

Wool CE 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 teaching

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/introdu>

We do this by developing:

- Well sequenced curriculums 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

'Students levels of self esteem are a significant determiner in academic achievement (Cooperfield 1967)

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

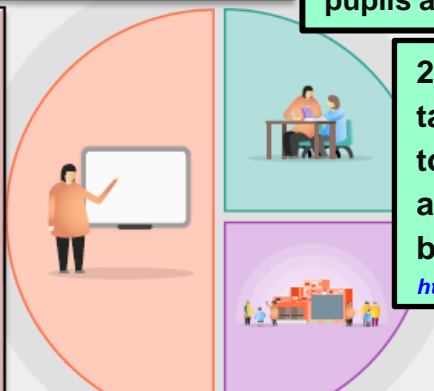
While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A Tiered approach

We do this by:

- 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 funding for the 2023 to 2024 academic year 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 | 94 pupils (Reception to Year 6) |
| Proportion (%) of pupil premium eligible pupils | 17% (16 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | June 2024 |
| Statement authorised by | Ellie Griffiths Headteacher |
| Pupil premium lead | Verity O'Connor Assistant Headteacher |
| Governor / Trustee lead | Mike Glanville |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £22,160 |
| For post LAC spending – see separate pupil plans | £5,060 (post LAC) |
| School led tutoring grant | £1,350 |
| Recovery Premium funding | £2,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £26,410 (excluding post LAC – see separate plans for details of funding) |
| Service pupil premium funding allocation this academic year | £4,500 |

Part A: Pupil premium strategy plan

Statement of intent

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school fluently reading and knowing the joy that reading can bring. This will then support them in accessing the wider curriculum. They will leave our school having good foundations for the next stage of their education: a good grasp of concepts in maths, being literate and having a good basic understanding of the world around them, remembering the key concepts that have been taught in science and the other foundation subjects.

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

- ensuring that all pupils are accessing high quality teaching and learning, through high quality CPD and ongoing support for staff to develop their subject expertise, especially in reading, writing and maths
- high quality interventions for those who have fallen behind to catch them up quickly and efficiently
- pastoral, emotional and attendance support to remove barriers that may stop pupils achieving and close the social and emotional gaps for disadvantaged children
- ongoing work to develop the curriculum and teaching pedagogies, ensuring that they are thoughtfully chosen and learning is correctly sequenced so that pupils can learn and remember more (outlined more specifically in the SIP)

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 | Varied expertise of staff across the school. Further develop staff knowledge and expertise with regards to teaching and learning, feedback and assessment and social and emotional support for all pupils. |
| 2 | Differing levels of attainment on entry to the school; identifying gaps in learning for pupils in core subjects and areas of further support |
| 3 | Increases in the demand for pastoral support due to pupils' emotional / mental health needs |
| 4 | Poor attendance of identified families, which is a symptom of further individualised barriers, which must be overcome |
| 5 | Pupil and parent reluctance to engage with reading outside of the school day |
| 6 | Level of parent confidence or expertise to support pupils at home |
| 7 | Low attainment levels in communication and language for some pupils within the school |
| 8 | Limited finances can affect access to resources for families to support and enrich learning, access to books and library, trips and clubs |

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 |
|--|--|
| <p>Increase the percentage of disadvantaged pupils meeting ARE each year (across all core subjects), from previous attainment starting points</p> <p>Pupils remember the key learning set out in the intended curriculum</p> | <ul style="list-style-type: none"> Gaps in learning are quickly identified and support put in place to address these: quality first teaching, conferencing, interventions, pastoral support Planning, teaching and feedback demonstrate a consistently high-quality approach (evidence through pupils progress, monitoring and book scrutinies) Whole school monitoring systems focus on disadvantaged pupils Interventions and conferencing demonstrate accelerated progress from starting points |
| Improved reading provision for disadvantaged pupils (including the lowest 20%) leads to improved outcomes in reading | <ul style="list-style-type: none"> Sequenced and progressive RWI phonics programme in place and taught consistently throughout the school |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Pupils falling behind quickly identified and receive targeted RWI intervention • Pupils able to read fluently by the end of Y1 and pass the phonics screening check unless an identified cognition and learning 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. • 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 used to assess progress of pupils in reading • Lightning Squad reading intervention provided for targeted KS2 pupils to make accelerated progress in reading |
| Attendance at least 95% for disadvantaged pupils | <ul style="list-style-type: none"> • Attendance figures to be reviewed at least half termly: key children and families supported and challenged appropriately • Where pupils have an attendance below 95%, evidence should be seen of this improving • Reduction in the number of children and percentage of persistent absence • School attendance policy and LA help is followed / accessed to support families |
| Barriers to learning for identified pupils are reduced | <ul style="list-style-type: none"> • Pupils to have access to pastoral care or outside agencies (e.g. ELSA, CAMHS, Mosaic) as appropriate • Tailored identification and addressing of pupil barriers through teacher conferencing • All disadvantaged pupils to be accessing learning. |
| All disadvantaged pupils to access aspects of wider school life, including trips and extra-curricular clubs | <ul style="list-style-type: none"> • Pupils have access to school uniform fund / school uniform shop • All disadvantaged pupils to have access to school trips and residential visits (partially funded support) • Disadvantaged pupils to be given priority and financially supported to attend extra-curricular clubs / wrap around care |

