

Wool C of E Primary School Core Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introducing-eef-school-planning-guide-2020-21/>

We do this by developing:

- Well sequenced curriculums with that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions



Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	Wool CE Primary School
Number of pupils in school	93 pupils (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	Census figure October 2023 - 16 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) Funding based on last year pupil numbers 2023-2024	(2024/2025)
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Ellie Griffiths Headteacher
Pupil premium lead	Verity O'Connor Assistant Headteacher
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£25,160
Recovery premium funding allocation this academic year	N/A
School led tutoring grant	N/A
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	£25,160 (excluding post LAC – see separate plans for details of funding)

Service pupil premium funding allocation this academic year (2024/2025)	£5440.00
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Part A: Pupil premium strategy plan

Statement of intent

The focus of this plan is to raise the attainment of all disadvantaged pupils in both core and wider-curriculum subjects therefore closing the gap between Pupil Premium children and our non-disadvantaged pupils. Our primary aim is for all pupils to leave this school reading fluently, knowing the joy that reading can bring. This will support them in accessing and gaining a broad, deep knowledge in wider curriculum areas. Pupils will make good progress, gaining solid foundations with us in mathematical concepts and securing fluency in arithmetic. It is our aim for all pupils to be skilful writers with a good command of English writing and to remember the key concepts that have been taught in science. In addition, enhancing the pupils' cultural capital and building a secure understanding of the world around them is a key priority at Wool.

To meet these objectives, we have focused on the following areas:

- ensuring that all pupils are accessing high quality teaching and learning, through focused CPD, carefully chosen teaching pedagogies and ongoing support for staff to develop their subject expertise, especially in reading, writing and maths.
- high quality, targeted interventions implemented quickly and efficiently.
- strengthening the inclusive culture across the school through pastoral, emotional and attendance support in order to remove barriers that may stop pupils achieving thereby closing the social and emotional gaps for disadvantaged children.
- ongoing work to develop the curriculum, refining systems of assessment and its role in promoting rapid pupil progress.

Some objectives are developed more specifically in the School Improvement Plan.

The key principles of the strategy plan are:

- 1) To empower teachers to know their pupils and do what is best for them, delivering high quality CPD.
- 2) To use evidenced targeted intervention to support pupils who are at risk of falling behind.
- 3) To empower parents to understand how to best support their child at home.
- 4) To empower children - making sure every child feels successful and valued.
- 5) To find and nurture each child's passions.
- 6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not.
- 7) To develop support networks around children and their families.
- 8) To work to develop pupils' communication and language skills.

Challenges

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

Challenge number	Detail of challenge
1	To strengthen staff expertise in core subjects. To improve the quality of teaching and learning including planning, pedagogy and identification of pupils requiring intervention to promote rapid pupil progress in core subjects.
2	To improve the number of pupils achieving ARE (combined score). Refining systems of assessment, analysis and feedback; identifying gaps in learning for all pupils in all year groups in core subjects.
3	To promote inclusive learning environments and improved targeted interventions through provision mapping (using the plan, do, review system).
4	Differing levels of attainment on entry to the school for some pupils.
5	Address poor attendance of identified families, which is a symptom of further individualised barriers, which must be overcome.
6	To raise the wider profile of reading across the school. Pupil and parent reluctance to engage with reading outside of the school day.
7	The level of parent confidence or expertise to support pupils at home.
8	Low attainment levels in communication and language for some pupils within the school.
9	Limited finances can affect access to resources for families to support and enrich learning, access to books and library, trips and clubs.
10	Increased demand for pastoral support due to pupils' emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.

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
Increase the percentage of disadvantaged pupils meeting ARE each year (combined score), from previous attainment starting points.	<ul style="list-style-type: none"> Gaps in learning are quickly identified and support put in place to address these: quality first teaching, focused feedback, targeted interventions, pastoral support.

