

# Wilbarston CE Primary School Pupil Premium Strategy 2023-2024

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.

The statement has been completed inline with the guidance on [using pupil premium](#).

Wilbarston CE Primary School  
Pupil Premium Strategy Statement 2023-2024

| School Overview                                                                                        |                                               |
|--------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Detail                                                                                                 | Data                                          |
| School name                                                                                            | Wilbarston CE Primary School                  |
| Number of pupils in school                                                                             | 87                                            |
| Proportion (%) of pupil premium eligible pupils                                                        | 9.2%                                          |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026                                     |
| Date this statement was published                                                                      | 31.12.23                                      |
| Date on which it will be reviewed                                                                      | 31.07.24                                      |
| Statement authorised by                                                                                | Maria Hawkes<br>Headteacher                   |
| Pupil Premium lead                                                                                     | Maria Hawkes<br>Headteacher                   |
| Governor / Trustee lead                                                                                | Richard Symonds<br>Interim Chair of Governors |

| Funding Overview 2023-2024                                                                                                                                                               |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Detail                                                                                                                                                                                   | Amount  |
| Pupil premium funding allocation this academic year                                                                                                                                      | £11 640 |
| Recovery premium funding allocation this academic year                                                                                                                                   | £2000   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024 | £0      |
| Total budget for this academic year                                                                                                                                                      | £13640  |

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

In line with our Christian vision statement, *“Jesus said, I have come that you should have life, life in all its fullness”* our Pupil Premium strategy intention is to ensure that all children, regardless of their background, are able to make strong progress and achieve highly across the curriculum. As a small school with strong Christian values of care, we know our children and families well which enables us to consider the challenges faced by vulnerable pupils. The focus of our strategy is to identify the key challenges that our disadvantaged pupils face and provide support and opportunities to remove these barriers towards achieving this goal.

Our evidence-based approach ensures high-quality teaching is at the heart of our strategy, 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 also benefit the non-disadvantaged pupils in our school. We will work to ensure an ambitious curriculum supports all pupils to achieve and where needed gaps will be addressed through targeted support and intervention.

The key principles of our strategy plan:

- Raise aspirations for all pupils through a challenging and ambitious curriculum
- Provide support to families to ensure all pupils attend regularly
- Use evidence-based research and programmes to address specific needs
- To ensure that evidence of achievement and identification of challenges is based on a variety of evidence sources such as curriculum assessments, observations of behaviour, voice of the children, focused intervention work and within school data.

In allocating our funds we consider carefully the needs of the children through analysing data, reviewing initiatives/research suggested by national groups such as the Education Endowment Fund/Sutton Trust and discuss the wider needs of pupils amongst school professionals. We then allocate funds based on the evidence of effectiveness and monitor carefully the impact of our work.