Activity in this academic year (2023 / 24)

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 embedding the principles of effective teaching</p> <p>Teacher CPD to ensure progression of skills and knowledge and consistency in planning systems across the school</p> <p>Teacher CPD on the teaching of writing and maths</p> <p>Develop approach of providing high quality feedback</p> <p>Monitoring of teaching and learning across the curriculum to ensure pupils are receiving high quality teaching</p> | <p>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/</p> <p>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant</p> <p><i>Teacher CPD and subject leader monitoring time = £2,585</i></p> | <p>1) Varying staff expertise</p> <p>2) Low levels of attainment on entry to the school for some pupils</p> <p>5) Pupils reluctance to engage in reading outside of the school day</p> |

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

Budgeted cost: £ 22,890

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--|
| <p>Each child offered one session per week of wrap around care. Sessions to include 1:1 reading and homework support</p> | <p>Individualised instruction can be an effective approach to increasing pupil attainment (moderate impact for low cost). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p><i>Wrap around care = £4,200</i></p> | <p>2) Differing levels of attainment on entry to the school for some pupils 5) Pupils reluctance to engage with reading outside of the school day 6) Level of parent confidence or expertise to support pupils at home</p> |
| <p>Daily phonics tutoring provided for identified pupils</p> | <p>Individualised instruction can be an effective approach to increasing pupil attainment (moderate impact for low cost). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p><i>Daily TA led RWI = £2,900</i> <i>TA catch up RWI sessions = £2,900</i></p> | <p>2) Differing levels of attainment on entry to the school for some pupils</p> |
| <p>Reading catch up programme – Tutoring with the Lightning Squad</p> | <p><i>Lightning Squad purchase of resources = £200</i> <i>Daily TA led Lightning Squad tutoring = £1,350</i></p> | |
| <p>Small group school-led tutoring</p> | <p>NTP Programme - All groups involved felt that learners benefited from the tailored support. They saw improvements in learners' confidence, engagement with education and preparedness for the new school year. https://nationaltutoring.org.uk/news/5-key-findings-from-the-national-online-tutoring-pilot/</p> <p><i>School led tutoring = £1,350</i></p> | <p>2) Differing levels of attainment on entry to the school for some pupils</p> |
| <p>Conferencing time for class teachers to work with pupils to address gaps, overcome barriers to</p> | <p>Individualised instruction can be an effective approach to increasing pupil attainment (high impact). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | <p>2) Differing levels of attainment on entry to the school for some pupils</p> |

| | | |
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| learning and make accelerated progress | 'Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967) <i>Forest Schools = £9,990 (part funded by Service Premium)</i> | |
|---|---|--|

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £6,420

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Pastoral support for pupils, including ELSA and 'Champion Chat' sessions | 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>Pastoral staff time = £2,420</i> | 3) Increased demand for pastoral support |
| 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) | Charles Deforges: parental involvement is a more significant predictor in academic attainment than school https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ <i>Staff time = £800</i> <i>Welfare dog insurance and training = £200</i> | 4) Poor attendance of identified families |
| Extended parent/teacher consultations during Autumn and Spring term | <i>Extended parental consultations = £800</i> | 5) Pupils reluctance to engage in reading outside of the school day 6) Level of parent confidence or expertise to support pupils at home |
| Events and workshops for parents to enable them to work with their child in school and better support them at home Workshops focused on: Viewing pupils work PP information session, Early reading, Supporting reading, writing and maths | <i>Staff time = £400</i> | 5) Pupils reluctance to engage in reading outside of the school day 6) Level of parent confidence or expertise to support pupils at home |
| Financial support for purchase of uniform and residential school trips | <i>Financial support for uniform and trips = £1,200</i> | 8) Limited finances can affect access to resources for families to support and enrich |

| | | |
|---|---|--|
| Bespoke funding for parents/carers to decide approach that fits their child's needs (e.g. additional uniform, after school clubs) | <i>£30 per child bespoke spending = £600</i> | learning, access to books and library, trips and clubs |
|---|---|--|