<p>Increase the year groups RWM (reading, writing and maths) combined expected standard.</p> <p>Increase the End of Key Stage 2 RWM (combined) Expected Standard by 24% to close gap to national standards.</p>	<ul style="list-style-type: none"> • Planning, teaching and feedback demonstrate a consistently high-quality approach (evidence through pupils' progress, monitoring and book/planning scrutiny). • Whole school monitoring and assessment systems focus on disadvantaged pupils. • Interventions and conferencing demonstrate accelerated progress from starting points especially in maths, English writing and PaG.
<p>Improved maths provision for disadvantaged pupils. Maths outcomes for disadvantaged in each year group will be at least in line with national in July 2025.</p> <p>Increase the End of Key Stage 2 Maths Expected Standard by 24% to close gap to national standards.</p>	<ul style="list-style-type: none"> • Aspirational end of year targets to raise the profile of maths in the school. • Jurassic Maths Hub support- gap analysis. Improved fluency
<p>Writing: Improved writing provision for disadvantaged pupils across all year groups leading to pupils making accelerated progress.</p>	<ul style="list-style-type: none"> • PP pupils to access 1:1 conferencing in writing. • Tailored interventions to include sentence structure, punctuation, tense and grammar discrete teaching. • Discrete spelling lessons. Weekly testing and termly testing of statutory words. • Robust monitoring, book looks and specific feedback to teachers to improve writing outcomes. • Teacher CPD to improve planning and develop expertise.
<p>All pupil premium pupils to close the gap in reading age and chronological age.</p> <p>Improved outcomes in reading. Increase the End of Key Stage 2 Expected Standard in reading to increase by 17% to close gap to national standards.</p>	<ul style="list-style-type: none"> • PP pupils across all yr groups identified. • Identified pupils will be baseline assessed using YARK. Reading age and standardised scores monitored termly. • Pupils falling behind quickly identified to receive targeted interventions: RWI, retrieval and inference, 1:1 reading opportunities to improve fluency. • Pupils able to read fluently by the end of Y1 and pass the phonics screening check unless an identified cognition and learning

	<p>need means progress may be slower. Where this is the case, pupils still show progress in sounds learnt over time, as a result of well taught interventions.</p> <ul style="list-style-type: none"> • Sequenced and progressive whole class teaching of reading across EYFS, KS1 and KS2 based on Reading Progression document and medium term plans. • STAR reading ages and teacher assessment used to assess progress of pupils in reading. • High interest low reading books to be purchased.
<p>Maintain attendance to at least 95% for disadvantaged pupils (+95% attendance achieved 23/24).</p> <p>Reduce overall absence by 1% from 3.4% to 2.4% (Currently our overall absence is +2% better than the national average).</p> <p><i>Wool's disadvantaged cohort's Overall Absence decreased by 2.8% from 6.2% in 2022/23, to 3.4% in 2023/24.</i></p> <p>Reduce the percentage of persistent absence from 5.6% to 4% (Currently our overall absence is +8% better than the national average).</p> <p><i>Wool's disadvantaged cohort's Persistent Absence decreased by 8.7% from 14.3% in 2022/23, to 5.6% in 2023/24</i></p>	<ul style="list-style-type: none"> • Maintain vigilance. Attendance figures to be reviewed at least half termly: key children and families supported and challenged appropriately. Parents informed of their child's attendance rate. • Where pupils have an attendance below 95%, evidence should be seen of this improving. • Strong school attendance policy which is followed vigilantly.
<p>Refined systems of provision mapping to support pupils whilst identifying and reducing barriers to learning for pupils.</p>	<ul style="list-style-type: none"> • Pupils to have access to pastoral care or outside agencies (e.g. ELSA, CAMHS, Mosaic, Walk and Talk Sessions, Draw and Talk sessions, My Time) as appropriate. • Increase monitoring and reporting systems to identify child carers in our school cohort. My Time support. • Tailored identification and addressing of pupil barriers. Termly monitoring.

