Pupil premium statement for Wollescote Primary School 2024-2025

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	441
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	31st Dec 2024
Date on which it will be reviewed	31st Dec 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Alison Hudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,920
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£190,920

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 – 2024-2027
1	Attendance Data Analysis shows that our disadvantaged learners have lower than national attendance and in some year groups this is at a persistent absence level: Reception – 88.43% Year 1 – 88.81% Year 2 – 89.72% Year 3 – 91.68 Year 4 – 93.35% Year 5 – 94.77%
2	Communication Assessments (Welcom and Reception Baseline assessments) Pupil Observations and Staff Surveys show that speech and language is a barrier to attainments as many of our children come to school with difficulties in communication and language either due to speech, language and communication needs or because English is an additional language.
3	Low Tier Two and Three Vocabulary Staff surveys, pupil observations and school improvement reviews show that children enter school will lower than average tier two vocabulary, and lack of opportunities in their daily lives means that they don't develop tier three vocabulary in line with other children from less deprived backgrounds (this is backed by national research as well)
4	Self-regulation / emotional regulation Observations, staff surveys, the school deprivation indicators and Early Years data shows that many of our families do not access Early Years education before starting school. For others, early childhood experiences mean that children in our school have difficulty in regulating their emotions. This can be displayed through challenging behaviour, withdrawal from social interaction or anxieties.
5	Attainment (low attainment and attainment gaps) Nursery and data outcomes, including baseline assessments, staff observations and pupil interviews shows that many of our children enter our school well below average. They do not always get the early education experience that other children may have. Some families in this area struggle financially and have limited resources such as books and opportunities to develop wider experiences, limiting cultural capital. National research reinforces that low cultural capital impacts on attainment.

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
1. Improve attendance to be 94.3% (or in line with national) and keep persistent absence lower or in-line with national by 2027	Improved attendance rates for PP children (from 2024-2025 showing and upward trajectory). Reduction in PA rates for PP children (from 2024-2025) showing a downward trajectory.
2. Improve Speech and Language skills through targeted intervention, external agency support and Forest Schools opportunities for Early Years and KS1	Welkom Screens show that speech and language skills are developing PP children make good progress on Welkom screens and move towards ARE expectations (upward trajectory in 2024-2025) Early Years data shows progress in speech and language outcomes from entry
3. Improve access to tier two and three vocabulary so that children can understand wider vocabulary.	Qualitative data including pupil surveys and staff observations show children better comprehend and have wider knowledge in the books they read. Children's reading outcomes improve as they have access to better vocabulary opportunities in reading and writing.
4. Children who have emotional barriers to learning will have clear strategies to address them through targeted internal and external support. This will no longer be a barrier to learning for the PP children.	Targeted tracking of children accessing support will show an improvement in emotional regulation. Outcomes of PP children who access support will show an upward trajectory in reading, writing and maths.
5. PP children will sow an upward trajectory in their outcomes due to the interventions and support that is being put in place including quality first direct teaching and cultural capital opportunities.	By the end of Year 6 disadvantaged data will be at least in line with national disadvantaged data showing the impact of the interventions and support.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[£122,200]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of administrative assistant to support attendance officer. Recruitment of FSW to assist in helping families overcome attendance barriers and social and emotional barriers to accessing education. Strategic oversight of attendance and pastoral by Deputy.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity#:~:text=Participating%20in%20sports%20and%20physical,reported%20such%20as%20improved%20attendance. https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/	1 & 4
Language development will continue to be a priority particularly in EYFS and KS1 led by forest Schools Leader -language intervention in forest schools -weekly forest schools groups for language development -use of oracy and paired talking skills to improve -embedding phonic and reading systems to develop oral skills (phase 1) where these are not well developed -use of teaching assistants/teachers to develop oral skills during free flow	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Law_et_al_Early_Language_Development_final.pdf?v=1704759732 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.lboro.ac.uk/news-events/news/2017/october/study-reveals-forest-school-benefits/	2,3&5
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	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	5

the responsive teaching skills including use of Iris training and development system - Ongoing coaching particularly for ECT/new staff		

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

Budgeted cost: £ *[£54,800]*

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.	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	2,3&5
Small group tuition for structures interventions (Phonics, RWI, PVGP)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3&5
Allocation of staff to support pastoral, social and emotional support for targeted pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning#:~:text=Evidence%20suggests%20that%20children%20from,health%20and%20lower%20academic%20attainment.	1&4

