

# Pupil premium strategy statement

## Wessex Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	22.8%
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Tim Beavan
Pupil premium lead	Hannah Illman
Governor / Trustee lead	Naomi Churchill

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,125
Recovery premium funding allocation this academic year	£11,745
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£137,870</b>

# Part A: Pupil premium strategy plan

## Statement of intent

We have high aspirations and ambitions for all of our pupils and we believe that every pupil should have the opportunity to reach their full potential regardless of their background or lived experiences. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, including those pupils who have higher attainment.

Pupils who have or have ever had a social worker or are young carers may also be included within our pupil premium plan. It is for this reason that we look to utilise our pupil premium budget to benefit all pupils, regardless of if they eligible for pupil premium or not.

We aim for all pupils to receive quality first teaching and for this reason this is the main focus for our plan as this is proven to have the largest impact on pupils' learning and close the disadvantaged attainment gap whilst also ensuring that non-disadvantaged pupils benefit from this approach also.

As a result of the above, our key principles of our Pupil Premium plan are as follows:

- All pupils will be challenged in their work
- Teaching and learning opportunities will meet the needs of all of our children, including those belonging to vulnerable groups.
- Any interventions will be carefully targeted, specific to the child/groups and purposeful. Intervention will be at the earliest opportunity to have the maximum impact.
- Not all children who receive free school meals will be disadvantaged.
- Not all children who are disadvantaged are registered or qualify for free school meals.
- All staff will take a shared responsibility in a whole school approach to improve outcomes and raise 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	<p>Assessment, observations and discussions with staff indicate that disadvantaged pupils attain less well than non-disadvantaged pupils. This is evident from when pupils start school. On entry to Reception class, disadvantaged pupils arrive below age related expectations compared to non-disadvantaged pupils. This gap remains throughout the school.</p> <p>KS2 Data for 2023 demonstrates that 11% of disadvantaged pupils achieved the expected standard in reading, writing and maths compared to 42% for all pupils. Similarly, disadvantaged pupils achieved lower average scaled scores for reading and maths compared to all pupils. This trend is evident across all years in the school.</p>												
2	<p>A high proportion of our pupils eligible for pupil premium have additional learning needs;</p> <ul style="list-style-type: none"> <li>• 9.5% of our PP children are SEN E (Have an EHC Plan)</li> <li>• 17.8% of our PP children are SEN K</li> <li>• A further 26.2% of our PP children are closely monitored by the class teachers and SENDCo through quality first teaching and progress meetings.</li> </ul>												
3	<p>Our assessments, observations and discussions with staff, families and pupils suggest social and emotional issues for many pupils. These issues have been exacerbated by the COVID-19 pandemic and still remain. Analysis indicates that social and emotional challenges for pupils are increasing and pupils being referred to receive social and emotional support is increasing.</p> <p>There are also higher numbers of disadvantaged pupils who require external professionals' support compared to non-disadvantaged pupils. This impacts pupils' education and wellbeing which is seen through pupils' low emotional resilience and behaviours for learning. This leads to significant knowledge gaps. As a result, pupils are falling further behind age-related expectations.</p> <table border="1" data-bbox="363 1585 1155 1850"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Not-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Early Help</td> <td>9</td> <td>5</td> </tr> <tr> <td>Other Social Services involvement</td> <td>14</td> <td>4</td> </tr> <tr> <td><b>Total</b></td> <td><b>23</b></td> <td><b>9</b></td> </tr> </tbody> </table>		Disadvantaged	Not-disadvantaged	Early Help	9	5	Other Social Services involvement	14	4	<b>Total</b>	<b>23</b>	<b>9</b>
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Our attendance data indicates that attendance among disadvantaged pupils is lower than that of non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

	<b>All pupils</b>	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>	<b>Disadvantaged gap</b>
<b>2022-2023</b>	93%	89%	93%	4%
<b>2021-2022</b>	93%	90%	94%	4%
<b>2020-2021</b>	94%	90%	95%	5%

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Levels of persistent absence continues to increase, particularly for disadvantaged pupils:

