

# Pupil premium strategy statement – John Wilkinson Primary School and Nursery

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	217
Proportion (%) of pupil premium eligible pupils	14.2% (based on FSM)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	6 <sup>th</sup> January 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Stephanie Beard, Acting Head
Pupil premium lead	Stephanie Beard, Acting Head
Governor / Trustee lead	Ian Mansfield, Pupil Premium link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,010
Recovery premium funding allocation this academic year	£3,915
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£39,925

# 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 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 the work that they're set
- act early to intervene at the point need is identified
- 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 suggest disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
2	Internal assessments indicate that attainment in <b>spelling</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Internal assessments indicate that attainment in <b>maths</b> among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	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 <b>significant knowledge gaps</b> leading to pupils falling further behind age-related expectations.
5	Assessments, observations and discussions with pupils and families have identified <b>social and emotional</b> issues for many pupils, notably due to the ongoing impact of Covid-19, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Additional costs limit <b>access to extra-curricular opportunities</b> e.g. clubs, residential trips, music tuition, etc.

## 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 reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved phonics attainment among disadvantaged pupils.	Phonics screening check results indicate that more than 75% of disadvantaged pupils met the expected standard.
Improved spelling attainment for disadvantaged pupils at the end of KS2.	KS2 spelling outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• low incidences of poor behaviour and bullying</li> </ul> <p>High levels of engagement and participation in enrichment activities, particularly among disadvantaged pupils</p>

## 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: £ 9,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use of standardised diagnostic assessments for reading and maths – NTS Reading, Maths (Y2-6) and SPaG (Y5/6).</p> <p>Training for new staff to ensure assessments are interpreted and administered correctly.</p> <p>£3000</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>Embed use of Little Wandle Letters and Sounds Revised; a DfE validated SSP phonics programme to</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of</p>	1, 2

<p>secure stronger phonics teaching for all pupils. Purchase new additional Little Wandle Rapid Catch-Up and SEND resources to improve provision for children experiencing barriers to learning.</p> <p>Training programme for all teaching and teaching assistants to ensure fidelity to the SSP. £1500</p> <p>Ongoing subscription £750</p> <p>Purchase of additional reading books</p> <p>£2000</p>	<p>word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access SHaW Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Purchase and implement intervention programmes to address gaps in knowledge and secure progress. (TT Rockstars, FunKey, Shine)</p> <p>Provide training for teachers and teaching assistants to effectively identify gaps and run high quality, timely interventions.</p> <p>Rising Stars - Shine £340</p> <p>TTS Rock Stars £100</p> <p>Fun Key Maths £400</p> <p>Training £1500</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional learning.</p> <p>Approaches will include Educational Psychology training to support children with attachment and emotional regulation issues, Nurture group training to further develop strategies to strengthen children's wellbeing. These approaches will be embedded into routine educational practices and trained staff will cascade the approaches to ensure consistency.</p>	<p>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):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4

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

Budgeted cost: £ 37,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>New staff who deliver additional reading and phonics sessions targeted at disadvantaged pupils will access training to enable them to provide effective reading and phonics support.</p> <p>Bottom 20% of Y3/4 readers 3 x weekly Small group Rapid Reader programme.</p> <p>Bottom 20% Y5/6 readers 3 x weekly Small Group Rapid Reader Programme,</p> <p>Training, dissemination, release time to monitor impact £500 + £6,500 TA Time</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Additional reading and phonics sessions targeted at disadvantaged pupils who require further reading and phonics support.</p> <p><a href="#">Reading support 1:1</a></p> <p><a href="#">Reading Comprehension Practice</a></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Recruitment of additional teaching assistants to support intervention programmes for recovery £27,058</p> <p>National Tutoring Programme: School-led tutoring support.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>

	Teaching assistant deployment works best when used to deliver targeted interventions. <a href="#">Teaching Assistant Interventions</a>	
<p>Purchase of Nesy reading and spelling subscription. <i>£385 + £100 additional where necessary</i></p> <p>TA trained on the programme and time given for 1:1 and weekly monitoring.</p> <p>TA training to enable effective use of the Nesy programme through school. £1500</p>		1, 2, 4

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

Budgeted cost: £ 5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our new whole school vision “Creating a culture of curiosity where children, who feel safe, happy and healthy, thrive” supporting a positive behaviour approach across school.</p> <p>Paul Dix approaches to be explored.</p> <p>£2000</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Monitor whole school data regularly to identify reasons for absence, patterns, attendance of particular groups and the impact of interventions.</p> <p>This will involve training for administrative assistant with</p>	<p>Embedding principles of good practice set out in the DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly</p>	3

<p>responsibility for attendance and release time for termly attendance meetings with LA Attendance Officer to develop and implement new procedures to improve attendance.</p> <p>£500</p>	<p>reduced levels of absence and persistent absence.</p>	
<p>Inclusive access to extra-curricular provision for disadvantaged children.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>When considering hosting sports activities that may require contributions from parents we will consider whether places could be provided free of charge or subsidised for disadvantaged pupils.</p> <p>£700</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="#">Physical activity and access to after school sports club provision</a></p>	<p>5</p>
<p>Contingency fund for acute issues.</p> <p>£2000</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £51,843**

**School funded top up: £11,918**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

All pupils were assessed using standardised assessments termly.

In addition, intervention programmes involved regular assessment opportunities and further interventions were guided by outcomes. Parents were given specific feedback on their children's progress and, where appropriate, enabled to access resources from home.

The data suggests that good progress has been made in reading (where interventions were securely planned and delivered). Less progress has been secured in maths which is driving the need for further quality interventions to support the children in this area. In the following year, the strengths in reading will be maintained and additional interventions will be timetabled to ensure accelerated progress for disadvantaged pupils in maths.

The variety of precision teaching and small group work has enabled children to feel success – even if the gains are quite small. This needs to continue so that the children are empowered to make excellent progress.

### 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)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA

## Further information (optional)

In addition to the strategies outlined above, the school trained staff on using 'Talk Boost' resources to improve oracy from Nursery through to Key Stage 2. This will be continued in the next academic year.