

Pupil premium strategy statement

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 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	117
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
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	£ 32, 644
Recovery premium funding allocation this academic year	£ 3, 335
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	£ 35, 979

Statistics about Vulnerable Groups at Wilburton CE Primary

Number of FSM pupils	20
Number of Service pupils	0
Number of LAC/Post LAC	1
Number of SEND pupils	25
Number of FSM who are also SEND	6
Number of Gypsy Roma Pupils	9
Number of FSM who are also Gypsy Roma	4
Number of Occupational (Showmen) Traveller Pupils	17
Number of FSM who are also Occupational (Showmen) Travellers	3

FSM = Free School Meals

LAC = Looked after child

SEND = Special Educational Needs and Disability

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 support 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 included 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: Nearly a third 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: A significant proportion of Pupil Premium Pupils are on the Mental Health Register. 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: £10, 425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of the Early Years Gold Support Package 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	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
Effectiveness and Wellbeing Programme for Senior Leaders	As above	2, 3
Sustaining Healthy and Effective Leadership programme for Headteacher	As above	2, 3
Staff training and development, including Forest School leader training.	As above	2, 3, 4
Staff development and collaboration to improve the curriculum.	As above	1, 2
Whole school programme of mental health support, including training for 1:1 Drawing and Talking Therapy and	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	3

Resources for group work.	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Continued participation in Sustaining Mastery programme with the Maths Hub	EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2

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

Budgeted cost: £18, 175

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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Phonics 1:1 tutoring and intervention groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Pre and post-teaching intervention groups for Maths.	Mastery learning 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	2

	<p>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>	
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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
Extra curricular support for Reading, Spelling and Maths	<p>Individualised Instruction using digital technologies can be an effective approach to increasing pupil attainment.</p>	2

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

Budgeted cost: £965

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, 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.	3
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: £29, 565

To allocate: £6, 414

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 2021 to 2022 academic year.

The attainment and progress of disadvantaged pupils at KS1 and KS2 was greater than that for other pupils in the school, and KS2 attainment was in-line with other pupils nationally. Many pupil premium pupils across the school have made good progress with a range of measures, as for some they have multiple needs and barriers to learning. This has been evaluated as the result of improvements to the quality of the school's curriculum and consistency with teaching, including for phonics and number fluency. Teachers have high expectations of these pupils, as evidenced by school monitoring. Group and 1:1 intervention was very limited in the 2021-22 academic year due to high levels of staff absence due to illness and Covid isolation requirements. In addition, many pupils from the Showman travelling communities were away for substantial periods of the school year as the level of work available to families increased following national and regional lockdowns in the previous two years. The school has been able to strengthen ties with families when they are away as a result of the investment through Pupils Premium.

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