	<ul style="list-style-type: none"> • All disadvantaged pupils to be accessing learning and making good progress.
<p>All disadvantaged pupils to access aspects of wider school life, including trips and extra-curricular clubs to build pupils' culture capital, self-esteem and resilience.</p>	<ul style="list-style-type: none"> • Pupils have practical and financial support when accessing school uniform. • All disadvantaged pupils to have access to school trips and residential visits (partially funded support) • Disadvantaged pupils to receive an offer to enable them to be financially supported to attend extra-curricular clubs / wrap around care

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: **£2,585**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD focused on strengthening teaching and learning provision.</p> <p>Teacher CPD to promote a systematic and progressive approach to teaching maths fluency. Jurassic maths feedback will evidence strengthened teacher subject knowledge and improved unit planning.</p> <p>High quality CPD to promote inclusive learning environments where provision mapping enables disadvantaged pupils with additional needs to access the learning and make progress with steps identified and tracked. Tracking of individual pupils scores will reflect progress.</p> <p>Develop approach of providing high quality feedback especially through the promotion of regular self and peer editing. Monitoring through book looks, observations and learning walks. Moderation will validate that teacher assessment of pupil attainment in writing is accurate.</p> <p>CPD in refining systems of assessment for all subjects. Monitoring of teaching and learning across all curriculum areas to ensure pupils are making progress. Pupil voice will show pupils can recall previous wider curriculum learning.</p>	<p><i>John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'</i> https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/</p> <p><i>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant.</i></p> <p>Teacher CPD and subject leader monitoring time = £2,585</p>	<p>1) To strengthen staff expertise in core subjects. To improve the quality of teaching and learning including planning, pedagogy.</p> <p>2) To improve the number of pupils achieving ARE (combined score).</p> <p>3) To promote inclusive learning environments and improved targeted interventions.</p> <p>4) Differing levels of attainment on entry to the school for some pupils.</p>

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

Budgeted cost: £ 15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Each child offered some free wrap around care sessions to support with promoting strong attendance, providing a meal or providing 1:1 reading and homework support.</p>	<p><i>Individualised instruction can be an effective approach to increasing pupil attainment (moderate impact for low cost).</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Wrap around care = £4,200</p>	<p>6) To raise the wider profile of reading across the school. Pupil and parent reluctance to engage with reading outside of the school day.</p> <p>7) Level of parent confidence or expertise to support pupils at home.</p>
<p>Daily phonics tutoring provided for identified pupils.</p>	<p><i>Individualised instruction can be an effective approach to increasing pupil attainment (moderate impact for low cost).</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Daily TA led RWI = £2,900 TA catch up RWI sessions = £2,900</p>	<p>4) Differing levels of attainment on entry to the school for some pupils.</p> <p>8) Low attainment levels in communication and language for some pupils.</p>
<p>Delivery of whole class and small group outside learning sessions.</p>	<p><i>Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. EEF The EEF Guide to the Pupil Premium EEF ‘Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967)</i></p> <p>Forest Schools = Part funded £4000 Resources = £100</p>	<p>3) To promote inclusive learning environments.</p> <p>10) Increased demand for pastoral support due to pupils’ emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.</p>

<p>Delivery of high quality one-to one and small group support using structured interventions to help address pupil gaps in knowledge, barriers to learning and make accelerated progress.</p>	<p><i>Individualised instruction can be an effective approach to increasing pupil attainment (high impact).</i></p> <p><i>Research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress. EEF</i></p> <p><u>Making Best Use of Teaching Assistants EEF</u></p> <p>TA one-to-one and small group instruction in reading and mathematical fluency: £1100</p>	<p>2) To improve the number of pupils achieving ARE (combined score).</p> <p>3) To promote inclusive learning environments and improved targeted interventions.</p> <p>7) The level of parent confidence or expertise to support pupils at home.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£7370**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for pupils, including ELSA, Drawing and Talking Therapy, 'Check in Chat' sessions, attachment and trauma sessions.</p>	<p><i>While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour - EEF A Tiered approach.</i></p> <p>Pastoral staff time: £3800</p>	<p>10) Increased demand for pastoral support due to pupils' emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.</p>

