

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wansbeck Primary School
Number of pupils in school	238 (+20 F1 children)
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	November 12 th 2021
Date on which it will be reviewed	November 12 th 2022
Statement authorised by	Sam Bullen
Pupil premium lead	Sam Bullen
Governor / Trustee lead	Colleen OConnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,640
Recovery premium funding allocation this academic year	£17,428
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£168,068

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for disadvantaged pupils is to improve the education outcomes. Our evidence shows that our disadvantaged children generally face additional challenges in reaching their potential and often do not perform as well as other pupils.

Our combination of specific plans and support will lead to barriers being significantly reduced and our children will therefore be enabled to perform at a higher standard.

We will give our disadvantaged children extra, expert support and provide them with the emotional, social and academic support to develop as lifelong learners. They will become much more confident and develop a wider range of knowledge and skills and therefore, perform to a higher standard.

Quality first teaching is paramount along with the emotional and social support that goes around the children within the classroom. Relationships are key to our approach to the engagement of our most disadvantaged children.

The Senior Leadership Team have a clear overview of how the funding is being allocated and we are strong as a team to know that this will make a difference to the outcomes of pupils. We also believe that by having well targeted support to improve attendance and links with families this will increase confidence and outcomes.

The high profile of disadvantaged pupils ensures stakeholders are fully aware of their needs and of the support that is available. Staff are made aware of the data surrounding disadvantaged pupils and the responses that are possible.

Tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Financial support is given to ensure all pupils have full access to broad educational experiences.

We ensure that we have high expectations for disadvantaged pupils. Starting points are taken note of along with the potential in order to ensure even greater gains in their learning for these children.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of home reading and opportunities to access books and reading for enjoyment combined with weaker phonic skills. This slows reading progress in subsequent years.
2	Low levels of communication, language and literacy on entry to the school for pupil premium children which in turn slows their reading and writing progress in subsequent years.
3	Childrens social and emotional development needs leads to difficulties in establishing relationships and developing good attitudes to learning which can have a detrimental effect of progress
4	Lack of aspiration and opportunities outside of the childrens local community

5	Attendance rates for pupils eligible for free school meals are 94.9% (below the target of 96%) This reduces their hours in school and affects their learning.
6	Lack of academic expectations at home

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 oral skills for pupils eligible for pupil premium in Foundation Stage and KS1 and increase rates of reading progress for pupil premium pupils.	Pupils eligible for free school meals in foundation stage and KS1 make rapid progress to make age related expectations and the gap closes between disadvantaged and non-disadvantaged pupils in Reading
Higher achievement for disadvantaged children at GLD, KS1 and KS2	Pupils eligible for free school meals make better than expected progress at through each key stage to ensure more children reach age related expectations and attain at greater depth.
Children's social and emotional needs are met ensuring they are ready to access learning and are ready for their education beyond primary school.	Fewer behaviour incidents recorded for pupil premium children. Children continue to be successful in their secondary provision. No exclusions for children eligible for pupil premium Children's academic achievement increases at GLD, KS1 and KS2
Increased attendance rates for children eligible for pupil premium	Reduce the number of persistent absentees among pupils eligible for PP to 8% or below. Overall PP attendance improves from 94.8% to 96% in line with 'other' pupils.
Increase aspiration and give opportunities beyond the classroom	All pupil premium children get the opportunity to access extra-curricular provision and opportunities outside the classroom across the school.