Total budgeted cost: £ 31,895

Services premium funding (for example, pastoral support)

Budgeted cost: **£9,380**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| Pastoral support for pupils, including ELSA and 'Champion Chat' sessions and attachment and trauma lead group | 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>Pastoral staff time = £1,600</i> | 4) Increased demand for pastoral support |
| Wrap around care for pupils possibly affected by family mobility (one session per week) | <i>Wrap around care cost £8 per session £3,500</i> | 4) Increased demand for pastoral support |
| Conferencing time for class teachers to work with pupils to overcome barriers to learning and provide pastoral support | 'Students levels of self-esteem are a significant determiner in academic achievement (Cooperfield 1967) <i>Forest school provision to enable conferencing = £3,710 (£ part funded by Pupil Premium)</i> | 2) Differing levels of attainment on entry to the school, learning gaps for pupils 3) Increased demand for pastoral support |
| Structured, adult-led sports sessions to develop self-esteem | <i>Sports coach time to run lunch time clubs to boost self-esteem = £570</i> | 4) Increased demand for pastoral support |

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 2023 to 2024 academic year.

Review: last year's aims and outcomes

| Aim | Outcome |
|--|---|
| <p>Increase the percentage of disadvantaged pupils meeting ARE each year (across all core subjects), from previous attainment starting points</p> <p>Pupils remember the key learning set out in the intended curriculum</p> | <p>Monitoring and robust pupil progress meetings ensured professional discussions focused on pupils eligible for PP and identified any barriers to making progress, whilst also identifying agreed approach to addressing them.</p> <p>PP achieving GLD = 0 pupils</p> <p>PP at end of KS1 = RWM combined (At least expected standard) 66.7%</p> <p>PP at end of KS2 = RWM combined (At least expected standard) 50%</p> <p>Subject Leader and SLT monitoring have shown that pupils are increasing confidence in recalling key learning in both core and wider curriculum subjects. Implementation of bookplates and lesson observations reflect high profile key learning is given in lessons.</p> <p>Planning systems are in place incorporating regular spaced retrieval and monitoring of pupil voice to assess deeper understanding of relevant prior key learning.</p> <p><i>Ofsted October 2023 stated that 'The school is ambitious for all pupils. Pupils benefit from a curriculum that builds their knowledge well over time.'</i></p> <p>Teacher CPD has ensured consistent, quality first teaching involving high quality feedback.</p> |
| <p>Improved reading provision for disadvantaged pupils (including the lowest 20%) leads to improved outcomes in reading</p> | <ul style="list-style-type: none"> • End of Year 2 phonic screening check = 100% pass rate for PP • End of Year 1 phonic screening check = 100% pass rate for PP • Parent/Carer feedback regarding support with before/after school club provision is positive and provides pupils with additional opportunity outside of the school day to read to an adult. • Daily phonics tutoring provided for identified pupils. 100% Yr 2 phonic screening pass rate ensuring the disadvantaged succeed. • Grouping: Small group school-led UKS2 tutoring ensured PP students made progress in reading in line with national standards at end of KS2. |

| | | | | | | | | | | | |
|---|--|-------------|---|--------------|--|-------|-------------|---|-------------|---|--------------|
| | <ul style="list-style-type: none"> Learners benefitted from the tailored support of 1:1 and paired tutoring with the reading catch up programme- Lightning Squad Autumn 1 1:1 reading support in both KS1 and KS2. <p>PP at end 2024 whole school Reading (At least expected standard) 60%</p> | | | | | | | | | | |
| <p>Attendance at least 95% for disadvantaged pupils</p> | <p>Rigorous procedures of attendance monitoring has ensured pupils are tracked and parents/carers are engaged in identifying any potential barriers to attendance.</p> <p>Any lateness is carefully monitored, and staff are trained to engage with parents to ensure children arrive punctually.</p> <p>PP attendance at WPS for 2023-2024 =93.7%</p> <p>FFT National PP attendance for 2023-2024 = 91.8%</p> <p>The school fosters a strong culture of belonging. As a result, pupils attend school regularly.</p> <div data-bbox="592 815 1310 1137" style="border: 1px solid #ccc; padding: 10px;"> <p>ABSENCE - FULL YEAR</p> <p>STRENGTHS</p> <p>OVERALL ABSENCE (GAP-TO-NATIONAL)</p> <table style="width: 100%; text-align: center;"> <tr> <td>Sch.:</td> <td></td> <td>Nat.:</td> <td></td> <td>Diff.</td> </tr> <tr> <td>4.8%</td> <td>–</td> <td>5.9%</td> <td>=</td> <td>-1.1%</td> </tr> </table> <p><i>The school is significantly better than the national average.</i></p> </div> <p>Your Disadvantaged cohort's persistent absence has decreased by 8.7% from 14.3% in 2022/23, to 5.6% in 2023/24.</p> <p>Your Disadvantaged cohort's Authorised Absence has decreased by 3.9% from 6.0% in 2022/23, to 2.1% in 2023/24.</p> | Sch.: | | Nat.: | | Diff. | 4.8% | – | 5.9% | = | -1.1% |
| Sch.: | | Nat.: | | Diff. | | | | | | | |
| 4.8% | – | 5.9% | = | -1.1% | | | | | | | |
| <p>Barriers to learning for identified pupils are reduced</p> | <p>Pupil progress meetings ensure any barriers are identified and next steps for targeted intervention, tailored feedback or additional support is agreed following interim assessments.</p> <p>End of Year targets are inspirational but achievable.</p> <p>Where the use of technology can reduce barriers, these pupils have been identified and are currently using ICT during lessons to overcome barriers to learning.</p> <p>Nurture support sessions in Forest School have proved successful in increasing confidence, self-esteem and resilience of disadvantaged pupils, reducing the barriers to learning.</p> <p>Sports coaching during lunchtime has also boosted self-esteem and enjoyment at school. This has also supported children to emotionally regulate through small group games.</p> | | | | | | | | | | |

