Pupil premium statement for Wollescote Primary School 2023-2024

This statement details our school's use of pupil 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	435
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	31st Dec 2023
Date on which it will be reviewed	31st Dec 2024
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Alison Hudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,330
Recovery premium funding allocation this academic year	£18,270
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£201,600

Part A: Pupil premium strategy plan

Statement of intent

Our Wollescote Values are Be Proud, Be Positive and Be Polite. This underpins our Pupil Premium Strategy as it underpins our culture at Wollescote. We expect all pupils to Be Proud of their achievement and we embed this by ensuring that expectations are high and all pupils have every opportunity to succeed. Our intention is therefore, that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well 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. At Wollescote we expect all pupils to Be Positive by being resilient and independent learners who are able to overcome barriers. Therefore, high-quality teaching is at the heart of our approach. We achieve this through following Rosenshine strategies which allows us to be responsive teachers, who effectively target gaps in knowledge to ensure all children make good progress. This coupled with ensuring learning is successfully adapted and scaffolded where necessary through a range of techniques ensures that children who arrive at school with a variety of disadvantages and often well below expected outcomes, leave us comparative with national outcomes by the end of Year 6. This approach to teaching has also been 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. In addition to this we have a strong focus on providing wider opportunities for our pupils, so as to build cultural capital and opportunities to develop a wider vocabulary through these opportunities. This includes access to quality forest school provision for all our EYFS & KS1 children; weekly swimming lessons for our Year 3&4 children and the chance to learn a musical instrument for our Year 5 children building through to Year 6. We also subsidise all trips and cover the whole cost of workshops within school by external visitors, to allow our children to access broader experiences.

Challenges

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

Challenge number	Detail of challenge – updated 2023-2024
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in Reception and KS1 where covid has had an impact on language development
2	Assessments, observations and discussions with pupils indicate that pupils have limited access to wider opportunities that develop cultural capital and this limits their life experiences and access to general knowledge
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by covid to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations as well as social gaps and wider well-being needs.
4	Rigorous attendance tracking, observations and discussions with teachers during pupil progress meetings identifies that attendance is a significant barrier to progress and disadvantaged attendance is lower than other children in Years 5&6. Targeted approaches to improving attendance is designed to improve attendance across school.

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 oral language skills among disadvantaged and other pupils particularly those in EYFS & KS1 who accessed Forest Schools support and language intervention programmes.	To maintain the GLD outcomes by ensuring the language gaps are not a barrier to obtaining GLD To improve the statutory outcomes in Phonics in Year 1 so that it is above national and the end of Key Stage outcomes in Year 2 so that it is in line with national
To ensure that disadvantaged pupils are closing the progress and attainment gap on their non-disadvantaged peers over the next two academic years	KS2 outcomes will continue to show that disadvantaged children make comparable progress with their non-disadvantaged peers and their attainment is at least in line with their non-disadvantaged peers in reading, writing and maths

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • children are more emotionally ready to learn and this is not a barrier to progress	Children will access support from external agencies where needed and this will ensure that qualitative data collected from teachers and pupils will show that emotional and well-being issues are addressed quickly and do not impact on progress. Children will be able to access the external support they need to address their emotional needs
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged children's attendance will be comparable to their non-disadvantaged peers and both disadvantaged and non-disadvantaged pupils will have an upward trajectory towards national attendance figures.

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: £ *[£75,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of specialised staff to deliver PE/swimming to improve team working skills, social skills and mental health	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=Participating%20in%20sports%20and%20physical,reported%20such%20as%20improved%20attendance.	1,2,3
Language development will continue to be a priority particularly in EYFS and KS1 -language intervention in forest schools -weekly forest schools groups for language development -use of talk for writing to develop oral skills -embedding phonic and reading systems to develop oral skills	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Law_et_al_Early_Language_Development_final.pdf?v=1704759732	

(phase 1) where these are not well developed -use of teaching assistants/teachers to develop oral skills during free flow		
To embed use of Rosenshine techniques to develop a consistent approach to responsive teaching and embed it particularly with new staff - Ongoing staff training to embed the responsive teaching skills - Ongoing coaching particularly for ECT/new staff	https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1 https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you https://www.cem.org/blog/responsive-teaching	

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

Budgeted cost: £ *[£149,100]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of targeted support for interventions for phonics, reading (including 1:1 reading), writing and maths focusing on pre-teaching and effective feedback. This will be tracked by regular pupil progress reviews, staff CPD will support where progress is not being made rapidly enough -monitor of interventions for target children -pupil progress reviews -staff coaching	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions https://educationendowmentfoundation.org. uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support	3

