Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wombridge Primary School
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	18.10.22
Date on which it will be reviewed	08/07/2024
Statement authorised by	Mrs E Solomon
Pupil premium lead	Mrs E Solomon
Governor / Trustee lead	Mr G Harvey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,060
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 198.060

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Key Strategies in supporting children eligible for Pupil Premium Funding

- Carefully ringfence the funding so that it is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Focus on lowest 20% of boys- our key priority group
- Draw on research evidence (such as the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching is paramount.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning through our Early Help offer.

- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for pupils.

Challenges

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

Challenge number	Detail of challenge
1	Ensure disadvantaged pupils attend school daily and are punctual. Our attendance data indicates that poorer attendance for the disadvantaged pupil group may have a direct impact on their academic outcomes. During the periods of lockdown, all pupil attendance in 4 our online learning offer were tracked and disadvantaged pupils offered support with technology or offered a school place to attend.
2	Assessments show that attainment in Literacy and Numeracy has been impacted as a result of the pandemic. Internal analysis indicates that Reading and Writing have been most significantly affected when considering all cohorts, with individual cohorts having lower than anticipated attainment standards when compared with previous years. Ensuring support for teachers to close the gap is supported by subject leaders.
3	Engaging the families facing most challenges is crucial. Our pupil progress and SEND meetings, along with parent and pupil voice activities identify more pupils and families requiring higher levels of support than when compared with previous years. We have noted an increase in the amount of pupils and families who are supported by external agencies or whom are requiring a referral into these services. Additionally, internal referrals to our own pastoral team have significantly increased, particularly for pupils in Key Stage 2
4	Increase the percentage of pupils making expected progress within each year group. Assessments and observations of our youngest pupils indicates that there are pupils who have underdeveloped personal, social and emotional development skills, coupled with poorer communication and language skills than previously observed. These underdeveloped skills are prevalent across the cohorts of children and are not exclusively attached to disadvantaged pupils.
5	Increase the percentage of pupils meeting the expected standard by the end of each key stage, particularly the boys. Internally created assessments, alongside national assessments indicate that attainment for disadvantaged pupils has been impacted by the pandemic. On initial return to school, these pupils settled well but

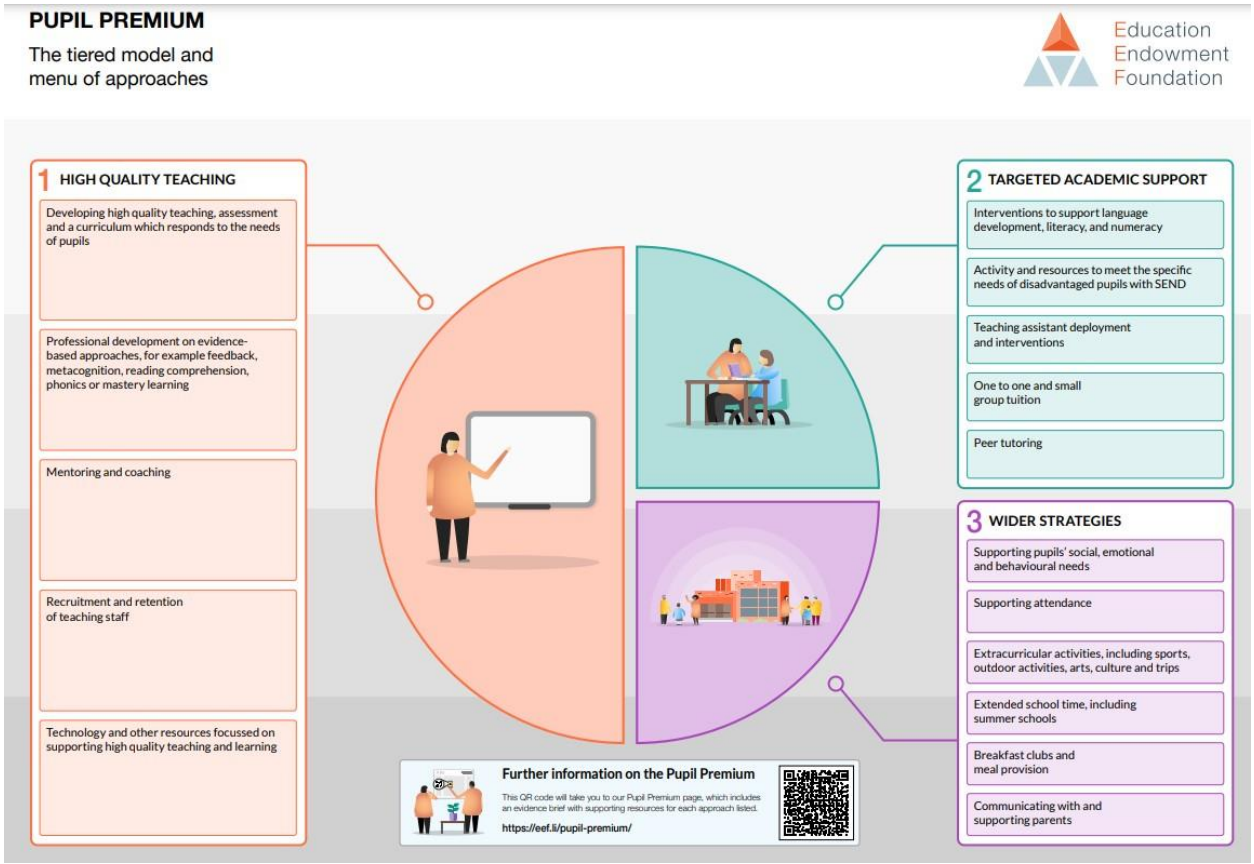
	differences emerged as full curriculum intent was in place. On exit from Reception in the academic year 2021 – 2022, 50% of the disadvantaged pupils achieved a Good Level of development. Whilst the difference between them and their non-disadvantaged peers narrowed on the wider return to school in 2021, we are conscious that the difference may remain during their time in Key Stage One.