	<b>All pupils</b>	<b>Disadvantaged</b>	<b>Non-disadvantaged</b>	<b>Disadvantaged gap</b>
<b>2022-2023</b>	22%	39%	18%	21%
<b>2021-2022</b>	22%	43%	17%	26%
<b>2020-2021</b>	12%	29%	8%	21%

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Data, observations and discussions with families indicates that a higher percentage of our families are financially stretched or are considered to be in urban adversity. From IDACI data, 37% of our children families are financially stretched or in urban adversity. Disadvantaged pupils have fewer enrichment opportunities available to them than non-disadvantaged pupils. Disadvantaged pupils attend school-based clubs and enrichment activities less than non-disadvantaged pupils. Families of disadvantaged pupils contribute less to school trips and experiences than families of non-disadvantaged pupils.

## 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
Improved attainment among disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils make better than expected progress based on a range of criteria including: oral reading frequency, reading ages, spelling ages, standardised scores in assessments.</li> <li>• The disadvantaged attainment gap narrows.</li> <li>• SEND plans are used to target individual children's needs to improve their attainment.</li> </ul>
Attainment of disadvantaged pupils who also have SEND needs improves.	<ul style="list-style-type: none"> <li>• Provision meets the needs of disadvantaged pupils, who also have SEND demonstrated through observations and data.</li> <li>• Provision plans demonstrate an increased access to learning for pupils during whole class teaching.</li> <li>• Lesson inputs are delivered in a way which allows for all pupils to be included.</li> </ul>
Pupils in the school have higher levels of engagement in learning and improved levels of wellbeing and emotional resilience, particularly for disadvantaged pupils.	<p>High levels of pupil wellbeing and engagement demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils;</li> <li>• fewer significant behavioural incidents recorded.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%;</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</li> </ul>

## 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: 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Membership to PiXL, including use of and analysis of diagnostic assessment papers.</p> <p>Training for staff to ensure assessments are administered and analysed correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2,
<p>Creation and rollout of teaching toolkit for Wessex.</p> <p>We will fund teacher release time to embed key elements of the toolkit in school and to access any relevant online CPD resources</p>	<p>Doug Lemov and Tom Sherrington strategies have proven to be effective in whole class delivery to engage and meet the needs of a whole class grouping of pupils.</p>	1,2,
<p>Purchase new English scheme for writing that follows EEF and DfE guidance.</p> <p>Training for staff to ensure scheme is implemented.</p> <p>Fund teacher release time to embed key elements of guidance in school</p>	<p>Literacy Tree is fully sequenced to teach writing composition strategies through modelling and supported practice.</p> <p><a href="#">Telling the story: the English education subject report</a></p> <p><a href="#">EEF: Improving Literacy in Key Stage 2</a></p>	1, 2
<p>Purchase new English scheme for reading that follows EEF and DfE guidance.</p> <p>Training for staff to ensure scheme is implemented.</p>	<p>Literacy Tree is fully sequenced to teach reading comprehension strategies through modelling and supported practice</p> <p><a href="#">Telling the story: the English education subject report</a></p> <p><a href="#">EEF: Improving Literacy in Key Stage 2</a></p>	1, 2

Fund teacher release time to embed key elements of guidance in school		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Number fluency is often a barrier to mathematical problem solving in upper KS2 and beyond. To help close this gap, we have implemented the 'mastering number' DfE-funded MathsHub programme.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	1,2
<p>Purchase new curriculum scheme for foundation subjects.</p> <p>Training for staff to ensure the curriculum is planned.</p> <p>Release time for subject leaders to monitor.</p>	<p>The Kapow scheme offers a broad and balanced curriculum that stretches and inspires children and supports the development of their knowledge and skills.</p>	1, 2
Resourcing for EYFS outdoor provision	<a href="#">EEF: Physical development approaches</a>	1, 2, 3, 4, 5