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

Budgeted cost: £ *[£42,000]*

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):	2,3&5
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

Funding of internal visitors to school and part funding of external termly trips to broaden cultural capital opportunities	https://nationalcollege.com/news/ofsted-cultural-capital-guide https://early-education.org.uk/cultural-capital/	
Purchase of Grammasaurus bespoke curriculum to target improved access to vocabulary opportunities and improved review and revisit opportunities to provide support for PP children with poor attendance and cognition difficulties.	https://www.openaccessgovernment.org/childrens-vocabulary-affects-how-they-perform-at-school/141800/ https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-early-years-education	

Total budgeted cost: £ *[£219,000]*

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.

Baseline Data 2023-2024

	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	83.3%	87.0%	77.8%	72.2%	72.2%	74.1%	74.1%	100.0%	98.1%	98.1%	96.3%	100.0%	100.0%
% At and Above GLD	16.7%	13.0%	22.2%	27.8%	27.8%	25.9%	25.9%	0%	1.9%	1.9%	3.7%	0%	0%
% On Track for Above GLD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1.9%	0%	0%

End of Year Data 2024-2025

	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	40.0%	38.2%	25.5%	20.0%	21.8%	18.2%	30.9%	47.3%	45.5%	52.7%	32.7%	36.4%	52.7%
% At and Above GLD	60.0%	61.8%	74.5%	80.0%	78.2%	81.8%	69.1%	52.7%	54.5%	47.3%	67.3%	63.6%	47.3%
% On Track for Above GLD	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Data reflects the impact that speech and language interventions have on progress across the year. Children arrive at school and only 13% of children are on track for Speech and Language but by the time they leave Reception 62% are on track for Speech and Language.

Phonic outcomes in Year 1 in 2023-2024 were above national expectations showing a good impact on the language interventions in this year group.

Reading outcomes in Year 6 are in line with National expectations showing sustained impact of speech and language interventions

Next Steps

To continue to ensure actions have an impact on addressing speech and language barriers across the academic life of PP chidlren.

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 children show and upward trajectory for 2023-2024 showing the impact of the Pupil Premium Strategy. Disadvantaged outcomes are close to national outcomes in reading and maths and exceed national outcome in combined. There is an upward trajectory in writing but this is not yet in line with national outcomes.

Comparison of Progress and Attainment for Disadvantaged and Non-Disadvantaged Pupils 2023			
	Disadvantaged 2022-2023	Disadvantaged 2023-2024	National Outcomes 2023-2024
	Attainment	Attainment	Attainment
Reading	59%	71%	74%
Writing	55%	65%	72%
Maths	73%	71%	73%
Combined	41%	65%	61%

Next Steps

Continue to implement successful strategies that have led to an improvement in outcomes with an additional focus on writing through the use of improved vocabulary and PVPG to embed the punctuation and grammar skills that are sometimes missing in writing particularly for our disadvantaged learners.

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 continue to prioritise mental and emotional well being and target children who are struggling with this. To utilise the family support worker to support children in the family home and address barriers to learning that are rooted in family life.

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.

Rigorous tracking of disadvantaged learners show that their persistent absence is higher than all children particularly in lower year groups. Staff surveys show that they feel that attendance is the greatest barrier for disadvantaged pupils in making progress.

Wollescote Primary School

Date: 20/12/2024 | Whole School | Disadvantaged Pupils

Report Description:

This report displays the average attendance for each group along with the number of pupils with attendance data recorded. Drill-downs are available throughout the report using the (+).

(+) Reception (5)	87.75%
(+) Year 1 (13)	88.97%
(+) Year 2 (20)	89.41%
(+) Year 3 (24)	91.71%
(+) Year 4 (26)	93.34%
(+) Year 5 (26)	90.37%
(+) Year 6 (23)	94.71%
Wollescote Primary School (137)	**91.53%**

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Next Steps

Ensure that attendance of disadvantaged learners is rigorously tracked and challenged. Family Support Worker to target disadvantaged attendance as a priority to support families and children to improve attendance. Ensure disadvantaged attendance improves and shows an upward trajectory towards national expectations.