

Pupil premium strategy statement – Welford and Wickham Primary School

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 66 |
| Proportion (%) of pupil premium eligible pupils | 16.7% (11 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2024/2025 |
| Date this statement was published | January 2025 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Joanna Lagares, Executive Headteacher |
| Pupil premium lead | Joanna Lagares, Executive Headteacher |
| Governor lead | Karen Smith |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £16,280 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £16,280 |

Part A: Pupil premium strategy plan

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, young carers or are in poverty. 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, including pupil welfare. 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.

As a federation, we are acutely aware of the emotional needs of pupils who have ACES, hold particular hardship or whose basic needs' may be compromised. This is why a part of our strategy is dedicated to pupil welfare support and is committed to developing the community approach and understanding of the impact that an attachment and trauma informed approach to supporting pupils can have on pupil outcomes.

Our strategy is informed by consistent analysis and tracking of pupil outcomes and as adapted according to need. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning
- act at the earliest point to identify the need and intervene with the right support
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' progress and outcomes, understand their potential barriers 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. |
| 2 | Weak spelling and writing skills among many disadvantaged pupils. are evident from Reception through to KS2. |
| 3 | Weak basic number skills are evident among many disadvantaged pupils, preventing children making links across maths and progressing to understanding more abstract ideas. |
| 4 | Weak meta cognition and self-regulation skills are evident among many of our disadvantaged pupils. |

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 |
|--|--|
| Improve vocabulary and engagement with reading, thereby making ARE by the end of KS2 | Children have built their vocabulary knowledge and reading skills through a combination of whole class and targeted reading comprehension and online platforms. Explicit teaching and identifying the comprehension strategies matched to appropriate texts have had a positive impact on attainment. Through daily reading of quality class texts and discussion of these, children make at least expected progress from their starting points. |
| Improve spelling and writing outcomes. | All children are secure with phonics and meet age related expectations for spelling. |
| Build basic calculation skills within whole class teaching so that children have a range of strategies to use by the end of KS1. Build multiplication skills so that disadvantaged | Children pass the year 4 multiplication checks. Number sense skills have shown improvement in teacher assessment. |

| | |
|---|--|
| children pass the Y4 multiplication check. Support with interventions in KS2 | |
| Children will be able to self-regulate their emotions. | Pupils will develop strategies and skills to self-regulate emotions and therefore thrive academically – reducing the number of behaviour incidents in class and the number of suspensions. |

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: **£800**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Teacher CPD | Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months | 1,2,3,4 |
| Acquisition of language through oracy for all | Evidence shows that impact of oracy on outcomes for all learners. | 1,2 |
| Embedding of a spelling scheme that compliments the phonics scheme – Spelling shed | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily | 1,2, |

| | | |
|---|---|---|
| | comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Teacher CPD, release and leadership | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 3 |

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

Budgeted cost: **£3535**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Interventions & teaching and learning support Small group interventions through small group focused teacher time in all classes (during PE and music) Small group interventions from TAs. | EEF evidence 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. | 1,2,3 |
| Small group phonics and spelling sessions which allows more bespoke learning. | 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: | 2 |

| | | |
|--|---|-------|
| | Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Educational materials children have access to, both in and outside school to support progress: TTRockstars EdShed (spelling and maths) | EEF: Where learners use programs or applications designed for problem solving or open-ended learning, studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,' | 1,2,3 |

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

Budgeted cost: **£11,945**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Breakfast club for pupils to attend. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1,4 |
| 50% contribution towards the cost of school trips | EEF: Enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake")... all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education | all |
| Contingency fund for acute issues (including a hardship fund to enable participation in school trips where a contribution is a barrier to attendance) | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

| | | |
|--|--|---|
| Dedicated and targeted time for ELSA and pupil welfare support | An EEF study on Social & Emotional learning found interventions have a significant impact on attitudes to learning, social relationships, and attainment itself. The impact on attainment is equivalent to four months progress | 4 |
| Support for families from Family Support Worker | <p>Improving Social and Emotional Learning in Primary Schools (EEF) reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Supporting parents with this is key.</p> | 4 |

Total budgeted cost: £16,280.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our PPG activity had on pupils in the 2023 to 2024 academic year.

| |
|---|
| Improve vocabulary and engagement with reading, thereby making ARE by the end of KS2 |
| Improve spelling and writing outcomes. |
| Build basic calculation skills within whole class teaching so that children have a range of strategies to use by the end of KS1. Build multiplication skills so that disadvantaged children pass the Y4 multiplication check. Support with interventions in KS2 |
| Pupils with EAL rapidly acquire language skills – through focused teaching and immersing in language rich opportunities |

Attainment and Progress at Data 3

| | Reading | Writing | Maths | GPS |
|-----------------------------------|----------|----------|----------|----------|
| Children at ARE data 3 | 4/11 36% | 2/11 18% | 4/11 36% | 3/11 27% |
| Expected progress within the year | 6/11 55% | 4/11 36% | 6/11 55% | 6/11 55% |

Due to the small numbers of pupils within milestone year groups (such as Y4 multiplication, Y1 phonics, Y6 end of KS2) and pupils being identified from such data, this information is not provided.