



Wildridings Primary School Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wildridings Primary School
Number of pupils in school	397 (+24 in Nursery)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2021-2025
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Alison Wyld
Pupil premium lead	Anna Cook
Governor / Trustee lead	Oli Rock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,872
Recovery premium funding allocation this academic year	£ 3009
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5007
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	£ 120,888

Part A: Pupil premium strategy plan

Statement of intent

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 **first quality teaching** and we 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** as we understand that children who are not feeling safe and happy will not achieve their full potential. The **attendance** of these pupils is also vital and we use funding to support whole families within our school community.

Our strategy aims to support education recovery following the pandemic, including school-based tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Progress of disadvantaged pupils. Accelerate progress to support learning for pupils who have had disrupted schooling due to the pandemic.
2	Ongoing impact on mental health and well-being. Support mental health and well-being to help behaviours for learning as children move through their schooling.
3	Inconsistencies with parental engagement. Improve parental engagement with school.
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.

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.
Reading and phonics prioritised in KS1 and PPG pupils achieve strong outcomes in Reading to prepare them for KS2.	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.
Improved learning behaviours and well-being noted across the school.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Boxall assessments indicate improvements from September -July in strands A-H. • Boxall assessment to provide a benchmark for measuring impact of well-being interventions. • Data gathered from pupil survey. • % of PPG pupils attending clubs increases. • Social and emotional learning to be targeted and personalised according to the data gathered. • Improvements in attendance and 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: <ul style="list-style-type: none"> • 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.

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: £18,931

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. EEF support the use of Oracy strategies and oral interventions. (+ 6 months). PPG progress has been positive across the school since implementing Oracy 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 2019 (the year SoundsWrite was implemented). 67% passed the previous year. 63% of PPG pupils made accelerated progress in reading last year in Year 1.	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. Supported by research: Trundley et al (2017) Polak (2017)	1
Monitoring and support for quality first teaching, including strategies for metacognition, Zones of Regulation and Continuous Provision throughout KS2.	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 Reception and 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

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

Budgeted cost: £25,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Maths teacher to support pupils in Years 5 and 6.	85% PPG pupils reached expected standard in 2019, outperforming Non PPG pupils nationally. All Year 6 PPG pupils made at least expected progress in 2021. 88% reached ARE+. Last academic year, Year 5 PPG- 87% ARE+ and made accelerated progress.	1
Specialist SEND teacher to support pupils in Years 1 and 2.	PPG pupils in Years 1 and 2 made above expected progress last year with the support of a specialist teacher in 2021.	1
Extra adult to support reading in Years 5 and 6.	Last academic year, Year 5 PPG- 73% ARE+. All Year 5 PPG pupils made expected progress.	1
Booster groups and 1:1 tutoring (part of the Recovery Premium).	1:1 tuition is supported by EEF (+5months). Existing school staff members to carry out tutoring as they know the children/any barriers well.	1

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

Budgeted cost: £82,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Welfare Officer	Improvements to PPG attendance within school. PPG attendance during 2020-2021 was 95.37% PPG attendance during 2021-2022 was 93.97%- important to keep regular monitoring and focus. Regular meetings held with parents and home visits carried out. 15 meetings carried out with parents last academic year and plans completed with parents as their commitment to improve attendance. Support with transport offered to parents. Personalised approach for parents to find ways to best support attendance.	1, 3, 4

<p>Teachers Fund for teachers to identify specific needs for their pupils.</p>	<p>Teachers know the children within their class the best and are best placed to identify their needs.</p> <p>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.</p>	<p>1,3, 4</p>
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Family Support Team and Nursery family support	<p>Family support team offer support to families including arranging school nurse appointments, supporting with attendance meetings and offering 'Meet and Greet' every day.</p> <p>ELSA support is given to children. EEF supports social and emotional learning (+4 months)</p> <p>FSA support for Nurse PPG to ensure early intervention and support.</p>	1,2, 3, 4
Nurture Provision	Boxall assessments indicate that pupils who have accessed Nurture provision make improvements in their learning behaviours.	1, 2,3, 4
Families and Schools Together parenting project	<p>Previously this supported whole families within our community 35 since it began in 2015.</p> <p>Parents have formed support groups since working with the project and joined school PTA in previous years.</p> <p>Parent coffee mornings continue to run with the support of the FSA Team.</p>	2, 3, 4
Breakfast Club to provide breakfast and extra reading and home learning support.	<p>30 PPG or vulnerable pupils have accessed Breakfast Club on a regular basis.</p> <p>Offered to parents to support attendance and offered as a support for vulnerable pupils and families.</p>	1, 2, 3, 4
Play Therapy and Counselling	<p>Play Therapy is given to individuals to help them access learning. Boxalls and SDQs indicate this has a positive impact on well-being.</p> <p>Therapy dog in school to support individual pupils.</p>	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.

Total budgeted cost: £ 126,248

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 2022 academic years.

Aim- teaching	Outcome
<p>Priority 1 - Accelerated progress for PPG pupils in Reading, Writing and Maths.</p>	<p>PPG pupils as group made accelerated progress in Maths in all year groups in 2021.</p> <p>Outcomes for PPG greater depth in KS1 were better than non PPG pupils.</p> <p>PPG pupils have made progress in line with non PPG pupils.</p> <p>Pre/Post teaching now widely used to support learning as well as Metacognitive approaches to learning.</p>
<p>Priority 2 – Pupil well-being to be supported and targeted interventions to be provided. PPG attendance to be in line with national.</p>	<p>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.</p> <p>Play therapy sessions continued for identified pupils- these often form part of external support plans. Reduction in external agency plans: 8 in Aut 2021 to 3 in Aut 2022.</p> <p>PPG attendance was 95.37% in 2020-2021- this continues to need to be monitored with the same level of support used in 2021. Increase needed for EWO support again this academic year.</p> <p>Unable to run FAST due to Covid risk assessment- family support was given on a 1:1 basis. FAST to be implemented this academic year.</p>
<p>Priority 3- Maintain improvements in phonics and early reading. Focus on the development of oracy and vocabulary across the school.</p>	<p>All PPG pupils in Years 1 and 2 made progress in phonics and are continuing to make good progress.</p> <p>PPG pupils made expected progress in Reading last year.</p> <p>All staff across the whole school have now received the same phonics training to maintain progress throughout the school.</p> <p>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 members, including 3 senior leaders.)</p> <p>Oracy strategies used by staff inc. Nursery in lesson planning as well as sentence stems and a focus on discussion in teaching.</p>



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



Further information (optional)