# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Wyborne Primary & Nursery School |
| Number of pupils in school  | **427** |
| Proportion (%) of pupil premium eligible pupils | **19%** |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years  |
| Date this statement was published | Oct 2022 |
| Date on which it will be reviewed | Sept 23 |
| Statement authorised by | James Searjeant |
| Pupil premium lead | Gillian Efford |
| Governor  | Pete Westlake |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £126,690 |
| Recovery premium funding allocation this academic year | £12,614 |
| 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 | £139,304 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * Our aim is to use the PP funding to ensure that disadvantaged pupils achieve results in line with all pupils nationally and to close any in school achievement gap. The funding is intended to support children to develop positive learning behaviours and equip them with the skills and qualities to become happy, confident learners. We have high aspirations for all children and high quality teaching and learning is paramount in achieving this equality.
* In addition to high quality teaching, intervention, bespoke support for children and families through our pastoral team contribute to fully engaging these children in their learning.
* That use of PP to support extra-curricular activities including clubs, music tuition, outings and residential school journeys, will ensure inclusion and support the development of their cultural capital and for them to reach their full potential.
* We analyse academic data, emotional needs and design interventions that will enable the child to overcome identified barriers.

Our strategy will focus on the following key principles:* + Teaching is of the highest quality for all children
	+ Targeted academic support is provided for those in need
	+ The mental health and emotional well being of pupils is supported through our pastoral care team so that children can focus on their learning including working closely in partnership with parents/carers.
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Social and economic challenges experienced by families including proverty, housing, finance, family literacy, domestic violence, children’s health, parental anxieties and skills, complex family structures |
| 2 | PP children can have communication issues such as limited vocabulary particularly in the early stages of their education |
| 3 | Poor basic skills in reading, writing and maths |
| 4 | Access to wider opportunities/ clubs – PP children are more likely to have limited experiences outside of school |
| 5 | Attendance of Pupil Premium children |

## 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.

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| Intended outcome | Success criteria |
| Pupil Premium children achieve at least age- related expectations, in line with national outcomes.  | There is a clear improvement in the percentages of PP children achieving in line with national expectations and the gap between PP children and others will be reduced.  |
| PP children leave Reception well prepared for KS1 with a particular focus on vocabulary and reading skills.  | Good outcomes for PP children leaving Reception measured by the numbers achieving a good level of development. |
| All PP children have the opportunity to attend clubs, join trips and residential journeys and have equal access to broaden their experiences. | PP children are prioritised and offered funding support to attend clubs/ trips / receive additional tuition |
| Children are happy to come to school, are ready to learn and achieve to their potential. Pastoral Care supports overcoming emotional health and well-being barriers to learning, including pastoral care for their families.  | PP attendance is good/improving PP pupils achieve in line with expectations. |
| Our interventions, both academic and pastoral, are successful in overcoming barriers to learning. | PP children achieve in line with expectations. |

## 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: £14960

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD: CPD prioritised across school for all stakeholders.  | NPQ’s leadership ECT x 2 Support staff CPD related to specific needs of children  | 1, 2, 3. |
| TA support for every class – additional adult in Nursery to support language development. | Effective deployment of teaching assistants to support PP pupils can result in accelerated progress | 1,2,3. |
| Additional support provided by pastoral team via RBG Counselling Service to support increased caseload (emotional health and mental well-being).  | EEF cites counselling as an effective strategy | 1Counselling service |
| Inclusive Curriculum focus on equality of opportunities to access all areas of the curriculum for disadvantaged with SEND | Technology to assist alternative ways of recording (e.g. laptops, clicker sentences) | 2, 3 |
| PP children – school contribution to DFE Catch Up Funding  | Prioritised for support via Catch up funding | Extra tuition funding |

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

Budgeted cost: £ 88,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Targeted 1:1 and group support in planned interventions conducted by TAs.  | Pupil progress meeting outcomes | 2, 3 |
| Running extra-curricular clubs eg Maths, Debating | Based on past experience – internal data.  | 2 |
| Speech & Language | Targets set & Reviewed – clear progress | 2 |
| Educational Psychologist | Suggested approaches implemented into children’s personalised learning plans – reviewed following the graduated approach. | 1, 3 |
| Subsidies for extra-curricular activities and Residential trips in Yr 4 & 6 | Contributes to children’s broader experiences and cultural capital. | 4 |

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

Budgeted cost: £ 35644

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance Officer monitoring and reporting on attendance | Improved attendance = improved attainment.  | 3, 5  |
| School house development as Pastoral Hub | Improved environment for pastoral care – able to support children in a more conducive space = improved outcomes | 2, 3, 4  |
| Pastoral team to identify and engage with children in need of support (emotional health and mental wellbeing).  | EEF – wider strategies support children thriving and reaching potential. | 1 |
| Sports apprentice | Mental Health and fitness of children contribute to their well-being and readiness to learn. | 3, 4 |

**Total budgeted cost: £ 139304**

# 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 2020 to 2021 academic year.

Data in this report does not include 2022 outcomes as Government directive is that this is not nationally published data.

