

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wilburton CE Primary
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	David Aston, Headteacher
Pupil premium lead	David Aston, Headteacher
Governor / Trustee lead	Richard Nicoll

### Funding overview

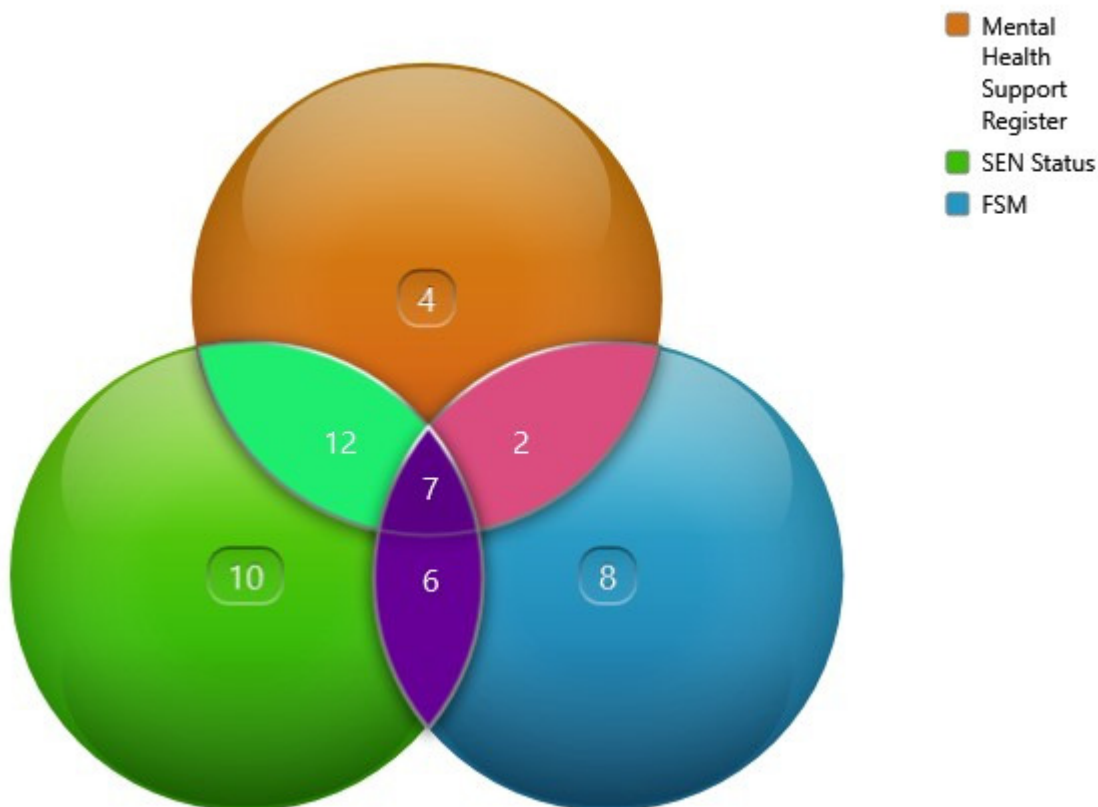
Detail	Amount
Pupil premium funding allocation this academic year	£ 34,970
Recovery premium funding allocation this academic year	£ 3,915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 9,021.90
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 47,906.90