## Challenges

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

| Challenge number                 | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1: Attainment</b>             | <p>Internal data analysis for Summer 2023 shows national curriculum outcomes for Y1-Y6 pupils in Reading and Maths for disadvantaged pupils are below their non-disadvantaged peers and significantly below their non-disadvantaged peers in writing.</p> <ul style="list-style-type: none"> <li>• Reading % meeting expected standard: 57% (PP) compared to 70% (non-PP), attainment gap: -13%</li> <li>• Writing % meeting expected standard: 29% (PP) compared to 66% (non-PP), attainment gap: -37%</li> <li>• Maths % meeting expected standard: 71% (PP) compared to 73% (non-PP), attainment gap: -2%</li> </ul>                                                       |
| <b>2: Attendance</b>             | <p>This academic year (2023-2024) has seen an increase in poor attendance from disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Although currently a small group (6 pupils) the impact of key individuals means that the percentage gap between disadvantaged pupils (61.67%) and all pupils (96.82%) is 35.15% lower.</li> <li>• This is unusual for us as a school as historically disadvantaged attendance has been higher than for all pupils. Data for July 2023 shows a percentage gap of +5.2% higher than all pupils at 100% compared to 94.8%.</li> </ul>                                                                                          |
| <b>3: Wellbeing</b>              | <p>Evidence from internal data analysis, observations, discussions with parents and pupils indicate a small number of pupils struggle with self-regulation and as a result their social and emotional needs came become a barrier to learning. As a result pupils would benefit from support to increase their readiness for learning.</p>                                                                                                                                                                                                                                                                                                                                    |
| <b>4: Oracy &amp; Vocabulary</b> | <p>Evidence from internal assessment, observation and discussions with pupils indicate a pattern of under-developed oral language skills and vocabulary gaps amongst some of our disadvantaged pupils. Reading assessment indicate that older pupils continue to struggle with their vocabulary skills and inference around unknown words across Key Stage 2. Reception Baseline Data from Autumn 2023 shows the communication and language skills for disadvantaged pupils to be lower (0-3 development matters banding) compared to their non-disadvantaged peers (3-4 development matters banding). This reflects the historic pattern we have seen within the school.</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><b>1: Attainment</b></p> <p>Attainment for disadvantaged pupils in line with their non-disadvantaged pupils</p>                                           | <ul style="list-style-type: none"> <li>Internal and external data will demonstrate a removal of the attainment gap by the end of 2026</li> <li>Internal and external data will demonstrate a narrowing of the attainment gap by the end of 2024</li> <li>Quality first teaching is effective and reduces the demand for targeted intervention support</li> </ul>                |
| <p><b>2: Attendance</b></p> <p>School attendance for disadvantaged pupils improves to be back in line with school target</p>                                 | <ul style="list-style-type: none"> <li>Trust agreed attendance processes are adopted and implemented with rigor</li> <li>The Attendance gap reduces and disadvantaged pupils achieve at least 97% attendance</li> </ul>                                                                                                                                                         |
| <p><b>3: Wellbeing</b></p> <p>Wellbeing of all disadvantaged pupils will be improved or well supported through effective strategies and targeted support</p> | <ul style="list-style-type: none"> <li>EYFSP outcomes show all pupils meeting the expected standard for self-regulation, managing self and building relationship strands</li> <li>Pupils will demonstrate a readiness for learning and effective strategies will be in place for regulation</li> <li>The number of pupils requiring targeted support will be reduced</li> </ul> |
| <p><b>4: Oracy &amp; Vocabulary</b></p> <p>Disadvantaged pupils will have improved and well-developed oral language and vocabulary skills</p>                | <ul style="list-style-type: none"> <li>Internal and external data will demonstrate improved reading and writing outcomes due to better oral language skills</li> <li>EYFSP outcomes show all pupils meeting the expected standard for communication and language, reading and writing strands</li> </ul>                                                                        |

### Activity in this academic year: 2023-2024

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: £ 6000

| Activity                                                                                                                                                                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                    | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| To introduce Rosenshine Principles to support quality first teaching and give a consistent model across the school to teaching and learning. This will be supported through the use of on-going teacher training and team teaching from an experienced teaching and learning lead.                                           | <a href="#">Principles of instruction; Educational practices series; Vol.:21; 2010 (orientation94.org)</a>                                                                              | 1                             |
| Purchase and implement a new phonics programme which provides targeted support with access to new resources, the phonics portal to support staff CPD and staff to attend face to face training. Regular release for the phonics leader to monitor the impact of the new approach and ensure regular staff training/feedback. | <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a><br>Impact: +5 additional months progress                                                                            | 1, 4                          |
| Introduce PiXL assessments across the school to support diagnostic assessment processes and identify gaps in learning to support planning                                                                                                                                                                                    | When used effectively, diagnostic assessments can indicate area for development for individual pupils or across classes and year groups:<br><a href="#">Diagnostic Assessment (EEF)</a> | 1                             |
| Implement a 'Talk for Writing' curriculum for writing to improve oracy and writing skills through staff CPD and purchasing of associated resources                                                                                                                                                                           | <a href="#">Talk for Writing (EEF)</a>                                                                                                                                                  | 1, 4                          |

|                                                                                                                                                                                                       |                                                                                                                                                                                                                                           |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Implement the Effective Maths fluency model to improve Maths fluency skills                                                                                                                           | <a href="#">Ask the Cognitive Scientist: Is It True That Some People Just Can't Do Math? by Daniel T. Willingham, American Educator Winter 2009-10, American Federation of Teachers (aft.org)</a>                                         | 1    |
| Introduce and undertake a new oracy screening process for all Reception pupils on entry and regular intervals to identify gaps in oracy skills. Implement whole class oracy curriculum 'Concept Cat'. | <a href="#">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a><br>Impact: +7 additional months progress<br><br><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> | 1, 4 |
| Introduce Ashley Booth vocabulary and resources for KS2 pupils.                                                                                                                                       | <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a><br>Impact: +6 additional months progress                                                                                                     | 1, 4 |
| Implement a whole school approach to regulation through the Zones of Regulation model                                                                                                                 | <a href="#">Self-regulation strategies   EEF (educationendowmentfoundation.org.uk)</a>                                                                                                                                                    | 3    |