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

Budgeted cost: £51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase specialist advisory teacher service for small group interventions and building TA capacity.</p>	<p>Specialist advisory teachers work in partnership with school to meet the needs of individual pupils and support mainstream provision for special educational needs.</p> <p><a href="#">EEF: Small Group Tuition</a></p> <p><a href="#">EEF: Making Best Use of Teaching Assistants</a></p>	<p>1, 2, 3, 4</p>
<p>Implement structured phonics intervention programme in KS1 and KS2.</p> <p>Widen reach of programme to interventions across KS2, providing daily gap-closing interventions.</p>	<p>A detailed baseline assessment of all children's reading across all year groups has identified where some children beyond Y1 are either still not quite secure in their reading, or not fluent enough. This is the primary barrier to overcome for these pupils to make accelerated progress.</p> <p><a href="#">EEF: Phonics</a></p>	<p>1, 2, 4</p>
<p>Targeted support groups (small groups and 1:1) for identified areas, such as:</p> <ul style="list-style-type: none"> <li>- Curriculum based targeted support</li> <li>- Precision Teaching</li> <li>- Phonics</li> <li>- Speech and Language</li> <li>- Emotional Literacy (ELSA)</li> </ul>	<p>PiXL therapies provide defined and targeted interventions.</p> <p><a href="#">EEF: Phonics</a></p> <p><a href="#">EEF: Small Group Tuition</a></p> <p><a href="#">EEF: Making Best Use of Teaching Assistants</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: 26,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychology service	<a href="#">DfE: Educational Psychology Services: Workforce Insights and School Perspectives on Impact</a>	1, 2, 3, 4, 5
Whole staff training on behaviour management, developing school ethos and improving behaviour as set out within the DfE's Behaviour Hub programme	Both targeted interventions and universal approaches can have positive overall effects. <a href="#">EEF: Behaviour interventions</a>	2, 3, 4
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 3, 4
Subscription to Jigsaw planning	'Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.'	1, 2, 3
Termly coffee mornings with a range of external professionals.	Levels of engagement with school increase through parents' events.  School staff and families work together effectively to support children and help them make the best progress possible.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 3, 4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £ 137,870

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**Our School results for pupils who completed Key Stage 2 assessments in Summer 2023:**

KS2 Results 2023	Wessex	Wessex PP Students	Local Authority	National
Progress score in Reading (confidence interval):	0.4 (-1.2 to 2.0)	0.5 (-3.6 to 4.6)	0.7	0.4
Progress score in Writing (confidence interval):	-2.4 (-4.0 to -0.9)	-2.7 (-6.7 to 1.2)	0.0	0.4
Progress score in Maths (confidence interval):	1.3 (-0.2 to 2.8)	-2.4 (-6.3 to 1.4)	0.6	0.5
Average score reading	104	103	107	106
Average score in maths	104	99	106	105

Activity	Impact 2022- 2023
Further RWI training. Cost = £3, 825  Training and support through Whiteknights English Hub- supply cover costs	Phonics results = 80%  Ofsted – April 23: Leaders are assessing pupils’ gaps more precisely and providing pupils with daily ‘fast track’ tutoring to catch up.
Accelerated Reader Programme £1,767	In 2022-2023, 24% of KS2 made greater than expected progress in reading.
Maths subscriptions – White Rose Mastery, TT Rockstars and My Maths £666	In 2022 – 2023, 21% of the school made greater than expected progress in maths.
Revised spelling approach for KS2 from September 2022.	% of children reaching expected level in writing at the end of Y6 has increased by 9%.

NFER assessments £2910	Teachers have found NFERS an effective tool to inform their planning.
To improve speech and language skills in Reception through the use of 'NELI.'	This has not been in place this academic year.
Progress meetings 3 a x year Supply cover costs	These professional conversations have resulted in teachers feeling more confident about how to support individuals.
Purchase high quality texts that are at the heart of our Wessex curriculum. £500	End of KS2 SATS results 2022 = 70% at ARE and above 2023 = 77% at ARE and above
Behaviour support TA £24,725	Behaviour TA has been effectively utilised to support individual children and provide staff training.
2 x ELSA TA £10,050 (4 afternoons) £24, 725 (5 days)	Reduction in waiting time for ELSA sessions.  All children who have been on our waiting list have received sessions this year.
Subject Leader training Course and supply costs = £2000	Writing subject leader has disseminated training on improving writing. Writing lead is now a moderator for the LA.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
n/a
<b>The impact of that spending on service pupil premium eligible pupils</b>
n/a

## Further information (optional)

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