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
Increase percentage of year 1 pupils achieving the expected standard in the Phonics Screening Check.	RWInc purchased. Headteacher to implement RWInc across school and train all teaching staff across school. Pupils baseline assessed and grouped by Wk2 Autumn 1 term. Phonics Workshop for parents. Phonics information on website. RWInc used to teach early reading and provide catch up for KS2 pupils in need of intervention.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023 – 2024 as reflected in the overall absence rate for all pupils being no more than 6% and the attendance gap between disadvantaged pupils and their peers to be narrowed to see them in line with each other.
Increase the percentage of pupils meeting the expected standard by the end of KS2 in reading.	Increase the range of quality books on offer to pupils within school. Ensure all relevant staff (including new staff) have received training to deliver high quality reading lessons. RWinc used to provide KS2 catch up in a bespoke group taught by a teacher. Increasing the amount of Year 1 disadvantaged pupils achieving age related expectations in Phonics at the end of Year 1 show 75% or above of our disadvantaged pupils passing the phonics screening check at the end of Year 2. Reading outcomes at both Key Stages One and Two to be comparable with non-PPG at meeting the expected standard.

Increase the percentage of pupils meeting the expected standard by the end of each key stage.	Tutoring using recovery funding. Reduce class size and establish single age year groups by implementing 2-3 classes per KS2 year group
Improved personal, social and emotional development skills, along with communication and language skills, for disadvantaged pupils in EYFS and Key Stage One.	Assessment, observations and related activities will indicate a significant increase in both personal, social and emotional development skills and communication/ language skills. Sources of evidence will be varied and encompass lesson observations, pupil voice, book scrutiny and continual formative assessment.



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: £ 100,109

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all teachers prioritising use of STA to support curriculum development and progressive coverage in English and Maths.	Implementation of a systematic approach to reading and maths teaching. Evidence-informed teaching: an evaluation of progress in England Research report (DfE) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4
Additional teachers employed to reduce class sizes and target end of KS points in EY/KS1/KS2 including rigorous tracking, PM and PP meetings including triangulation of monitoring.	EEF- 2 months impact- high cost on smaller classes. https://educationendowmentfoundation.org.uk/public/files/Toolkit/References/EEF_Reducing_class_size_Toolkit_references.pdf Key for School Leaders evidence based practice on triangulation of monitoring and impact on progress.	1,2,3,4,5

