

Pupil Premium Strategy Statement - Wolverley Sebright Primary Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school (YR-6)	205
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Shelley Reeves-Walters
Pupil premium lead	Helen Watkins
Governor / Trustee lead	Rick Mackenzie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£46,190

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Wolverley Sebright Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

Our context:

Wolverley Sebright is a primary school with 205 children organised into 7 classes divided into Early Years, Key Stage 1, lower Key Stage 2 and upper Key Stage 2. In addition, we have a Nursery.

Although 13% of the pupils are eligible for Pupil Premium Funding in comparison to 23% nationally, we are seeing a rapidly changing school profile. Factors that contribute to this include: a rapid increase in the PAN, with a number of in-year admissions throughout the school, an increase in families and pupils requiring support for mental health issues, a greater impact on the family dynamics over the past two years and now the cost of living crisis affecting most families.

Ultimate objectives:

1. Our main school ambition is to diminish the attainment gap between disadvantaged and non-disadvantaged pupils.
2. For all disadvantaged pupils at Wolverley to achieve or exceed nationally expected progress rates in order to reach 'Age-Related Expectation' (ARE) at the end of Year 6, so that there is no disparity between disadvantaged and non-disadvantaged pupils when they leave the school.
3. For there to be no obvious distinction between disadvantaged and non-disadvantaged pupils in relation to:
 - i) self-esteem and confidence - for PP pupils to be supported in order that they feel they matter and are valued, integral members of our school community
 - ii) motivation and aspiration - that PP pupils are targeted to achieve the highest moral standards, adhering to strong core values and maintaining a love of learning which stays with them for the rest of their lives as they strive for personal, social and economic well-being.

How we will achieve this

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and will implement the following strategies:

Basic – promote ethos of achievement for all; address any attendance and behaviour issues; establish high-quality teaching and develop effective and impactful TAs; engage with external evidence of what works and choose appropriate strategies; support pupils' social and emotional needs alongside teaching and learning strategies.

Intermediate – Address individual pupil learning needs; ensure all strategies are being implemented to a high standard, including through staff training; help all staff to use data effectively and make evidence-based decisions; allocate time for joint staff planning and review; instil accountability for raising attainment at all levels of the school.

Embedded – Support metacognition and independent learning; introduce collaborative and peer learning; assess pupils' attainment on entry and intervene early to address learning needs; ensure Assessment for Learning (A4L) systems are embedded; constantly review impact of interventions and modify them; share learning between staff.

Continued Development – Set the highest expectations for all pupils to achieve ultimate objectives.

Key principles of strategic plan

The pupil premium strategy covers a three-year period with annual reviews and necessary adjustments each year. The school's focus will be on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.

A whole school approach promotes learning and sets high aspirations for all pupils - strategies identify and support under-performing pupils (not just low attainers) and are specifically targeted at supporting pupils from disadvantaged backgrounds.

Improving effectiveness by focusing on the depth and quality of support strategies in a tiered model:

A whole school approach promotes learning and sets high aspirations, specifically for our PP pupils - strategies identify and support under-performing pupils (not just low attainers) and are specifically targeted at supporting pupils from disadvantaged backgrounds.

Improving effectiveness by focusing on the depth and quality of support strategies in a tiered model:

- High quality teaching e.g. small group additional teaching –pupils with similar needs are withdrawn from alternating non-core curriculum lessons for tailored support from a qualified teacher or higher-level teaching assistant (HTLA) trained in appropriate interventions; professional development for teachers and teaching assistants;

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Mental Health and Well-Being</i></p> <p>Almost all of our pupils have experienced changes and impact on their lives. Bereavement, family breakups and the cost of living have been exacerbated and which has had an impact on their mental health and well-being to a greater or lesser extent. Providing effective social, emotional and mental health (SEMH) and pastoral support is a significant challenge to understand the impact on learning. The NAO report 'Improving educational outcomes for disadvantaged children' recognises that the gap for disadvantaged pupils has widened in the past decade and that these children are more at risk of mental wellbeing problems.</p>
2	<p>Teaching</p> <p><i>"High quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils." (EEF)</i></p> <p>At Wolverley Sebright, focusing on and developing teacher knowledge and pedagogical expertise remains a priority, to ensure all pupils, but especially disadvantaged pupils, receive outstanding teaching and learning.</p>
3	<p>Curriculum</p> <p><i>"Developing high quality teaching, assessment and broad and balanced, knowledge-based curriculum which responds to the needs of pupils." (EEF)</i></p> <p>Wolverley Sebright recognises that providing a fully inclusive curriculum is essential to motivate all pupils and to raise aspiration, as outlined in the school's vision statement. Creative, flexible and bespoke approaches are needed to make the curriculum accessible and inspiring for all.</p>

