

## Pupil premium strategy statement

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	Wharton CE Primary School
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	24.5% (73)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 22 2022 - 23 2023 - 24
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Natalie Tomlinson
Pupil premium lead	Biz Killalee
Governor / Trustee lead	Elaine Wareing

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,870
Recovery premium funding allocation this academic year	£9425
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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## Part A: Pupil premium strategy plan

### Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Wharton, our curriculum has been designed to provide our children with a wealth of meaningful opportunities that allow every child to develop competence, including opportunities to build their knowledge, skills, values and attitudes. Through the curriculum we provide, children will grow, thrive and flourish. We achieve this through well-planned enquiry based, creative experiences that develop key skills, knowledge and wisdom. Children follow clearly-defined progressive programmes of study, which are inclusive, challenging, and inspiring.

Our aim is to ensure that our disadvantaged pupils have every opportunity to reach their full potential. To enable them to do this they need to have a solid foundation of the basic skills as well as the knowledge and confidence to utilise these skills to their best advantage.

For all Disadvantaged students to play a full and successful part in the academic and wider school community. To achieve this, we aim to:

1. To ensure that all Disadvantaged students **participate in** the academic and wider curriculum to the same extent as their peers
2. To ensure that Disadvantaged students on average make **increasingly good progress** year on year
3. To increasingly address and **remove the barriers** faced by our Disadvantaged students e.g., literacy skills, poor attendance, communication and Language, lack of social capital, etc.
4. To ensure the attendance of identified disadvantaged pupils is improved.
5. To provide a carefully considered provision for all disadvantaged pupils who also have been identified as SEND or Gifted and Talented.

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided

by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

However, internal data, suggests that reading is a substantial barrier for many of our students, especially Disadvantaged and therefore developing reading skills and promoting pleasure for reading from an early age is crucial and core to this plan, alongside other specific interventions based on identified need.

Finally, there is both internal data and academic literature that highlights the need for high quality pastoral support through our ELSA and attendance intervention to meet the needs of our Disadvantaged students. As such funding is directed to ensuring that high quality pastoral care is available to all students, including supporting the most vulnerable students.

#### What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos that promotes the school's vision of "committed to providing first class learning for all our children through a creative curriculum. Children in our school need to be safe and happy in order to achieve their potential, regardless of disadvantage or need.
- That the most effective method of addressing disadvantage is through a strong focus on **improving teaching and learning**, as advocated by the EEF
- That **developing the whole child** is vital to ensuring every child meets their potential.
- That providing **high quality pastoral support** is essential to meet the wider needs of all students especially their social and emotional well-being.
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identified need**.
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills on entry to school
2	Reduced or lack of parental engagement due to own needs or personal experience of schools when younger
3	The effect of the impact of attachment and trauma on children's mental health and well-being and their academic ability.
4	If the subject curriculum is not carefully planned, sequenced and built upon, pupils may develop gaps in learning.
5	If teachers are not secure in their subject knowledge, pupils may not receive the best quality learning opportunities.
6	If pupils have not built upon knowledge through a broad range of cultural opportunities/learning experiences, they may struggle to identify with and understand some abstract concepts that relate to time, place and people.
7	Barriers to learning may be related to SEND
8	Increasingly tight budget, limits the staffing requirements needed to support the most vulnerable
9	Pupils with specific early experiences may have difficulty in accessing academic learning due to a range of emotional/developmental reasons.
10	Where the reading culture is not evident in the home environment, pupils may not develop a love of reading.
11	There may be gaps in learning due to readiness to learn, attendance and broader factors.
12	Families may struggle to finance wider school opportunities that build on cultural capital and support a broader understanding of subject areas.
13	Pupils may have struggled to reach age-related developmental stages in relation to self-regulation which may become a barrier to learning.
14	Pupils may experience a high number of absences from school due to a number of factors including SEMH difficulties.