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

Budgeted cost: £ 4000

| Activity                                                                                                                                              | Evidence that supports this approach                                                                                    | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Teaching Assistants make use of diagnostic assessment information to implement small group structured interventions through the use of PiXL therapies | <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>Impact: +5 additional months progress | 1                             |

|                                                                                                                                                 |                                                                                                                                                                                      |      |
|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                                                                                                                 | <a href="#">Small group tuition   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a><br>Impact: +4 additional months progress |      |
| Additional Phonics sessions targeted at disadvantaged pupils who require further support                                                        | <a href="#">Phonics   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a><br>Impact: +5 additional months progress             | 1, 4 |
| Use of 'Beanstalk Reading' volunteers to provide targeted additional reading support for disadvantaged pupils to encourage reading for pleasure | <a href="#">DfE reading for pleasure guidance</a><br><a href="#">DfE Reading Framework</a>                                                                                           | 1, 3 |

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

Budgeted cost: £ 3640

| Activity                                                                                                                                              | Evidence that supports this approach                                                | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------|
| Implement and train key staff to run a sensory circuits provision to support self-regulation and readiness for learning.                              | <a href="#">Sensory Circuits Action Based Research Project</a>                      | 3                             |
| Implement Trust Attendance policy and associated practices. Use new MIS system to track individual pupil attendance and provide support as necessary. | <a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> | 2                             |



|                                                                                                                                                                                       |                                                                                                                                                                                                       |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| Implement recommendations from DfE working to together to tackle attendance<br><br>Train staff in process to improve attendance and work to support families through Early Help work. | This is based on DfE engagement with schools that have significantly reduced levels of absence and persistent absence                                                                                 |      |
| Train staff to deliver the drawing and talking therapy intervention to support pupil wellbeing and improve self-esteem                                                                | <a href="#">(PDF) Drawing helps children to talk about their presenting problems during a mental health assessment (researchgate.net)</a>                                                             | 3    |
| Allocate a virtual voucher allowance to families to increase disadvantaged pupils engagement in extra-curriculum, cultural capital experiences and for uniform                        | <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a><br>Impact: +3 additional months progress<br><a href="#">School uniform   EEF (educationendowmentfoundation.org.uk)</a> | 2, 3 |

**Total budgeted cost:**

**£ 13640**

## **Part B: Review of outcomes in the previous academic year 2022-2023**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| <b>Intended outcome</b>                                                                                                                                             | <b>Success criteria</b>                                                                                                    | <b>Impact Narrative to date</b>                                                                                                                                                                                                                                             | <b>Impact Judgement</b> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Improve reading attainment among disadvantaged pupils                                                                                                               | All pupils except those with identified SEND needs will be on track to meet the expected attainment standard.              | 71% (5/7) of disadvantaged pupils are on track to meet the expected standard. 2 children will require further targeted support going forward.                                                                                                                               | Met                     |
| Disadvantaged pupils make at least expected progress from their individual starting point in all areas of the curriculum particularly in Reading, Writing and Maths | Pupils make at least expected progress so gaps close on the expected standard or pupils move to Greater Depth if expected. | Internal data shows that all disadvantaged pupils made above expected progress in reading and maths. One child made less than expected progress in Year 1 and will need further targeted support in Year 2                                                                  | Sustain                 |
| To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils                                                        | Pupils show good wellbeing via the Van Leuven scale.                                                                       | All PP pupils were in prioritised nurture groups for forest school in the late spring/summer terms and showed improved wellbeing as a result.<br><br>One pupil had D&T therapy to support wellbeing. This was shown to be effective at supporting resilience and wellbeing. | Sustain                 |

|                                             |                                                  |                                                                                                                                                                                             |     |
|---------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| To improve attendance to 97% for all pupils | Pupil attendance is at or above national average | Disadvantaged pupils had 100% attendance during the last academic year 2022-2023 which was 5.2% than non-disadvantaged pupils. No disadvantaged pupil was persistently absent for 2022-2023 | Met |
|---------------------------------------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme                       | Provider              |
|---------------------------------|-----------------------|
| Little Wandle Phonics Programme | Wandle Learning Trust |

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure                                                                        | Details |
|--------------------------------------------------------------------------------|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? |         |