4	<p>Identification of need and providing targeted support</p> <p>Additional intervention, where appropriate, should be supplementary to high-quality teaching with the main focus for disadvantaged pupils continuing to be English and Maths. Interventions must be structured, evidence informed and time-limited, with clear success criteria that are sustained in the classroom. Teachers must be involved in the commissioning of the intervention and retain responsibility for pupil learning. Importantly, the most vulnerable learners must retain access to the most effective teaching with appropriate training provided to key staff where required. The unintended consequences of pupils missing other aspects of their curriculum (and also the informal curriculum) must be considered and continually monitored for any negative impact.</p>
5	<p>Family Support and Early Help</p> <p>For many of our disadvantaged families, knowing where to get the right support from is a real challenge. Some families can feel guilt, confusion and even shame when it comes to seeking help. At Wolverley Sebright, we need to ensure that we are open, welcoming and proactive in offering parent help to impact pupils' quality of life. A robust offer of workshops and courses should support targeted interventions and systems to identify and support those families where Early Help is needed, particularly amongst our disadvantaged.</p>

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
<p>Meeting individual needs</p> <p>Providing high quality social and emotional interventions and support for every disadvantaged child, especially those categorised as SEND and PP.</p>	<p>Every disadvantaged child to receive the social and emotional support they need to thrive in school and to feel they 'belong' in the school and the community.</p> <p>Improved communication with parents and carers leading to a more concerted approach from all adults to help all disadvantaged children to feel safe, happy and flourishing in their learning.</p>
<p>Parental engagement</p> <p>Working closely with all parents of disadvantaged children to build even stronger partnerships, which in turn enables all disadvantaged pupils to fulfil their academic potential</p>	<p>More disadvantaged pupils to reach their age-related expectation or beyond.</p> <p>Improved partnerships with parents and carers to enable all children to reach their academic potential.</p>
<p>Curriculum offer</p> <p>Developing an exciting and inspiring curriculum to meet the needs of all disadvantaged pupils, including carefully designed alternative curriculum opportunities for identified children</p>	<p>Every disadvantaged child to receive a curriculum offer that is best suited to their needs as evident through high levels of motivation and attendance.</p>
<p>High quality teaching</p>	<p>Every disadvantaged child to receive high quality first teaching, with teachers ensuring</p>

Implementing a range of impactful teaching and learning strategies to support all disadvantaged pupils: Talking partners; working walls; modelling (WAGOLL); learning intentions; marvellous mistakes ;and 'in the moment' feedback	all PP pupils are in the forefront of their minds at all times when implementing strategies.
---	--

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 65%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff redeployed to provide targeted support high-quality provision through enhanced curriculum that builds on values and enriching opportunities. Including; exciting opportunities outside of school to enhance their cultural capital such as trips and residentials.	<p>The use of Teaching assistants provides further additional capacity for experienced teachers to deliver interventions and strategies to targeted pupils with a reduced ratio of children to adults to maximise impact; experienced teachers to deliver National Tutoring Programme.</p> <p>Ref: Education Endowment Foundation (EEF) guidance reports and Unity Research School.</p> <p><i>Ref: Education Endowment Foundation (EEF) guidance reports and Unity Research School.</i></p> <p><i>Ref: Education Endowment Foundation (EEF) guidance reports - Arts</i></p>	1, 2, 3, 4