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
Improved outcomes closing the gap between disadvantaged pupils and pupils nationally at the end of EYFS, KS1 and KS2.	Progress shows pupils becoming more in line with National non- disadvantaged
Improved phonics and reading skills for disadvantaged pupils at end of KS1	Phonics progress shows disadvantaged pupils are more in line with National non-disadvantaged.
Improved writing attainment at KS1 and KS2 for disadvantaged pupils	Progress shows number of disadvantaged children at expected standard is increasing to become more in-line with national non-disadvantaged.
Achieve and sustain improved attendance, punctuality and engagement of disadvantaged pupils particularly those who have historical low attendance	Qualitative data to show improvements in these areas. Attendance data to show a trajectory of improvement for this group.
Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged.	Improved well-being for those identified. Pupils will have reduced incidents of heightened anxiety and reduced incidents of heightened behaviours due to emotions

## 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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure thorough and relevant CPD opportunities for all subject leads.</p> <p>1. Additional subject times to evaluate and develop the curriculum area they are responsible for. £5,000</p> <p>2. Continue to work closely with the WEP and cluster groups to enhance provision for all pupils and develop subject knowledge through CPD staff. £500</p>	<p><i>'High quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments'</i></p> <p><i>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice</i></p> <p><i>EEF Pupil Premium Guidance.</i></p>	<p>4, 5,11</p>
<p><b>Ensure Phonic and Reading skills are assessed and developed through a range of resources.</b></p> <p>1. Regular and ongoing reading and comprehension development, assessment and analysis through Pathways to read. Purchase of new Little wandle phonics scheme and</p>	<p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire and enough challenge to improve reading comprehension.</p> <p>EEF document - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Phonics has a positive impact (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF document - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>4, 5, 6, 7, 10, 11</p>

<p>resources. Training for all staff and UPS3 teacher out of class for two terms to ensure phonics is making an impact.</p> <p>£18,923.62</p> <p><b>Ensure the Writing curriculum is well sequenced and delivered through quality first teaching.</b></p> <p>1. Writing is planned, taught and assessed to meet the needs of all pupils using the Pathways to write and pathways to progress scheme.</p> <p>£200</p> <p>2. NFER assessment materials to increase the accuracy of assessments and identify next steps.</p> <p>£3,800</p>		
<p>Assessment of pupils is purposeful and has impact:</p> <p>1. Insight database will be used to store and track data, allowing comparisons to be made between pupil premium/disadvantaged cohorts and non-pupil premium/disadvantaged cohorts.</p> <p>(£1300)</p>		4
<p>Total spent = £29,223.62</p>		

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Address gaps in maths learning through 123 maths online programme.</b></p> <p>1. Use of online, apps and platforms to enhance learning opportunities for pupils in receipt of the PP grant such as 123 maths and TTRS (£600)</p>	<p>Digital technology can have a positive impact when it is embedded in a well-designed learning system (including factors such as the curriculum, pedagogy, teacher professional development and assessment)</p> <p>Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers.</p>	<p>4, 11</p>
<p><b>Address gaps in phonics and spelling learning through Nessy spelling and reading online programme.</b></p> <p>Use of Nessy to enhance learning opportunities for pupils in receipt of the PP grant. (£800)</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/document/s/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf?v=1678715177">https://d2tic4wvo1iusb.cloudfront.net/document/s/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf?v=1678715177</a></p> <p>Taken from EEF Using digital technology to improve learning: Evidence review.</p>	<p>4, 11</p>
<p><b>Ensure the triangulation of provision for children who are identified as having SEND and in receipt of PPG, as well as the provision of targeted academic interventions across core subject areas.</b></p> <p>1. Time allocation for the PP lead to develop subject knowledge as well as to monitor and enhance provision within the school</p>	<p>According to the DFE policy paper for Pupil premium</p> <p><a href="https://www.gov.uk/government/publications/pupil-premium/pupil-premium">https://www.gov.uk/government/publications/pupil-premium/pupil-premium</a></p> <p><i>"Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas (teaching, academic support, wider approaches) but focusing on teaching quality - investing in learning and development for teachers".</i></p>	<p>7, 9, 11, 13</p>