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

Budgeted cost: £ 17,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery funding used to boost phonics 1:1 sound/word reading to build fluency and pace for the PSC.	EEF /School led tutoring guidance (dfe) https://www.gov.uk/government/publications/school-led-tutoring-grant https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,4,5

Pastoral interventions focusing on SEMC	EEF/School Led Tutoring Guidance	

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

Budgeted cost: £69, 741

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Safeguarding and Inclusion Manager	Parents involvement in inclusive education programme builds positive relationships, encourages new behaviours, and increase self-satisfaction and optimism among themselves, their children and teachers. Such involvement of family is the key component which leads to pupil's and school's success. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	All
EWO targeted support to reduce FPA rates.	Preventative and reactive schoolwide approach that involves a multi-system framework to increase attendance. These systems include an in house attendance champion and team, systems to increase parental/community engagement and systems to promote attendance, and motivation for improvement in behaviour. Parental engagement involves communicating the importance of attendance regularly and meeting with parents to reduce barriers,. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	All
Mentoring for FPA	In house mentoring and outreach provided for our non-attenders by school staff. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	All
Pastoral support interventions and attendance direction by Safeguarding and Inclusion Manager	Take a holistic and proactive approach in the use of effective strategies for those struggling with attendance. Commitment to prioritising attendance; effective early intervention; appropriate support for pupils; and effective collaboration and engagement. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf	All

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Increase the cultural capital of pupils through visits and access to before and after school clubs.	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	All
Increase the opportunities for pupils to undertake wider school activities.	Whole school pantomime visit. Year 5 music tutoring by T&W music specialist. PPG instrument lessons. Professional sports coaches employed to support skills in football and hockey Working in partnership with the local scouts group. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	All

Total budgeted cost: £ *187,587*

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 2021 academic year.

Internal assessments from the academic year 2020/21 indicate that the performance of disadvantaged pupils was lower than previous years in key curriculum areas. Despite a positive initial return to school upon wider school opening in the latter stages of the academic year, the outcomes set in the previous strategy were not fully realised. The direct impact of the pandemic was seen on attainment and social/ emotional development on the disadvantaged pupils in our setting.

This has been particularly evident in our youngest students in the Early Years and Key Stage One. During the period of lockdown, we provided our disadvantaged pupils with full access to technology, live lessons delivered by class teacher in for all year groups and school places for pupils to attend where appropriate. All disadvantaged pupils were monitored for attendance, contacting families or home visiting on a daily or weekly basis. During lockdown, our numbers of pupils eligible for the Pupil premium increased. At the start of full lockdown, 100% of requests for laptops for families were granted, with some multiple sibling families being allocated more than one laptop. Routers for eligible families applied for and shared.

Our assessments and observations, along with parent and pupil voice surveys, indicate that opportunities to access enrichment, well-being and social/emotional health were 12 significantly impacted last year, exasperated by the pandemic. Whilst this has been endemic across all pupil groups, we are noticing that disadvantaged pupils have been affected by this in the majority. We used our pupil premium to offer support and guidance for children and families in line with our values and will continue to do so.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

The school began implementing the RWI programme in EYFS, KS1 and to selected KS2 children in September 2021. Since then, 3 assessments have been completed. At each assessment point, all children have shown enough progress to move on to the next group (focussing on the next set of sounds) as would be expected. This has been made possible by targeted one-to-one tutoring each afternoon which ensures that no child falls behind the rest of their group. A total of 60 children have been supported by one-to-one tutoring over the course of the year. Of this 60, 24 of the children are classed as PPG representing 26% of the group -quite a significant percentage.

Pupils now enjoy a rich and varied curriculum including weekly Sport and Music lessons, themed enrichment weeks, gardening, debate clubs, Scout take over days, and use of technology to enhance learning.

Pupils are encouraged to participate in a range of community events to develop their understanding of community cohesion and collaborative working. Pupils have strength of voice through the school and class councils. They have recorded a number of successful actions including visits to our partner schools, learning walks, working with the Headteacher to improve the safety of the road crossing outside the school and undertaken successful school charity fundraisers.

•Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences. Our curriculum design allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities in class and assembly in addition to our comprehensive PSHE curriculum. Enterprise activities and fairs including 'enterprise week' ensure that children are fully involved and engaged in the values of the school and wider British society. Creative holiday homework projects and a creative approach to the delivery of the core curriculum ensure pupils benefit from a variety of opportunities to develop their own talents and interests.

A wide range of clubs are oversubscribed both in the school day and after school. These have included: dance, art, gardening, games, multi sports, coding, Eco Club, and drama. PPG pupils are prioritised.

•The school has well established systems of pastoral support and strong links with external agencies such as children's social care, speech and language teams and specialist teachers. Termly reports demonstrate the positive impact of this provision on individual pupils.

•A well-being framework has been implemented to support pupils, parents and staff in readjustment, refocus and rebuild through the transition back to full time in school learning. We have been identified to take part in the NHS Trailblazers project, with an assigned MH practitioner to support our pupils and their families. We have a trained MH lead within our own staff team. Implementation of our well-being initiatives has improved the stamina for our school day and pupil's behaviour and attitudes have improved-lowering our FPA(90% and below) from 79 pupils to 53. Of our FPA pupils 43% are PPG. We working closely with our EWO and the Safeguarding and Inclusion Manager has implemented operational and strategic initiatives to support families to attend support meetings, seek early help etc

Staff in EYFS and Key Stage 1 have worked hard to support children in their early language development. The SENDCO and class teachers have worked together to ensure that children who are identified with language difficulties are referred to SALT and appropriate intervention is put in place. Staff from school have recently received training

in the TalkBoost intervention programme and have received all the relevant resources which accompany this.

A member of the pastoral team supports our services children. She provides one to one intervention to support them with anxieties, worries and feelings that they might have, associated with their parents being away

Assessment data shows that many of the pupils identified last academic year, continue to struggle to keep up with their peers Significant gaps remain between PPG and Non-PPG pupils. It should be noted however that many of these pupils have coupled vulnerabilities and are in many cases also on the SEND register. We will need to continue to support these children with high levels of in class support. Promisingly however, the EYFS data shows less significant gaps between PPG and Non-PPG children.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account.

Externally provided programmes

Programme	Provider
Number Sense	Number Sense
RWI	OUP

To raise the standards and the profile of reading:

Reading standards at the end of year 6 2020-21 were disappointing. However, staff and pupils enjoy reading and are talking more positively about it, following the actions that were implemented throughout school from September 2021. Clear evidence of the impact of reading training across all phases is having an impact on pupil progress. Reading standards at the end of KS1 have not yet improved on the previous year. Reading is prioritised in school. Slots are timetabled for pupils to be taught reading skills, read independently and be read to daily by a teacher.

2021-22

- Pupils make strong progress in reading and are developing a love of reading. This is the result of an effective provision from Early Years onwards to the teaching of reading across the school. Reading is high profile and books are celebrated through home reading, reading for pleasure and a systematic approach to diverse text exposure. Tracking systems ensure that children read regularly both at school and at home and that pupils who are falling behind catch up quickly.

• Synthetic phonics is taught systematically through Read, Write Inc, and pupils make good progress. The number of pupils passing the Y1 phonics check has increased over time and is in line with the national average. Pupils read books matched to their phonetic understanding thus ensuring rapid progress. By the time pupils enter KS2, the significant majority can read fluently and decode unknown words using phonic cues. Pupils are able to articulate a good comprehension of the texts that they read as a result of the excellent teaching of reading across school.

There is a need to deliver phonics to KS2 pupils who still need it. Pupils in KS2 need to further develop their reading skills in order to meet end of key stage expectations, hence the use of PPG funding to support booster lessons in Y6. As a result, the % of disadvantaged pupils attaining EXS in reading, in Y6, has risen from 4% at baseline to 47.4%. In KS1 50% of PPG pupils met the Phonics Screening Check standard in Y1, compared with 23% in 2020-21.

