

Wrestlingworth Lower School's

Pupil premium strategy statement

This statement details Wrestlingworth Lower 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

Detail	Data
School name	Wrestlingworth Lower School
Number of pupils in school	42
Proportion (%) of pupil premium eligible pupils	7.14%
Academic years that our current pupil premium strategy plan covers	2023 – 2024 2024 – 2025 2025 – 2026
Date this statement was published	
Date on which it will be reviewed	July 2024
Statement authorised by	David Bower
Pupil premium lead	Sarah Woodward
Governor / Trustee lead	Lauren Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4365
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	£4365

Part A: Pupil premium strategy plan

Statement of intent

From the smallest seeds grow the biggest trees

OUR VISION

“The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches.”

Matthew 13:31-32, International Children’s Bible

We believe each child is like a mustard seed, growing and thriving in our Church school family. All children are nurtured here and flourish through our teaching and care. We empower children to seek out the opportunities, responsibilities and experiences of life; children are inspired to be the best that they can be. Everyone is valued and able to grow in the love of God.

Whoever you are, you are welcome here

Common barriers to learning for Pupil Premium children, can be 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. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between Pupil Premium pupils and Non-Pupil Premium pupils.
- For all Pupil Premium pupils in school to meet or exceed age related expectations in attainment.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of Pupil Premium pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision Wrestlingworth Lower School consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All our work through the pupil premium will be aimed at accelerating progress.

- Providing small group work focussed on overcoming gaps in learning
- Additional learning support.
- Support payment for educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support given to take part in music lessons provided by a peripatetic teacher.
- All pupil premium children will receive milk.
- Behaviour support
- Provisions in place to improve attendance and punctuality

Challenges

This details the key challenges to achievement that Wrestlingworth Lower School have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Narrowing the attainment gap between Pupil Premium pupils and their peers.
2	Attendance and punctuality issues.
3	Lower levels of self-esteem and resilience.
4	Mental health problems for both children and parents.
5	Behaviour difficulties.

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 ensure Pupil Premium pupils' progress is equal to or greater than their non-Pupil Premium peers.	The attainment gap between Pupil Premium pupils and their peers is narrowed in all year groups. The gaps in learning for Pupil Premium pupils are identified and addressed. All staff know who their Pupil Premium learners are and their individual needs.
To ensure that Pupil Premium pupils have the same access/opportunities for learning as the rest of the school	All staff know who their Pupil Premium learners are and their individual needs. All staff have a clear understanding of the pupils' curriculum journeys. A broad and balanced curriculum is planned for all learners.

	Pupil Premium pupils receive the same learning diet as their non-Pupil Premium peers. Monitoring shows that provision for Pupil Premium pupils is meeting their individual needs.
To continue to establish good attitudes to attendance and punctuality, so that all year groups have attendance above average.	Overall attendance for Pupil Premium pupils, is at/greater than 96%. Families will be called if a child is absent without reason Extremely poor attendance (below 90%) will be challenged with communication (in the form of a letter initially) Attendance will be monitored on a weekly basis to ensure poor attendance is addressed in a timely manner.
To continue to provide enrichment experiences for learning that Pupil Premium pupils would not usually experience including trips.	Maintained and increased access and participation in wider curriculum opportunities. Educational school trips are funded by school for children in receipt of Free School Meals. The attendance of Pupil Premium pupils on educational school trips is 100%. An increased number of Pupil premium pupils are enrolled in extra-curricular activities such as sports events and music groups.

Activity in this academic year (2023 – 2024)

This details how Wrestlingworth Lower School intend to spend our pupil premium fund **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £689

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to access continuing professional development (CPD) in order to meet the individual needs of our Pupil Premium pupils. - Subject Leadership - Reading - Writing - Maths - Assessment - Precision teaching	Education Endowment Foundation Guide to Pupil Premium – tiered approach – Improving the quality of teaching—both the planning and implementation—is almost always supported by high-quality professional development. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.	1, 2 and 4
High Quality Teaching through our progressive model curriculum based on Mastery Learning.	Education Endowment Foundation impact +8 months in Primary schools. Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress	1

Targeted academic support (for example support structured interventions)

Budgeted cost £2757

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA's appointed across the school for small group support work with Pupil Premium pupils – 4 hour per week approx.	Education Endowment Foundation impact +4 months. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.	1 and 3

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

Budgeted cost: £919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exciting educational trips and visits will be planned to enhance the curriculum across the school. Music lessons delivered by a peripatetic teacher offered to enhance the curriculum offered.	Children who are exposed to these have an enhanced knowledge and understanding of the world.	1 and 3
Children will be offered milk on a daily basis.	Evidence reviewed by research suggests that milk consumption greatly improves children's nutritional status. It is a natural healthy option for children that contains vitamins and minerals vital for good dental health and bone development. It also plays a key role in a healthy diet, helping efforts against childhood obesity and dental decay.	3
Attendance data will be analysed on a weekly basis by Deputy Head teacher / Office staff Families will be contacted if a pupil is not in school, and support offered. Support to be provided to families to raise attendance / punctuality. Deputy Headteacher and Office Staff will work closely together, pupils below 96% are identified and protocols followed.	Average attendance data (Last Academic Year 93.27% for Pupil Premium Pupils and for non-pupil premium pupils 94.89%) Data shows pupils with highest attendance make the most academic progress, due to increased opportunities for overlearning and access to a broad and balanced curriculum. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	2
Personalised behaviour interventions in place for identified pupils in order to help pupils manage their self-regulation and emotional skills.	Education Endowment Foundation impact +4 months . According to figures from the Department for Education, pupils who do not receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do. 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	5

	approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.	
--	---	--

Total budgeted cost: £4365

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.

Our assessments at Wrestlingworth Lower during the 2022 to 2023 academic year shows the following impact:

2 children

Reading:

Year 2 (1 child) – passed year 2 SATs reading

Year 3 (1 child) - expected progress has been made and an increase in reading age

Writing:

Year 2 (1 child) – passed year 2 SATs writing

Year 3 (1 child) – is working towards the expected standard in this area

Mathematics:

Year 2 (1 child) – passed year 2 SATs Maths

Year 3 (1 child) - expected progress has been made

Attendance –

Year 2 – pupil premium children 91.76% vs non-pupil premium children -----%

Year 3 – pupil premium children 94.78% vs non-pupil premium children -----%

Externally provided programmes

Programme	Provider
Music lessons	Rock Steady
Bug Club Phonics	Oxford