| | |
|--|---|
| | <p>Disadvantaged pupils have benefitted from a number of pastoral support programmes including Draw and Talk sessions, ELSA and monitoring practices.</p> <p>1:1 drawing /play therapy sessions (council led) were successful with identified disadvantage pupils.</p> <p>Pupil conferencing time has enabled pupils to make accelerated progress in KS2.</p> <p>Children are encouraged to actively apply for leadership roles within the school. This contributes to breaking down the barriers of learning and empowering children to take more ownership of their learning.</p> <p><i>Ofsted October 2023 stated that the children 'enjoy becoming school councillors, eco councillors, sport leaders and members of the worship committee. Pupils say these roles make them feel proud and enable them to make a difference.'</i></p> |
| <p>All disadvantaged pupils to access aspects of wider school life, including trips and extra-curricular clubs</p> | <p>100% attendance on school trips (partially funded support)</p> <p>Increased communications with parents/carers to ensure participation on school trips. These have included reasonable adjustments and parental support during visits to enable 100% inclusivity. Parental choice to put money towards school visits offers further incentives to engage.</p> <p>75% of PP families accessed extra-curricular clubs during the academic year</p> <p>Parental choice to put money towards extra-curricular clubs offers further incentives for children to engage with the wider curriculum. Disadvantaged children have priority with many children having experienced science club as well as a sports provision.</p> <p>Parent/carer feedback in response to financial and practical support with purchasing of uniform has been positive and 100% of families engaged with this offer.</p> <p>Parent engagement is high and has increased further as seen in participation in our core subject parent workshops. 100% in KS1. This has increased the level of parent confidence and expertise to help children at home.</p> <p><i>EEF -The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</i></p> |

Achievement of expected standard:

| Year Group | Reading | Writing | Maths |
|-------------------|---------|---------|-------|
| EYFS (0 pupil) | | | |
| Year 1 (3 pupils) | 100% | 100% | 100% |
| Year 2 (3 pupils) | 66% | 66% | 100% |
| Year 3 (4 pupils) | 50% | 50% | 50% |
| Year 4 (2 pupils) | 50% | 0% | 100% |
| Year 5 (7 pupils) | 43% | 14% | 43% |
| Year 6 (1 pupils) | 100% | 100% | 0% |

* It should be noted that all pupils who did not achieve the expected standard are on the SEN register.

| DISADVANTAGED: NC YEAR BREAKDOWN | | | | |
|----------------------------------|----------|-----------|-----------|----------------|
| NC Year | Female | Male | Total | Finance |
| 1 | 1 | n/a | 1 | £1,480 |
| 2 | 1 | 1 | 2 | £2,960 |
| 3 | 2 | 5 | 7 | £9,220 |
| 4 | n/a | 2 | 2 | £2,960 |
| 5 | 3 | 2 | 5 | £8,830 |
| 6 | 1 | n/a | 1 | £1,480 |
| Other | 0 | 0 | 0 | £0 |
| Unknown | 0 | 1 | 1 | £1,480 |
| Total | 8 | 11 | 19 | £28,410 |

Service pupil premium funding (optional)

| Measure | Details |
|---|---|
| How did you spend your service pupil premium allocation last academic year? | Pastoral support provided for pupils, including ELSA, pastoral check ins and teacher conferencing time. |

