

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wrockwardine Wood Infant School & Nursery
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	26%
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	31 December 2022
Date on which it will be reviewed	31 December 2023
Statement authorised by	Denise Garner Executive Headteacher
Pupil premium leads	Linzi Garner Early Years Assistant Headteacher Vicki Prinold Key Stage 1 Assistant Headteacher
Governor	Gill Stubbs (Chairperson)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,707
Recovery premium funding allocation this academic year	£3,190
Catch up school led tutoring	£3,213
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£72,110

Part A: Pupil premium strategy plan

Statement of intent

Our intent 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. 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 School Led 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:

- act early to intervene at the point need is identified.
- ensure disadvantaged pupils are challenged in the work that they're set.
- 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
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1	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS1 and in general, is more prevalent among our disadvantaged pupils than their peers.</p> <p><i>On entry to Reception in 2022 57% of disadvantaged children were working below in Communication Language and Literacy</i></p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><i>On entry to Year 2 in 2022 for reading 50% of disadvantaged children were working below age-related expectations compared to 29% of all children</i></p>
3	<p>Our assessments and observations indicate that the education and well-being 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.</p> <p><i>On entry to Year 2 in 2022 for writing 55% of disadvantaged children were working below age-related expectations compared to 38% of all children.</i></p>
4	<p>Partial closure has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in mathematics.</p> <p><i>On entry to Year 2 in 2022 50% of disadvantaged children in mathematics were working below age-related expectations compared to 28% of all children.</i></p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p><i>Teacher referrals for pastoral support for pupils has reduced. However, 9 disadvantaged currently require additional support with social and emotional needs. Early help interventions are in place to support families.</i></p>
6	<p>Our attendance data indicates that poorer attendance for the disadvantaged pupil group may have a direct impact on their academic outcomes.</p> <p><i>The last recorded figures for the academic year 2021/22 show that approximately 91% of disadvantaged pupils were attending school.</i></p>

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative classroom and Talk Boost assessments.
Improved reading attainment for disadvantaged pupils at the end of KS1.	KS1 reading outcomes in 2024 show that more disadvantaged pupils meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2024 show that more disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024 show that more disadvantaged pupils meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys, teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023-2024 as reflected in the overall absence rate for all pupils being no more than 3%

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: **£31,430**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time Talk Boost</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1,4

	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>NCETM Mastering number programme</p>	
<p>Salary contribution to enable small group tuition to be facilitated across whole school, with a particular emphasis for disadvantaged pupils in Key Stage 1</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>EEF Small group tuition</p>	1, 2, 3,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: **£37,408**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release staff to deliver Talk Boost to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2,</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,3</p>
<p>Engaging with the School Led Tutoring Pro-gramme to provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

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

Budgeted cost: **£3272**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the cultural capital of pupils through subsidised educational and residential visits and access to extra-curricular activities.</p>	<p>Improved outcomes have been identified in English, mathematics, and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also been reported.</p> <p>EEF Arts participation</p>	<p>1,2,3,4,5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and mid-year mobility, 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>1,2,3,4,5,6</p>

Total budgeted cost: £72,110

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 2021 to 2022 academic year.

Our statutory assessments during 2021/2022

	National 21/22	ALL (%)	Non-dis. (%)	Disadvantaged (%)	Gap (%)
EYFS Good Level of Development	65	64.5	68.6	45.5	- 23.1
Y1 Phonics	75	80	86.4	62.5	- 23.9
KS1 Reading	67	83.6	82.1	87.5	+ 5.4
KS1 Writing	58	74.5	79.5	62.5	-17.0
KS1 Maths	68	74.5	74.4	75	+ 0.6

Our end of Key Stage 1 assessment data for disadvantaged children shows that the Year 2 catch-up teaching programme and targeted intervention was successful. Year 2 disadvantaged children for reading and mathematics performed better than children nationally.

Children did not perform as well in writing in particular spelling and their vocabulary choices. Writing is a complex task. It requires the coordination of fine motor skills and cognitive skills; it reflects the social and cultural experiences of the writer and is also linguistically complex.

Our evaluation of the reasons for these outcomes point primarily to Covid-19 impact, children were not as physically active and were unable to access as many cultural or social experiences. Teaching remotely was more effective for reading and maths than for writing.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils and as a result they did not perform as well as other Reception children.

Disadvantaged children in Year 1 did not achieve as well in phonics. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and we expect these children to catch up in Year 2.

Externally provided programmes.

Programme	Provider
Floppy Phonics	Oxford Reading Tree
Mathletics	3P Learning
Purple Mash	2 Simple
Talk Boost	Talk Boost KS1 (speechandlanguage.org.uk)

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Our Emotional Literacy Support Assistant dedicated time to the emotional wellbeing and academic achievement of service children. She will create a memory box/passport if they move schools. The school's mental health lead has worked collaboratively with parents to support their children's mental health and well being to remove barriers to learning.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- The training we have selected will focus on collaboration with parents through the Educational Psychology Service and Strengthening Families.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.