	<i>Participation shows the impact of children accessing a broad and balanced curriculum.</i>	
Training / CPD	Structured CPD programme for all staff to deliver high quality, research-led interventions including metacognition and self-regulated learning, language development and comprehension, and social and emotional training. <i>Ref: Education Endowment Foundation (EEF) and Department for Education (DfE) guidance reports.</i>	1, 2, 3, 4
Work with external agencies to support families outside of school	A selection of workshops and courses with external providers such as Starting Well and WEST which support families with <i>Ref: Education Endowment Foundation (EEF) guidance reports - Parental Engagement</i>	1, 5

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

Budgeted cost: 20%

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group structured interventions for all disadvantaged pupils to raise academic knowledge and skills..	Teacher and TA training to deliver and/or support high quality interventions alongside high quality first teaching in the classroom (adaptive teaching strategies). Small groups will raise levels of self-esteem and improve relationships and mental health. In turn, research suggests that this is likely to improve attendance and attitudes to learning. <i>Ref: Education Endowment Foundation (EEF) guidance reports.</i>	1, 3, 4,
Bespoke training for staff to support the social and emotional needs of all disadvantaged pupils.	Investment in Thrive Approach and Unity training for key staff who will be working with disadvantaged pupils, especially those with complex needs and SEND. <i>Ref: 'HFL Guide to an effective pupil premium strategy' (hfleducation.org); The Thrive Approach</i>	1, 3, 4, 5

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

Budgeted cost: 15%

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Focus Meetings</i>	Attendance of PP children is below national. Persistent absence is higher in PP groups than any other strands. Ref: Education Endowment Foundation (EEF) guidance reports and Unity Research School.	4, 5
<i>PSHE Interventions</i>	Additional staffing to work with small groups for Targeted support Partnership work with Well Being & Emotional Team (WEST) to deliver workshops to whole classes, staff, parents and continue with 1:1 targeted work.	1, 4, 5
<i>Developing behaviour systems including Arbor</i>	Investment in training and support for key staff together and use behaviour incidences for impactful data analysis for all pupils but targeted specifically at supporting disadvantaged pupils presenting a need. This includes improved use of Arbor; providing greater capacity for key staff in school to allow behaviour protocols and procedures to be implemented effectively e.g. increased SLT support to enable teachers to concentrate on teaching; and developing a positive culture of behaviour to improve attendance and attitudes to learning class systems. Ref: Education Endowment Foundation (EEF) guidance reports, T&L Toolkit and Unity Research School.	1, 2, 3, 4

Total budgeted cost: £46,190

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

High Quality Teaching

- 57% of disadvantaged pupils reached the expected standard in reading, writing and maths compared to 64% of pupils in the cohort.
- The percentage of pupils reaching the higher standard in reading, writing and maths was 14% compared to 11% of pupils in the cohort.
- Progress made to diminish gaps in maths and phonics is in line with non-PP pupils (See Phonics Screening Results in Year 1 and resists in Year 2)
- The Floppy Phonics scheme has been delivered consistently in school - highlighted in recent Ofsted Inspection (Nov 2022)
-

Targeted academic support

- Small group structured interventions formed a key aspect of targeted academic support. 'In-house' intervention programmes for specific pupils were delivered by experienced teaching assistants including 'Precision Teaching', 'Rapid Reading'. In addition, some pupils receive more Phonics and Maths support as needed. Interventions have had a notable impact as evidenced through class and individual progress data on class audits and IPMs.

Wider strategies

- The school has trained an Attendance Lead through the use of coaching and network meetings. They provide extensive support to our pupils and families using a 3 Ps Approach: Proactive, Pre-emptive and Preventative. Building relationships is a key part of the role to provide holistic support for families and children, identifying and acting upon their key needs. Clear and consistent daily routines are in place to follow up absence and parental meetings are held regularly, with additional contact and dialogue to support parents to ensure their attendance improves.
- We revisited our behaviour policy to move away from a zone board approach in order to implement strategies which align with our positive relationships approach. Staff CPD and training informed these decisions and the policy has been shared with staff.

Externally provided programmes

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

Programme	Provider
-----------	----------

Education City learning portal	Education City
Seesaw parental platform	Seesaw
TT Rockstars and Numbots	TT Rockstars
Google Drive / Classrooms	Google
Language Angels	languageangels.com