<p>Staff to work with parents / carers to offer bespoke approaches that address identified barriers to pupil attendance (e.g. TAF meetings, agency support, access to breakfast club, welfare dog support, engagement with early help approaches).</p> <p>Additional bespoke workshops in emotional regulation strategies; SENCO support sessions (e.g. how to build strong routines at home, support with sleep strategies); and e-safety, including the promotion of healthy screen use and online safety champions.</p>	<p><i>Charles Deforges: parental involvement is a more significant predictor in academic attainment than school</i></p> <p>https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/</p> <p>Staff time: £800</p> <p>Welfare dog insurance: £170</p>	<p>5) Poor attendance of identified families.</p> <p>6) To raise the wider profile of reading across the school.</p> <p>7) The level of parent confidence or expertise to support pupils at home.</p> <p>10) Increased demand for pastoral support.</p>
<p>Extended parent/teacher consultations during Autumn and Spring term.</p> <p>PP pupils who are also on the SEND register to have additional consultation in the summer term in addition to annual written report.</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF</i></p> <p>Parental engagement EEF</p> <p>Staff time: £600</p>	<p>5) Address poor attendance of identified families.</p> <p>6) Pupils' reluctance to engage in reading outside of the school day</p> <p>7) Level of parent confidence or expertise to support pupils at home.</p>
<p>Events and workshops for parents to enable them to work with their child in school and better support them at home. Engagement workshops for parents in all core subjects: Autumn.</p> <p>Workshops focus on:</p> <p>Viewing pupils work, promoting home school engagement in various aspects of curriculum learning e.g. Early reading, supporting reading, writing and maths.</p>	<p><i>Approaches where a parent works directly with their child one-to-one typically shows greater impact (+5 months). Lower attaining pupils appear to benefit in particular. EEF</i></p> <p>Parental engagement EEF</p> <p>Staff time: £400</p>	<p>5) Address poor attendance of identified families.</p> <p>6) Pupils' reluctance to engage in reading.</p> <p>7) Level of parent confidence or expertise to support pupils at home.</p>
<p>Financial support for purchase of uniform and residential school trips</p> <p>Bespoke funding for parents/carers to decide approach that fits their child's needs (e.g. additional uniform, after school clubs).</p>	<p><i>Financial support for residential trips: £400</i></p> <p><i>£30 per child bespoke spending: £600</i></p> <p><i>£30 per child uniform allowance: £600</i></p>	<p>9) Limited finances can affect access to resources for families to support and enrich learning, access to books and library, trips and clubs.</p>

Total budgeted cost: £25,160

Services premium funding (for example, pastoral support)

Budgeted cost: **£5,440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for pupils, including ELSA, 'Check In Chat' sessions and attachment and trauma sessions.</p>	<p><i>Schools offer pastoral support during challenging times, and to help mitigate the negative impact of family mobility, separation or parental deployment on service children.</i> Service Pupil Premium: what you need to know - GOV.UK</p> <p>Pastoral staff time (0.5 day a fortnight) = £950.00</p>	<p>9) Increased demand for pastoral support due to pupils' emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.</p>
<p>Targeted feedback/ conferencing time for class teachers to work with pupils to overcome barriers to learning and provide pastoral support.</p>	<p><i>There's strong evidence showing the impact that high quality interventions can have on the outcomes of struggling students. EEF</i></p> <p>'Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967)</p> <p>Staff time for small group instruction: £3100.00</p>	<p>2) To improve the number of pupils achieving ARE (combined score). 4) Differing levels of attainment on entry to the school, learning gaps for pupils</p>
<p>Structured, adult-led sports sessions to develop self-esteem including lunchtime support.</p>	<p><i>The average impact of successful social and emotion learning interventions is an additional four months' progress over the course of a year. EEF</i></p> <p>Social and emotional learning EEF</p> <p><i>Sports coach time to run lunch time clubs to boost self-esteem and social skills = £37 ph x 38hrs = £1390.00</i></p>	<p>9) Increased demand for pastoral support due to pupils' emotional / mental health needs. Increased lack of resilience shown by pupils across year groups.</p>