Pupil premium statement for Wollescote Primary School

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	Wollescote Primary School
Number of pupils in school	402
Proportion (%) of pupil premium eligible pupils	32%
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lynne Hudson, Headteacher
Pupil premium lead	Lynne Hudson, Headteacher
Governor / Trustee lead	Alison Hudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,605
Recovery premium funding allocation this academic year	£15,805
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	£162,410

Overview of Disadvantaged Progress 2018-2019

Measure	Score
Reading	3.07
Writing	1.41
Maths	3.03

Overview of Disadvantaged Attainment 2018-2019

Measure	Score
Meeting expected standard at KS2	53%
Meeting higher standard at KS2	0%

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is 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.

Our approach will be responsive to common challenges and individual needs, identified through excellent assessment for learning strategies and consequent responsive teaching techniques. Thus ensuring

- disadvantaged pupils are challenged in the work that they're set
- we act early to intervene at the point need is identified
- we adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general.
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 have been impacted by partial school closures 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.
4	Rigorous attendance tracking, observations and discussions with teachers during pupil progress meetings identifies that attendance is a significant barrier to progress and has an impact on growing gaps in attainment specifically of those children with persistent absence
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
6	Our, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to homelife, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their 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
Improved oral language skills and	Improved oral language skills among disadvantaged pupils particularly those in EYFS & KS1 who accessed Forest Schools support and language intervention programmes

vocabulary among disadvantaged pupils.	such as NELI. This is evident from observations, formative assessments and language assessments where relevant.
Improved reading progress among disadvantaged pupils.	KS2 reading outcomes will continue to show that disadvantaged children make comparable progress with their non-disadvantaged peers.
Improved writing progress among disadvantaged pupils.	KS2 reading outcomes will continue to show that disadvantaged children make comparable progress with their non-disadvantaged peers.
Improved writing progress among disadvantaged pupils.	KS2 reading outcomes will continue to show that disadvantaged children make comparable progress with their non-disadvantaged peers.
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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improving attendance from 2024/25 demonstrated by: • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being comparable • the percentage figure among disadvantaged pupils being comparable to their peers.

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: **£75,410** **162,410**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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/ Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,3,6
Implementation of NELI language support including allocated co-ordinator and allocated member of staff to carry out the intervention	Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,3
Development and training of a Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	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 school and targeted musical instrument tuition in Year 5	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,6

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

Budgeted cost: **£32,000**

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-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 3, 5

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

Budgeted cost: **£55,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising breakfast for all children who have not eaten prior to arrival at school, including the administration time to implement this and the staffing costs to prepare it.	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	6
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):	6

	EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	
Allocation of staff to support children and families in working with social services to ensure school is supporting families in achieving the best social and emotional support they can.	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): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)	6
Continuing to ensure the principals set out in the DfE's Improving School Attendance advice are carried out rigorously This will involve training and release time for staff to carry out actions in line with the advice and allocation of time to implement the advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £149,800

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous X years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding X years at X%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was X% higher than their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create ‘still photo books’ and ‘talking photo books’ to stay connected to their deployed parent, and a memory box for if they move schools. We identified gaps in service children’s education caused by moving between schools which we addressed with targeted support.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.