# Wildridings Primary School Pupil Premium Strategy Statement

## 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.

## School overview

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| Detail | Data |
| School name | Wildridings Primary School |
| Number of pupils in school | 395 (+23 in nursery) |
| Proportion (%) of pupil premium eligible pupils | 19.5% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023/4 To 2026/7 |
| Date this statement was published | Dec 2023 |
| Date on which it will be reviewed | Dec 2024 |
| Statement authorised by | Paul Chandler |
| Pupil premium lead | Mark Dodds |
| Governor / Trustee lead | Oli Rook |

**Funding overview**

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| **Detail** | **Amount Amounts are rounded to nearest £100** |
| Pupil premium funding allocation this academic year | £121,100 |
| Covid Recovery premium funding allocation this academic year | £11,700 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £500 |
| EYPP funding | £ 1200  (£400 per term) |
| School led tutoring | £ -9400 (didn’t spend all last year and money is being reclaimed!) |
| **Total budget for this academic year** | £125,100  (Includes carry forward) |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Wildridings, we strive for all our disadvantaged pupils to make the progress needed to be the ‘Best they can be’ and prepare them for education beyond primary school. We want to prioritise the importance of **quality first teaching and we prioritise in-class support.** We also recognise the impact this has on disadvantaged pupils. Whole school initiatives such as **Oracy,** **Phonics and curriculum development** support our school development objectives. We continue to place huge importance on **pastoral and mental health support** (both in and out of the classroom) as we understand that children who are not feeling **safe and happy** will not achieve their full potential. Good **attendance** by our pupils is also vital and we use funding to support whole families within our school community.  We understand the potential barriers faced by pupils and we have continually adapted our practice to ensure we address these; including adapting our curriculum offer.  We ensure that:   * We use evidence-based approaches and measure progress using a range of methods. * All staff are aware of the approaches we use and take responsibility for outcomes. * All staff have high expectations for all of our children including specific targets and support for our disadvantaged pupils. |

## 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 | Accelerate progress to support learning for pupils who have had absence or particularly difficult circumstances. |
| 2 | Support mental health and well-being to help behaviours for learning as children move through their schooling. |
| 3 | Improve parental engagement with school – in particular class teacher/parent relationships. |
| 4 | Maintain improvements with attendance and support small groups of persistent absentees. |

## 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 |
| Learning needs identified for pupils in KS2 to be addressed and pupils are closing any attainment gaps. | PPG pupils in Years 4, 5 and 6 to achieve 0 or + in progress scores in Reading, Writing and Maths v’s Y2 (KS1) data. |
| Reading and phonics prioritised in KS1 and PPG pupils achieve strong outcomes in Reading to prepare them for KS2.  Master Reader programme successfully implemented. | Phonics results of PPG pupils to be in line with national figures.  Year 1 PPG pupils to make accelerated progress in Reading. (+1).  Maintain improvements in % in phonics for next 3 years to support improvements in reading across the school.  Build on phonics and reading skills to ensure comprehension skills continue to improve. |
| Improved learning behaviours and well-being noted across the school. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * Boxall assessments indicate improvements from September -July in strands A-H. * Boxall assessment to provide a bench mark for measuring impact of well-being interventions. * Data gathered from pupil survey.   (Looking into separation of PPG)   * % of PPG pupils attending clubs increases. * Social and emotional learning, for all children, to be targeted and personalised according to the data gathered. * Improvements in attendance and attainment outcomes as a result over the next 3 years. |
| PPG pupils attend school regularly, including any extra curricular activities and tutoring.  Tailored support for parents to help improve attendance and outcomes. | Sustained high attendance from 2024/25 demonstrated by:   * PPG pupils make accelerated progress and attendance figures are above 95%. * % of persistent absentees is reduced over the next 3 years.   % of PPG pupils attending clubs increases.  Parents accessing pastoral support in school and attending school run workshops and events.  Regular and good quality relationships with parent group (especially PPG) |

## 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)

£15,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Oracy and Voice 21 training for staff (part of curriculum development). | Impact of Oracy strategies observed through pupil voice and adult interactions. Use of Oracy to support the development of writing for all children. Specifically target PPG for questions.  EEF support the use of Oracy strategies and oral interventions. (+ 6 months).  PPG progress has been positive across the school since last academic year. | 1 |
| Sounds Write phonics continued training for both KS1 and KS2 staff and any new staff. | 75% PPG pupils passed phonics screening in 2023 | 1 |
| Master Reader Training delivered and implemented | Children are guided to improve their comprehension of age appropriate texts. Schools using this approach have overcome EAL and SEND challenges to achieve results ahead of LA and National figures | 1 |
| Pre/Post Teaching | Used widely across the whole school to support groups of pupils.  Allows pupils time to go through key aspects of learning within the class. | 1 |
| Monitoring and support for quality first teaching, including strategies for metacognition.  Continuous provision implemented up to Y3. | EEF support the use of Metacognition for PPG pupils. (+7 months)  Continuous Provision was used in Year 1 and 2 last academic year:  PPG pupils in Year 1 made above expected progress in Reading, Writing and Maths | 1, 3 and 4 |
| Additional adults in KS1 to facilitate Continuous Provision approach and support all pupils.  Early Excellence Training. | Continuous Provision was used in Year 1 and 2 last academic year:  PPG pupils in Year 1 made above expected progress in Reading, Writing and Maths | 1 |
| Phonics support – targeted for KS1 children | Capability and use of phonics in day to day writing and spelling (KS1 and beyond | 1 |
| PPG After school club | Boost confidence, discussion skills and sense of belonging in addition to social skills | 2,3,4 |

