

## Wingham Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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

Detail	Data
School name	Wingham Primary School
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	19%
Academic year that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	November 2024
Statement authorised by	Helen Clements
Pupil premium lead	Emily Douglas
Governor / Trustee lead	Ed O'Connor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,170
Recovery premium funding allocation this academic year	£1993.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£57,163

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Lead Tutoring Funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading. Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
2	Assessment observations and discussion with pupils suggest disadvantage pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers.
4	The impact of children levels of well-being and mental health (lack of focus and concentration- low levels speech and language, more SEN and emotional needs) has had a significant impact on the academic attainment of pupils across school, particularly at higher standard. This is particularly noticeable at the end of Key Stage 1.
5	Our assessments (including The Lancaster Model for Year 6), observations and discussions with pupils and families have identified social and emotional issues for many of our pupils. These challenges particularly affect disadvantaged pupils, including their attainment and emotional wellbeing.
6	Some of our disadvantaged pupils have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success

### 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.

- To ensure that pupils leave Year 6 at a standard this will allow them to successfully access the KS3 curriculum.
- To ensure that most able pupils are challenged and reach a standard this will allow them to successfully access the next stage of the curriculum.
- Further develop oracy and knowledge of basic skills e.g. times tables, spellings.

Intended outcome	Success criteria
To ensure that disadvantaged pupils achieve at least as well as all disadvantaged pupils nationally in the phonics check, timetable check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GSP.	<p>% of pupils reaching expected standard in comparison to other pupils nationally</p> <p>Progress of identified disadvantaged pupils due to high quality intervention.</p> <p>Phonics check data for disadvantaged pupils is at least inline that of like pupils nationally.</p> <p>Timetable check data for disadvantaged pupils is at least in line with that of like pupils nationally.</p>
To ensure the attendance of pupils in receipt of PPG is above 95%.	<p>Reduction in persistent absence for PPG group.</p> <p>Attendance data analysis at half-termly meetings shows figures for disadvantaged pupils above 95%.</p>
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	<p>Experiences and visitors planned for all pupils across the year.</p> <p>Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.</p>
To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services (Thrive) which develop social and emotional well-being.	<p>Good progress for target groups in R,W,M.</p> <p>Therapy reports indicate impact. Feedback reports from Thrive and school counselling service measuring intervention and impact.</p>

## 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: £8,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points	Supporting the Attainment of Disadvantaged Pupils identifies high quality teaching as a key aspect of successful schools. DFE, 2015. "Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend." (Sutton Trust Report, 2011).	1,2,3,4
Release time for Assistant Headteacher to provide additional coaching / mentoring support for Early Career Teachers in order to ensure consistency in outcomes for all pupils	Coaching for teaching and learning: a practical guide for schools identifies that teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010). Within the school context, there is one newly qualified teacher 2 <sup>nd</sup> year of Teaching.	1,2,3,4
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils'	1,2,3,4

	learning outcomes. EEF, 2021. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly.	
Whole federation updated training on the Thrive approach ensures that all staff are supporting children social and emotional welling so they are ready to learn.	<b>Thrive</b> Thrive-trained professionals will result in noticeable improvements in children's behaviour, meaning that they can engage better with learning and reach attainment targets.	1,6

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

Budgeted cost: £32,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Thrive practitioner to support he implantation and embedding the Thrive approach across the Federation.	Within the school context, the specific investment of an additional teaching assistant to deliver Thrive is in place to ensure capacity, consistency in provision and rapid progress for pupils identified with need.	6
Speech Link	Communication and language approaches emphasise the importance of spoken language and verbal interaction for children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021).	1,2,3,4, 7
Additional teacher small group support, booster classes (identified Year 6 pupils)	Small group tuition has an impact by providing additional support that is targeted at pupil needs. The reduction in the ratio of pupils to teacher compared to a regular classroom setting also allows for closer interaction between educators and pupils. The EEF report that this can have an impact of 4 months across a year, (EEF 2021). Within the school context, data demonstrates the effectiveness of target intervention in a specific timeframe. A structure of success has been established through evaluation and analysis termly. Gaps due to Covid being addressed	1,2,3,4
Homework club for identified Year 1-6 pupils in receipt of PPG	Homework clubs are identified as having impact for pupils when linked to core learning, (EEF 2021). Target support for identified pupils throughout COVID disruption substantiated EEF outcomes. A	5

	continuation of provision will be applied across 2021 – 2022 as a result	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities including: subsidised peripatetic lessons and subsidised residential visit (Carroty Wood) for children in receipt of the pupil premium grant	The EEF, consider evidence based research unpicking the ‘enriching’ of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model.	5,7
Subsidised extend day including ASC, BC to support attendance and punctuality so children are ready to start their school day, reducing potential barriers to learning	Planning to get the most from any extra time is important. It should meet pupils’ needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	5,7

**Total budgeted cost: £57,163**

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using 2 performance data, phonics screening results and our own internal assessments.

See below the data for disadvantaged children:

**EYFS GLD** 40% achieved (2/5)

**Phonics Year 1** 100% Achieved expected standard (6/6)

**Multiplication Check Year 4** (18 marks) 14% (1/7)

KS2 (2)	Exp	GD
R		50%
W	50%	
M		50%
RWM	50%	

Steps were taken to ensure that barriers to learning continued to be a focus. Where children were absent they were given suitable learning at home if appropriate to ensure learning continued and then on their return to school additional intervention or pre-teaching to ensure gaps were addressed.

Typically, children receiving small group intervention made the expected progress in in the core subjects.

Therapeutic support Thrive sessions have been accessed by disadvantaged pupils as well as external counselling.

A continued programme of investment in quality resources to facilitate teaching and support learning continues to enhance engagement. Additional funding has been invested to enhance the curriculum provision relevant to our context including workshops.

**Attendance:** Pupil Premium (44) 93.95% (94.04% 2023 - 2024)

Authorised 4.47% Unauthorised 1.58 %