2022-23
Impact is evident in data.
• Leaders have introduced systems to address the AFI from Ofsted.
• INK in place now: impactful new knowledge. Pupils in lessons have the opportunity to discuss what they have learnt and follow up in the
next lesson. This is used to measure impact of the taught curriculum.
• Next steps: teachers are moving year groups and discussed the curriculum and any changes which may be needed prior to staff moving.
• The school is mostly boy heavy, WTS is more towards boys and monitoring has focused on this group, say that there is a clear impact of actions on this group. Subject leaders have also been asked to undertake this.

RESULTS:

2023 Early Years Good Level of Development	School	National
GLD (cohort)	78.3%	67.3%
Disadvantaged 7 pupils	85.7%	52.1%
SEND 0 pupils	n/a	19.9%

2023 Headline data and actions by school

2023 KS2 outcomes (cohort) 40 pupils	**School % EXS**	National EXS%	**School GDS%**	National GDS/High Score%	**School SS**	National SS	School Progress % ≥0 APS	Sig + or Sig -
Attainment							Progress	
RWM	55.0%	59%	12.5%	29%				
R	70.0%	73%	25.7%	13.3%	103.4	105	1.29	
W	72.5%	71%	17.5%	23.8%			3.56	Sig +
M	70%	73%	20%	30%	102.8	104	1.24	
GPS	62.5%	72%	22.5%	29%	102.7	105		

2023 KS2 outcomes Disadvantaged pupils 16 pupils	RWM	R	W	M	GPS
School EXS %	43.8%	62.5%	68.8%	56.3%	50%
National EXS%	44.1%	60.2%	58.2%	58.9%	59%
School GDS %	0%	18.8%	6.3%	6.3%	6.3%
National GDS%	3.2%	17.5%	6.6%	12.8%	18.5 %
Scaled score		101.5		99.5	99.8
Group progress 15		+1.94	+3.31	+1.17	

**This is the national disadvantaged % provided for comparison to like group. All % for disadvantaged pupils must be compared to national other and can considered on an individual school basis where there is a small group size.*

2023 KS2 outcomes Pupils with SEND 7	RWM	R	W	M	GPS
School EXS %	28.6%	57.1%	57.1%	42.9%	42.9%
National EXS%	20%	38.5%	28.8%	36.2%	32.7%
School GDS %	14.3%	14.3%	14.3%	14.3%	14.3%
National GDS%	1.3%	10.1%	2.6%	6.5%	7.8%
Scaled score		101.5		97.2	96.7
Group progress 6		+6.58	+7.67	+2.91	

**This is the national SEND % provided for comparison to like group. All % for SEND pupils can be considered on an individual school basis where there is a small group size.*

2023 KS1 outcomes (Cohort) 34 pupils	**School %**	National	**School GDS**	National GDS
RWM	64.7%	56%	0%	7.2%
R	61.8%	68.3%	0%	18.8%
W	67.6%	60.1%	11.8%	8.2%
M	61.8%	70.4%	0%	16.3%

2023 KS1 outcomes Disadvantaged pupils 15 pupils	RWM	R	W	M
School EXS %	60%	60%	60%	60%
National EXS%	40.2%	54%	44.5%	55.8%
School GDS %	0%	0%	0%	6.7%
National GDS%	2.3%	9.1%	3.3%	7.7%

**This is the national disadvantaged % provided for comparison to like group. All % for disadvantaged pupils must be compared to national other and can considered on an individual school basis where there is a small group size.*

2023 KS1 outcomes Pupils with SEND 11 pupils	RWM	R	W	M
School EXS %	36.4%	36.4%	36.4%	36.4%
National EXS%	16.4%	27.9%	18.8%	32.0%
School GDS %	0%	0%	0%	0%
National GDS%	0.9%	4.3%	1.2%	4.6%

**This is the national SEND % provided for comparison to like group. All % for SEND pupils can be considered on an individual school basis where there is a small group size.*

2023 Phonics outcomes	**School**	**National**
Y1 Phonics (cohort) 44 pupils	81.8%	78.9%
Y1 Phonics disadvantaged 20 pupils	70%	66.9%
Y1 Phonics SEND 7 pupils	42.9%	37.9%
Y2 Phonics 14 pupils	28.6%	58.7%
Y2 Phonics disadvantaged 6 pupils	0%	52.7%
Y2 Phonics SEND 7 pupils	14.3%	37.9%