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

£30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Specialist Maths teacher to support pupils in Years 5 and 6. | 86% PPG pupils reached expected standard in 2023, outperforming LA and National for all pupils. | 1 |
| Extra adult to support reading in year 5 and 6 | 71% of PPG pupils in Y6 made expected standard  Y5 PPG pupils made +0.2 progress last year | 1 |

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

£80,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Educational Welfare Officer | Improvements to PPG attendance within school.  PPG attendance during 2022 -2023 currently 90.9% - rolling year.  91.2 I previous year.  Regular meetings held with parents and home visits carried out.  Support with transport offered to parents.  Personalised approach for parents to find ways to best support attendance. | 1, 3, 4 |
| Teachers Fund for teachers to identify specific needs for their pupils. | Teachers know the children within their class the best and are best placed to identify their needs.  This fund has been used to ensure all PPG have access the key texts studied in that year group/access the after-school clubs/music lessons/equipment needed for school. | 1,3, 4 |
| Family Support Team and Nursery family support | Family support team offer support to families including arranging school nurse appointments, supporting with attendance meetings and offering ‘Meet and Greet’ every day.  ELSA support is given to children. EEF supports social and emotional learning (+4 months)  FSA support for Nursey PPG to ensure early intervention and support. | 1,2, 3, 4 |
| Nurture Provision | Boxall assessments indicate that pupils who have accessed Nurture provision make improvements in their learning behaviours.  Boxall assessments show improvements for all pupils. | 1, 2,3, 4 |
| Families and Schools Together parenting project | Previously this supported whole families within our community 35 since it began in 2015.  Parents have formed support groups since working with the project and joined school PTA in previous years.  Parent coffee morning continue to run with the support of the FSA Team.  Boxall profiles will be re-assessed this year for this targeted group.  Add in Boxall data for nurture group. | 2, 3, 4 |
| Breakfast Club to provide breakfast and extra reading and home learning support. | PPG or vulnerable pupils access Breakfast Club on a regular basis.  Offered to parents to support attendance. | 1, 2, 3, 4 |
| Play Therapy and Counselling | Play Therapy is given to individuals to help them access learning.  Therapy dog in school to support individual pupils. | 1, 2, 4 |
| Outdoor Learning | Groups of pupils access outdoor learning on a weekly basis to support well-being and learning behaviours. EEF supports social and emotional learning (+4 months) | 1, 2, 4 |
| Boxall online assessment tool | Whole school is assessed using Boxall assessment to ensure interventions are targeted and measurable. | 1, 2. |

# 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.

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| **Aim- teaching** | **Outcome** |
| Priority 1 - Accelerated progress for PPG pupils in Reading, Writing and Maths. | PPG pupils as a group made accelerated progress in Reading in the majority of year groups in 2022/3. (Y4Only exception)  Outcomes for PPG greater depth in KS1 were better than non PPG pupils.  Pre/Post teaching now widely used to support learning as well as Metacognitive approaches to learning – including continuous provision. |
| Priority 2 – Pupil well-being to be supported and targeted interventions to be provided. PPG attendance improves and narrows the gap with non-PPG. | Boxall assessments carried out for all PPG pupils indicates progress for interventions such as Nurture. Interventions were implemented based on data and advice sought for individual pupils.  Play therapy sessions continued for identified pupils- these often form part of external support plans.  PPG attendance (See previous note)  FAST to be implemented again. |
| Priority 3- Maintain improvements in phonics and early reading. Focus on the development of oracy and vocabulary across the school. | All PPG pupils in Years 1 and 2 made progress in phonics and are continuing to make good progress.  PPG pupils made good progress in Reading last year.  All staff across the whole school have now received the same phonics training to maintain progress throughout the school.  Continued with Voice 21 support as a school with a focus on curriculum development in 2022-2023. Increased capacity within the Oracy team (now 5 staff members, including 3 senior leaders.)  Oracy strategies used by staff inc. Nursery in lesson planning as well as sentence stems and a focus on discussion in teaching. Next phase involves developing curriculum planning across the school so Oracy is fully embedded within Wildridings curriculum.  Master Reader supports comprehension of reading once decoding skills are established |

## 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*

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| Programme | Provider |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |