils currently in Y6 achieve the standard expected for their age in end of KS2 Assessments 80% of disadvantaged pupils currently in Y5 achieve the standard expected for their age in end of KS2 Assessments
For children from disadvantaged background to have a positive sense of wellbeing and to be able to talk about their feelings and emotions.	Their scores on ImpactEd assessments, designed to monitor their wellbeing in KS1 and KS2 will show progress. Disadvantaged pupils will show no variance in their data when compared to their peers. They will be able to talk about things they are good at and their strengths in whole class and one to one discussions
For all disadvantaged children with identified SEMH needs to have the additional support in place to support their social and emotional development so that they can manage mainstream practice	Disadvantaged children with a high level of SEMH need will be engaging with appropriate support They will be enjoying the school day in the classroom alongside their peers They will have made friendships and will support will be sharing and communicating how they feel with greater confidence and ease
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.

	This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
For all children to have access to a broad range of experiences and activities which increase their cultural capital	All children will enjoy a breadth of activities provided by the school. There are no barriers to participation in either the Arts or Sports There are no barriers to school trip attendance

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: £11000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to be trained on barriers to learning many pupil premium pupils face. Pupil progress documentation for disadvantaged pupils is going to track them more rigorously with improved emphasis on overcoming barriers. .	Using models and extracts from Pupil Premium 'Champion' schools as highlighted in Marc Rowland's Pupil Premium book: <i>Updated Practical Guide to the Pupil Premium (2015)</i>	1-5
Using new Trust-wide 'Teacher Standards' document, staff to be monitored to see that quality first teaching is having an impact.	EEF Guide on High Quality Teaching	1,3
NOTE – <i>Despite appearing on the last two strategy statements, it is felt that this remains an area of need based on reviews of learning.</i> Continue to embed explicit vocabulary	There is a strong evidence base that suggests oral language interventions such as high-quality classroom discussion is inexpensive to implement and more effective at addressing disadvantages. EEF information on oral language interventions	3

teaching and oracy into current teacher practice. This should help pupils develop articulation and vocabulary knowledge. Ongoing teacher training and CPD focus to achieve this.		
Liaison with other schools with similar contexts who have better pupil premium outcomes to assess effectiveness and consider changes to practice	The EEF Family of schools' database is currently down. We will use DfE <i>Get Information about Schools</i> to inform decisions here.	

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted School-led Tutoring for disadvantaged children in KS2 whose attainment is below age related expectation. TA support for pupils with high level SEMH needs	Evidence from the EEF shows that targeted small group intervention can be highly effective at addressing gaps in learning. See the EEF page on Small group tuition	1-3

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

Budgeted cost: £11663

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued ELSA support access for all pupils and the introduction of THRIVE to the school to broaden the scope and	Evidence from the EEF shows that targeted social and emotional interventions can have a positive impact on academic outcomes	2

monitoring of pupil wellbeing.	See the EEF page on Small group tuition EEF information on social and emotional learning	
The continuation of a whole school breakfast club which will be free to attend for pupil premium pupils.	See EEF information on the evidence around the impact of schools having a breakfast club.	1-5
Subsidised education visit/residential and subsidised music tuition offered. A variety of extracurricular clubs offered	Wider experiences allow disadvantaged children to try activities they may otherwise not have the opportunity to enjoy. Research from the EEF also shows outdoor and wider experiences can develop non-cognitive skills such as resilience, self-confidence and motivation which can then have an impact on academic achievement.	4
Improving school attendance by regular liaison with the Educational Welfare Officer, creating incentive awards, promoting the impact of poor attendance to families. Ensuring the principles of the DFE's 'Improving school attendance' advice is securely embedded.	There is compelling evidence that the impact of missing school can have a detrimental effect on children's future life outcomes and attainment. See the DfE report on the link between absence and attainment between KS2 and KS4	5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year 22-23

Outcomes for disadvantaged pupils

The embedding of explicit vocabulary has improved in terms of teaching and pupil retention but remains (for the third successive year) an area where pupil discussions indicate that the core knowledge and terminology surrounding a subject (the disciplinary knowledge) remains inconsistent and this will remain an area of focus in the coming year.

We did successfully implement a new marking and feedback policy and pupils at this stage appear to have a better understanding of what they need to do in order to improve. It is certain that this will require greater scrutiny and refinement in the forthcoming academic year to ensure this is robust.

The aim of having a new PSHE scheme embedded was highly successful and is a firm part of the curriculum. We are seeing benefits with regards to oracy and wellbeing with pupils better able to understand the world around them and articulate their feelings.

School-led tutoring was far more successful with regards to outcomes when compared to the previous year. We saw disadvantaged pupils in year 6 make significant progress in their KS2 assessments and we believe this was a direct result of tutoring. The focus this forthcoming year will be more broad in that it will encompass all of key stage two with a particular focus on reading.

The ELSA (Emotional Literacy Support Assistant) has grown in confidence and had an excellent second year in assisting pupils with their mental health and wellbeing. This targeted support was effective in raising levels of wellbeing.

More generally, the school's end of year ImpactEd wellbeing assessment scored the school third in the academy trust for high levels of wellbeing. This was a significant improvement and I believe this is down to both ELSA support but also greater focus on Mental health and the effectiveness of the PSHE curriculum.

The introduction of a breakfast club was a success in the school and on average 20-25% of pupil premium pupils attended daily. We are aiming to improve this number in the forthcoming year.

We were able to offer subsidized support to music tuition and extra-curricular activities for those disadvantaged pupils interested in such provision.

The whole school profile of attendance continued to be a core area of focus across the whole school. We regularly liaised with the EWO and attendance improvement was a big driver. Whilst we saw improvements in whole school attendance last year, pupil premium levels of attendance broadly stayed the same. This will need continued focus in the new academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NONE	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a