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| 1. Attainment: Key Stage 2 2020-2021 Year 6 Outcomes Teacher Assessments
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| Percentages of Pupil Premium Children KS2 Expected + SATS TESTS for Reading & Maths. Teacher Assessments for Writing.**\*\*\* NOTE 2021 Outcomes are ALL Internal Teacher Assessments**  |
|  | Reading | Writing | Maths |
|  | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 |
| School DA | 80 | 83 | 80 | 80 | 83 | 60 | 70 | 81 | 67 |
| National Other | 80 | 78 | none | 83 | 83 | none | 81 | 84 | none |
| National All Chn | 75 | 73 | none | 78 | 76 | none | 76 | 79 | none |
| Like for Like | 64 | 62 | none | 67 | 68 | none | 64 | 67 | none |

* **Reading** Outcomes for Pupil Premium children are either in line or above their comparison group ‘National Others’, above National ‘All’ and significantly above National ‘Like to Like’ children at the Expected Standard in previous 2 years where SATs have been taken. Teacher Assessments in 2021 indicate similar outcomes at the expected level / national standard/ like for like in previous years.
* **Writing** Outcomes for Pupil Premium children have improved over the past 2 years of SATs testing to 2019 so they were equal to their comparison group of National ‘Others’ and have been consistently above outcomes for National ‘All’ and ‘Like for Like’ over the past 2 years at the Expected Standard. However, Teacher assessments in 2021 indicate a decline in outcomes. There is no comparison data however DFE and internal school data indicate that Covid19 school closures have impacted most on writing standards across all age groups and in particular amongst the pupil premium group of children. Response to this data informs our interventions, catch-up and tuition funding targeting.
* **Maths** Outcomes for Pupil Premium children have improved so that in 2019, they were just below their comparison group of National ‘Others’ and above National ‘All’ and ‘Like for Like’ at Expected Standard. Teacher assessments in 2021 indicate a decline in outcomes for pupil premium children in reaching national standards, again, covid19 school closures have impacted on progress.
* KS1 PP Outcomes for this Year 6 cohort (see below left)

KS1 Reading AT+ nat’ std 67% - yr6 80% accelerated progress of 13% to 80% since yr2KS1 Writing AT+ nat’ std 67% - yr6 60% decrease of 7% since yr2KS1 Maths AT+ na’l std 73% - yr6 67% decrease of 6% since yr2

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| Pupil Premium Children KS2 attaining Greater Depth Standard SATS TESTS for Reading & Maths. Teacher Assessments for Writing.**\*\*\* NOTE 2021 Outcomes are ALL Internal Teacher Assessments** |
|  | Reading | Writing | Maths |
|  | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 |
| School DA | 11 | 21 | 0 | 21 | 16 | 7 | 14 | 11 | 0 |
| National Other | 23 | 31 | none | 24 | 24 | none | 28 | 32 | none |
| National All Chn | 28 | 27 | none | 20 | 23 | none | 24 | 27 | none |
| Like for Like | 18 | 17 | none | 11 | 11 | none | 14 | 16 | none |

* The percentages of disadvantaged children achieving at the Higher standard has been a focus for the school and although in 2019 outcomes remain below the comparison group ‘National Others’, percentages were above the ‘Like for Like’ group in Reading and Writing but remain below in Maths. This will continue to be a school focus. 2021 sees teacher assessments indicate a decline in the numbers of Pupil premium children attaining the greater depth level in comparison to previous years. There is no national comparative data however tracking back to this cohort of pupils’ KS1 outcomes

Reading KS1 2 children achieved GD=13% decline to 0% in Yr6Writing KS1 1 child achieved GD=7% stayed the same in Yr6 7%Maths KS1 0 children achieved GD=0% stayed the same in Yr6 0% |

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| 1. Attainment: Key Stage 1 2020-2021 Year 2 Outcomes Teacher Assessments
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| Percentages of Pupil Premium Children KS1 Expected + **Children in 2021 Outcomes sat previous test papers as normal to inform Teacher Assessments** |
|  | Reading | Writing | Maths |
|  | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 |
| School PP | 67 | 60 | 57 | 60 | 83 | 64 | 73 | 81 | 71 |
| National Other | 79 | 78 | none | 74 | 83 | none | 80 | 84 | none |
| National All Chn | 75 | 75 | none | 70 | 76 | none | 76 | 79 | none |

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| Percentages of Pupil Premium Children KS1 Achieving Greater Depth Standard **Children in 2021 Outcomes sat previous test papers as normal to inform Teacher Assessments** |
|  | Reading | Writing | Maths |
|  | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 | 2018 | 2019 | 2021 |
| School PP | 7 | 30 | 36 | 7 | 20 | 7 | 7 | 20 | 7 |
| National Other | 29 | 28 | none | 18 | 17 | none | 25 | 24 | none |
| National All Chn | 26 | 25 | none | 16 | 15 | none | 22 | 22 | none |

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| Year 1 Phonics 2021 Outcomes (\*Phonics Check data taken November 2021)

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| --- | --- |
|  | Yr1 Phonics |
|  | 2018 | 2019 | \*2021 |
| School PP | 50 | 83 | 80% |
| National Other | 85 | 84 | \*\*79% |
| National All Chn | 83 | 82 | \*\*79% |

\*\* No National comparison data available therefore internal comparison used. |
| Attendance 2020-2021 Years Reception to Year 6 combined

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| --- | --- | --- | --- | --- |
|  |  | Overall | PP | Non PP |
| Attendance | National | 95.8% | 94.3% | 96.3% |
| Wyborne | 95.4% | 89.9% | 97.1% |
| Absence | National | 4.2% | 5.7% | 3.7% |
| Wyborne | 4.6% | 10.1% | 2.9% |

Attendance was severely affected by the COVID pandemic. |

## Externally provided programmes

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| Programme | Provider |
| Life after Lockdown | Strengthening Minds |
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## Service pupil premium funding (optional) n/a

**We do not have any Service Children at Wyborne**

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| Measure | Details  |
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# Further information (optional)

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| Achievement for All: Teachers will ensure that the most vulnerable pupils are included in the focus group of children whose parents are more closely and regularly encouraged to interact with teachers in structured conversations with teachers regarding how to support their children in partnership with the school. |