Pupil premium statement for Wollescote Primary School 2022-2023

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	35.6%
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 2022
Date on which it will be reviewed	31st Dec 2023
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Alison Hudson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£181,435
Recovery premium funding allocation this academic year	£18,995
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£200,430

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.

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.
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.	Standards in reading, writing and maths will improve from EYFS to KS1 as the increased focus on language allows children to access the curriculum more effectively The number of children needing speech and language support will decrease from EYFS to KS1 as children access Forest Schools and additional language programmes to address their vocabulary gaps
Improved reading progress among disadvantaged pupils.	KS2 reading 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
Improved writing progress among disadvantaged pupils. KS2 reading outcomes will continue to show that disadvantaged children make comparable progress with their non-disadvantaged peers.	KS2 writing 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
Improved maths progress among disadvantaged pupils. KS2 reading outcomes will continue to show that disadvantaged children make comparable progress with their non-disadvantaged peers.	KS2 maths 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
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 staff to support ongoing Forest schools provision for all of EYFS & KS1 including allocation of specific language groups for	https://www.lboro.ac.uk/news-events/news/2017/october/study-reveals-forest-school-benefits/	1,2,3

weekly sessions in order to improve oral literacy at this vital early stage in school		
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
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

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

Budgeted cost: £ *[£120,430]*

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	3
Employment of additional teacher to for small group support for targeted children who are struggling to catch up due to language issues, poor attendance or social/emotional needs	https://educationblog.oup.com/primary/closing-the-vocabulary-gap-in-primary-schools https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition#:~:text=Small%20group%20tuition%20has%20an%20impact%20by%20providing%20addition	3

	al%20support,interaction%20between%20educators%20and%20pupils.	

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

Total budgeted cost: £ *[£200,430]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Wollescote our disadvantaged children make good progress across their school life so that by the time they leave us in Year six they are in line if not above their non-disadvantaged peers. Although it has been nationally recognised that the disadvantaged gap has widened across the country, children at Wollescote have not shown this pattern in their Key Stage 2 Outcomes.

	All Children			Disadvantaged Children		
	Attainment	Progress	Scaled Score	Attainment	Progress	Scaled Score
Reading	74%	0.5	104	81%	0.36	104
Writing	72%	1.2	105	81%	0.52	100
Maths	79%	0.6	103	88%	0.92	103
Combined	66%			73%		

Disadvantaged children continue to make comparable progress to their non-disadvantaged peers by the end of KS2.

Well being continues to be a high priority across Wollescote and where we feel this causes a barrier to children's learning we access support to help them overcome this quickly and effectively. This year school has accessed support from educational psychology services and counselling services including play therapy and animal therapy. These facilities help to support children in being ready to learn.

Our current attendance data shows that we are in line with national expectations for overall absence both authorised and unauthorised. However, our persistent absence continues to be above national so this is now an area that we are targeting in this year of our three year plan.

Qualitative data shows there is an impact from the work taking place in Forest Schools, language development is enhanced because of the time spent in Forest Schools. This year we are extending this to tracking language development more specifically and

designing an assessment system that will allow us to show the impact of this more quantitvely. Last Year was the first year of our three year plan and interim results show that the aims and objectives of the plan are working well to address the disadvantaged gap so that outcomes are at least in line with non- disadvantaged peers.

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.