Allocation of staff to support ongoing Forest schools provision for all of EYFS & KS1 including allocation of specific language groups for weekly sessions in order to improve oral literacy at this vital early stage in school	https://www.lboro.ac.uk/news-events/news/2017/october/study-reveals-forest-school-benefits/	1,2,3

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

Budgeted cost: £ *[£45,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of external support for social and emotional well being including educational psychologists and counselling support 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):	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
Allocation of staff members to address attendance issues, access training, work with parents, undertake home visits, raise the profile of attendance to improve attendance of all children including disadvantaged children in school	There is extensive evidence to suggest good attendance is vital to improving academic outcomes and this is backed by a government drive to improve attendance post covid	4
Allocation of staff to work with parents on a social and emotional needs basis, including supporting parents with training courses, providing support to access third parties where language barriers are an issue and providing support for social care	There is extensive evidence to suggest that supporting parents in the community to improve home conditions and supporting parents to access wider educational opportunities will improve overall life chances of children	3

Funding of wider cultural capital opportunities to improve children's access to music provision as this is an area identified with a curriculum weakness, including the purchasing of external providers to deliver music across Year 3&4 and targeted musical instrument tuition in Year 5 &6	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3

Total budgeted cost: £ *[£201,600]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome 1

Improved oral language skills among disadvantaged and other pupils particularly those in EYFS & KS1 who accessed Forest Schools support and language intervention programmes.

Data shows that outcomes for targeted children in the forest schools language group shows better than expected progress for all EYFS children in the area of speech and language. Overall GSL outcomes also show that speaking is no longer an area of significant concern when compared with other GLD outcomes.

	Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	Totals
% Below GLD	14.5%	18.2%	10.9%	7.3%	10.9%	7.3%	10.9%	25.5%	32.7%	41.8%	25.5%	25.5%	**41.8%**
% At and Above GLD	85.5%	81.8%	89.1%	92.7%	89.1%	92.7%	89.1%	74.5%	67.3%	58.2%	74.5%	74.5%	**58.2%**
% On Track for Above GLD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	**0%**

Data also shows an improvement on GLD outcomes from 44% in 2022 t0 57% in 2023 showing an upward trajectory on closing the gap on national outcomes (72%)

Phonic outcomes in Year 1 were in line with national expectations showing a good impact on the language interventions in this year group.

Reading outcomes in Year 2 have improved from 55% in 2022 to 64% in 2023 showing a significant impact on closing the gap against national expectations (68%)

Next Steps

To continue to embed the actions so that Key Stage outcomes continue to show an upward trajectory towards national expectations

Intended Outcome 2

To ensure that disadvantaged pupils are closing the progress and attainment gap on their non-disadvantaged peers over the next two academic years

Outcomes for disadvantaged pupil have dipped compared to all children in the statutory Year 6 outcomes for 2023. Last year disadvantaged progress and attainment was comparable with all children's outcomes whereas this year disadvantaged progress and attainment is below all children's outcomes.

Comparison of Progress and Attainment for Disadvantaged and Non-Disadvantaged Pupils 2023				
	Disadvantaged		All Children	
	Attainment	Progress	Attainment	Progress
Reading	59%	50%	69%	67%
Writing	55%	64%	69%	82%
Maths	73%	73%	79%	79%
Combined	41%	36%	59%	54%

Next Steps

As outcomes for disadvantaged children have deteriorated compared to the previous year, this will now be a priority. Pupil progress meetings and reviews will track disadvantaged children with increased rigour to ensure outcomes are improving and showing an upward trajectory from this years outcomes.

Intended Outcome 3

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations children are more emotionally ready to learn and this is not a barrier to progress

Parent surveys from school and Ofsted show that parents overwhelmingly feel their children are safe and happy in school. Children who have accessed counselling services, have benefitted from them and have shown an increased readiness to learn.

Next Steps

To conduct pupil surveys for well being to analyse the responses between disadvantaged and non-disadvantaged pupils

Intended Outcome 4

Rigorous attendance tracking, observations and discussions with teachers during pupil progress meetings identifies that attendance is a significant barrier to progress and disadvantaged attendance is lower than other children in Years 5&6. Targeted approaches to improving attendance is designed to improve attendance across school.

This is now showing an upward trajectory of improvement (see the table below) Overall disadvantaged attendance is broadly in line with all pupils (92% for disadvantaged and 93% for non-disadvantaged

Disadvantaged attendance for Years 5&6 compared to all		
	Disadvantaged Children	All Children
Year 5	92%	94%
Year 6	92%	95%
Whole School	92%	93%

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Next Steps

To continue with the rigorous attendance interventions so that the gap continues to close in Years 5&6

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

Service pupil premium funding (optional)

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

Further information (optional)

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