# Statistics about Vulnerable Groups at Wilburton CE Primary

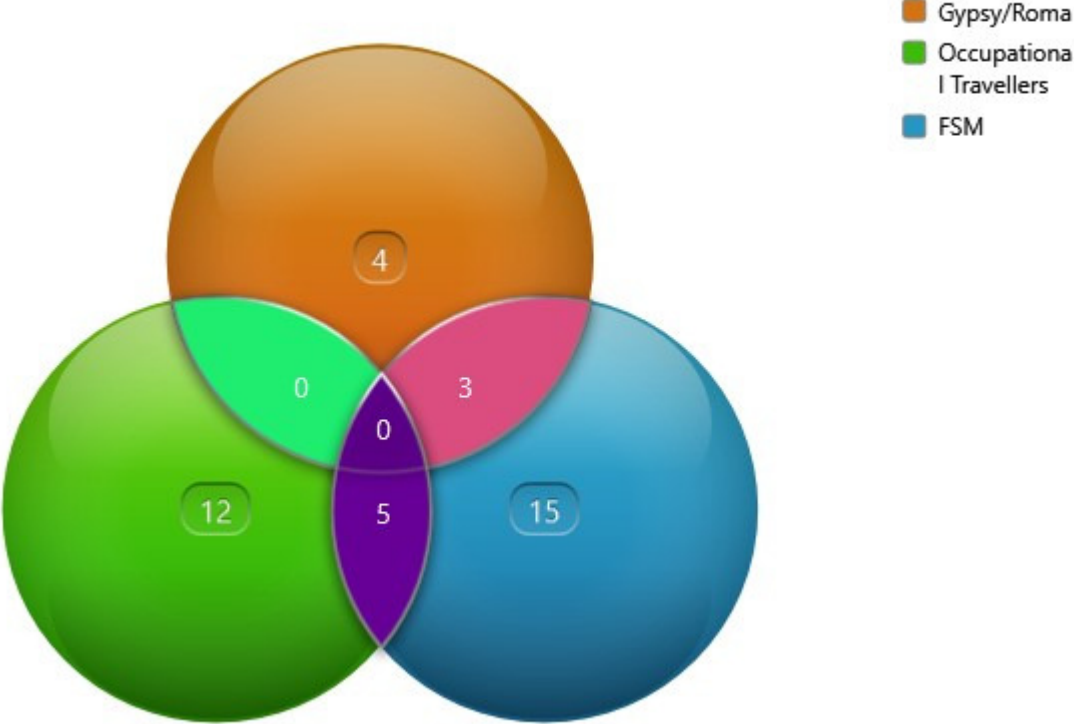
Number of FSM pupils	23
Number of Service pupils	0
Number of LAC/Post LAC	1
Number of SEND pupils	35
Number of FSM who are also SEND	13
Number of FSM who are also GRT (they are also SEND)	3
Number of FSM who are occupational travellers	5
Number of occupational travellers (total)	17
Number of children on mental health support register	25
Number of FSM children on mental health support register	9
Number of FSM children (KS1 + KS2) with high prior attainment	0
Number of FSM children with low baseline or prior assessment	15
Whole school attendance (2020-21)	92%
Attendance of FSM pupils (2020-21)	87%

FSM = Free School Meals  
 LAC = Looked after child  
 SEND = Special Educational Needs and Disability  
 GRT = Gypsy Roma Traveller

Venn Diagram



Venn Diagram



# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background, receive a high quality, culturally-rich curriculum and they achieve well in all subjects. We will put in place whatever support is necessary in order to ensure all children can do this. This will include teaching and development of personal skills to improve learning skills, emotional development, self-confidence and social interaction. These skills underpin our three school values of excellence, love and wellbeing.

A well-taught high-quality curriculum is at the heart of our approach. This will benefit all pupils, the disadvantaged the most. Our curriculum provides opportunities for everyone to learn from, value and respect children with different backgrounds at our school and beyond. All staff expect all children to be able to achieve the aims set out in our curriculum, and we are continually evaluating and improving the strategies, resources and programmes used to deliver these aims. Additional support is provided to support vulnerable pupils, including intervention, use of technology, bespoke resources and differentiated measures. New strategies put in place from 2021-22 include coaching for teachers to ensure quality first teaching, participation in programmes to improve number fluency, and targeted use of tutoring. Successful strategies from 2020-21 which are continuing include post-teaching intervention, further CPD to support the teaching of phonics, and interventions such as the Nuffield Early Language Intervention.

## Challenges

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

Challenge number	Detail of challenge
1	Language and Vocabulary: assessments show that many of our disadvantaged pupils have low baseline levels and poor literacy levels. Some disadvantaged pupils come from families with very low literacy levels and little access to reading.
2	Academic performance: 56% of Pupil Premium Pupils have at least one Special Educational Need, which adds an extra barrier to learning. School assessments show that many disadvantaged pupils have low prior attainment and the gap remains as children move through the school. Support is also required to raise aspiration and expectation of disadvantaged pupils so some achieve at the higher standard.
3	Emotional Health: 40% of Pupil Premium Pupils are on the Mental Health Register (a figure which has increased since 2019). These children experience a range of emotional and behavioural difficulties that are outside of the normal range for their age. They may struggle to self-regulate when most other children are usually able to cope, and some rely on adults to do so. This hugely affects their ability to learn and make progress.
4	Attendance: a significant number of children in our school come from travelling families, many who are occupational travellers for the fairground. These children are at a disadvantage because they are not able to attend school regularly throughout the year, causing difficulties with academic performance, social groups, self-confidence and belonging.