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reduction in class sizes to ensure relationships are built with children which in turn ensures higher achievement across the whole school</p>	<p>Over the past three years class sizes have been reduced in the school. This has shown to impact on the behaviour of children across the school due to the secure relationships the children make with the teacher. In turn this has impacted on achievement and progress and standards have consistently been above national at the end of KS2. Due to the success of this strategy the school want to continue.</p>	<p>2 and 3</p>
<p>Guided Reading Teaching for Foundation Stage and KS1 to ensure all children read to an adult every day to improve word reading and fluency. Children who are not ready for guided reading will do 1:1 reading daily</p> <p>Staff training for new phonics scheme to further develop the phonics provision across foundation stage and KS1 and Year 3. Catch up phonics lessons delivered across the school for the lowest disadvantaged readers.</p> <p>Reading leader to focus on the attainment and progress of disadvantaged children from foundation stage to Year 6.</p>	<p>Reading attainment and progress improved significantly in 2019 and is well above national for KS2 for progress however progress and attainment for disadvantaged children remains below the progress and attainment of all groups.</p> <p>There remains a gap in reading at all stages between PP children and all children. Phonics results at KS1 are below other groups for disadvantaged children.</p> <p>Due to this the continued development of reading as a whole school and the phonics provision will increase the performance across the school in reading.</p>	<p>1 and 2</p>

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ 1 SASA 5 x afternoons per week to develop speech and language in KS1 and provisions 1 SASA to deliver speech and language in the foundation stage throughout the provision</p> <p>Take part in the Nuffield Early Language Intervention</p> <p>Focused work with SASA in foundation stage 3 x afternoons a week for early intervention for disadvantaged children.</p>	<p>Some of the children need targeted support to develop their oracy skills. This programme has been developed with the support of speech therapists and with individual training for the SASA.</p>	1,2
<p>1:1 reading daily in all provisions to develop fluency</p> <p>The Burrows to have a high focus on reading and basic skills throughout the curriculum</p> <p>The Burrows to support disadvantaged children across KS2 with phonic catch up and reading development.</p> <p>The Burrow to support for our lowest 20% readers who are disadvantaged</p>	<p>To provide targeted support to children to catch up reading from lower starting points. To close the gap at the earliest opportunity</p>	1,2
<p>Weekly small group and 1:1 sessions for children targeted at ARE in Reading, Writing and Maths.</p> <p>Weekly small group and 1:1 sessions for children targeted at Greater Depth in Reading, Writing and Maths.</p>	<p>To provide targeted support for children in Year 5 and 6 to maintain and increase attainment at the end of KS2</p> <p>Small group sessions are shown to have impact in the EEF toolkit and have proven over time within our school to impact on attainment and progress for PP children.</p>	2

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One full time emotional wellbeing worker and one part time emotional well-being worker</p>	<p>It is essential that childrens emotional and social needs are met and developed in order for them to be ready for learning. Our emotional well-being workers develop these skills in our most disadvantaged pupils.</p> <p>The EEF toolkit shows that targeted support to develop children social and emotional needs along with ensuring mental wellbeing can be effective, especially for older pupils.</p>	3
<p>Free breakfast club for Pupil Premium Children</p>	<p>We can't improve attainment for children if they aren't actually attending school. NfER briefing for</p>	4

<p>EWW to support with attendance and support families where attendance is an issue</p> <p>Rewards and attendance programme for families to encourage children to come to school</p>	<p>school leaders identifies addressing attendance as a key step.</p> <p>Attendance is below national for all groups and slightly below the national for attendance for similar levels of deprivation</p> <p>Inclusion team will collaborate to ensure all the pieces of the jigsaw are pieced together to tackle low attendance rates,</p>	
<p>All Year 5 and 6 children to attend a visit to London</p> <p>The school to participate in Chance to Dance and ensure high percentage of children taking part are PP.</p> <p>All children to experience trips, visits and experiences beyond the classroom linking to the character curriculum</p> <p>Residential visit which all pupil premium children are able to access.</p> <p>Character curriculum launched and support with funding these opportunities for PP children</p>	<p>All children will experience events beyond the classroom regardless of the ability to pay. All PP children will take part in educational visits and extra-curricular events outside the classroom.</p> <p>Targeted PP children will be encouraged to take part in Rock challenge to increase self-esteem and self-confidence.</p>	5

Total budgeted cost: £ 180,000

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	