## 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 language, vocabulary and reading skills.	Improved assessment scores in language screening (EYFS and Year 1) from 2022, vocabulary (all years – measured in pupils' writing, phonics (EYFS and KS1) from 2022-2023, and reading assessments (all years) from 2022-2023.
Good reading habits for disadvantaged pupils.	Yearly reading surveys show good reading habits in the vast majority of children, including disadvantaged pupils.
Improved writing attainment for all pupils from 2021-22 onwards.	Significant and sustained increase in writing attainment in all year groups from 2021-22, including for disadvantaged pupils.
Improved maths attainment for disadvantaged pupils in KS1 in 2023-24 onwards.	KS1 Maths Scores to show progress for disadvantaged pupils in-line with non-disadvantaged pupils.
Travelling children have good access to school (attendance and remote learning).	Travelling children are supported through the use of technology to continue learning when not local to school, and attendance and punctuality are good when they are in the area.
Disadvantaged pupils achieve well across the curriculum.	Pupil outcomes and curriculum assessments show that disadvantaged pupils achieve well in all subjects.
Fewer children require higher levels of mental health support, and are therefore better able to self-regulate and access learning successfully.	There is a decrease in the number of children on Wave 2 and Wave 3 of the Mental Health Support Register from 2021-22 onwards.

## 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: £8,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for teachers, supporting the progress of identified pupils.	EEF: Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. 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 a top priority for pupil premium spending.	2
Purchase of the Early Years Support Offer from the LA to improve provision	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Purchase of the Primary Offer from the LA to improve progress	EEF: Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. 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 a top priority for pupil premium spending.	2
Bespoke wellbeing programme for teachers over the year	As above	2, 3
Sustaining Healthy and Effective Leadership programme for Headteacher	As above	2, 3
Whole school programme of mental health support, including purchase of wellbeing resources	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,	3

and participation in programmes to support wellbeing	attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	
Phonics Development and Training CPD and subscription package	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Participation in Mastering Number (EYFS and KS1) Programme with the NCETM	Mastery has a high impact and this programme is based on evidence of best practice. <a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a>	2
Continued participation in Sustaining Mastery programme with the Maths Hub	EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2
Participation in Raising Attainment in Year 1 and Year 5 programmes	EEF: Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. 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 a top priority for pupil premium spending.	2

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

Budgeted cost: £32,310.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Interventions (NELI) for EYFS and Y1	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Phonics 1:1 tutoring and intervention groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	1

	<p>disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Pre and post-teaching intervention groups for Maths.	<p><a href="#">Mastery learning</a> approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>In our evaluation of these groups in previous years, the mastery approach for Maths has supported many children to make good progress in Maths.</p>	2
School contribution to school-led tutoring	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: £2289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional office staff time to support on school attendance and remote learning	School attendance and connection to school while away is essential for learning.	4
Morning snacks for class, and milk	School wellbeing concerns highlighted several pupils not having breakfast and struggling to maintain concentration after break time. A freshly prepared,	3



	nutritious snack for all children in a class removes any stigma if just provided for specific pupils, and allows all children to enjoy while listening to their story.	
Financial support for children to access school trips	Ensures no child is prevented from accessing part of the curriculum for financial reasons.	2, 3

**Total budgeted cost: £43,499**

## 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.

In the 2020-21 academic year, disadvantaged pupils had a mixed performance and this can be attributed to individual circumstances and the impact of Covid-19. Some individual pupils made good progress, but many struggled with disrupted schooling and barriers to remote learning (including availability of parental support and access to online learning). This has affected readiness to learn, self-regulation skills, mental health and academic progress. Our internal assessment data showed that average progress for all groups was negatively impacted, with particularly younger disadvantaged pupils the most. However, during the year a lot of staff CPD and school development put in place the foundations for future improvement. This included work on our school curriculum, based on our CPD on learning, our new behaviour policy and whole-staff training, the initial implementation of programmes such as Read, Write Inc, embedding of White Rose and DfE maths progression documents into planning and the completion of our new school library (with extensive range of new fiction and topic-linked non-fiction books). Specific intervention programmes, such as Project X Code for Reading, were successful. So although our first priority of ensuring outcomes for disadvantaged pupils were in-line with other similar pupils was not fully met, progress was still made which we can build upon this year.

Our second priority was to put strategies in place to help parents better engage with school, including remote education. We have taken significant steps forward in this aim, including use of loan devices, setting up of Google Classroom for curriculum delivery, and the use of Tapestry Learning Journal for children in EYFS. There is still the need for development in this area, with the context of our school community, but we have established a strong package which is a significant improvement since 2019-20.

### 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
Read Write Inc. Phonics	Ruth Miskin Training