<p>setting (steering groups, network groups)</p> <p>2. Collaborative working between the SENDCO/PP lead and EYFS/Designated teacher lead to ensure that needs of children who fall into both categories are met in the best possible way through targeted academic support</p> <p>(£8000)</p>		
<p>Increase parental engagement and confidence in supporting phonics.</p> <p>1. Parental workshops to increase understanding of Phonics and how to help pupils at home.</p> <p>£200</p>	<p>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.</p> <p>EEF document  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2
<p>Individual Dyslexic Assessment for two LAC children.</p> <p>£955.00</p>		
<p><b>Early interventions to address low communication and language skills on entry to school.</b></p> <p>1. Early assessment on entry to school using WellComm to identify gaps and intervention put into place through NELI and Ginger bear interventions as well as WellComm interventions an</p>	<p>Early Years Interventions evidence impact shows +5 months based on a 4/5 for evidence strength according to EEF teaching and learning toolkit.</p>	1

<p>speech and language support. £10,499</p>		
<p>Targeted academic tutoring support to help pupils to reach their potential and close gaps. Third Space learning Lightening Squad Recovery premium = £9425</p>	<p>According to the EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <ol style="list-style-type: none"> <li>1. Small group tuition has an average impact of four months' additional progress over the course of a year</li> <li>2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> <li>3. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</li> <li>4. Providing training to the staff that deliver small group support is likely to increase impact.</li> <li>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. 'Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.'</li> </ol>	<p>6, 9</p>
<p>Total spent: £21,054</p>		

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensure that emotionally and developmentally based barriers to learning are identified and supported to ensure best possible progress and development.</b></p> <p>1. ELSA trained staff to work with pupils to support SEMH through nurture, ELSA, Lego therapy and Drawing and Talking.</p> <p>£13,125.45</p> <p>2. Specialist Play Therapist brought in to work with vulnerable children who have suffered ACEs. (Adverse Childhood Experiences)</p> <p>£1,030</p>	<p>The DFE 2018 Publication '<a href="#">Mental Health and Behaviour in Schools</a>' identifies that:</p> <p>1.2 Early intervention to identify issues and provide effective support is crucial. The school role in supporting and promoting mental health and wellbeing can be summarised as: • Prevention: creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos; • Identification: recognising emerging issues as early and accurately as possible; • Early support: helping pupils to access evidence based early support and interventions; and • Access to specialist support: working effectively with external agencies to provide swift access or referrals to specialist support and treatment.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</a></p>	<p>3, 9, 11, 13</p>
<p><b>Ensure all pupils are able to access all school trips, residential and workshops offered through the school.</b></p> <p>1. Financial support for trips and workshops.</p> <p>£2,789.10</p>	<p>The Ofsted consultation 'Education inspection framework 2019: inspecting the substance of education', states that schools must be '<i>Ensuring that all learners have access to education</i>'. By offering financial support, we are ensuring that all learners are able to access all opportunities and are not unfairly disadvantaged due to their financial position.</p> <p><a href="https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education/education-inspection-framework-2019-inspecting-the-substance-of-education">https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education/education-inspection-framework-2019-inspecting-the-substance-of-education</a></p>	<p>12</p>
<p>Ensure the absence of pupils in receipt of PPG is tracked and explore reasons for high</p>	<p>DFE 'Working together to improve school attendance' document published in September 2022 stated that "<i>The pupils with the highest</i></p>	<p>11, 14</p>

<p>levels of absence in order to address and improve attendance.</p> <ol style="list-style-type: none"> <li>1. Use the 15 steps of Emotionally Based School Non-Attendance/Avoidance</li> <li>2. Track attendance for those identified using: <ul style="list-style-type: none"> <li>- SIMS</li> <li>- CPOMS</li> <li>- Reduced visits to houses</li> <li>- EWO monthly meetings</li> <li>- Attendance Panels</li> <li>- Attendance meetings</li> <li>- FPNs where appropriate</li> </ul> </li> </ol> <p>£17,361.50</p>	<p><i>attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment".</i></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	
<p>Total spent £33,276.05</p>		

**Total budgeted cost: £ 85,000**

*Total spent £83,553.67*

*Amount carried over £2,316.33*

## 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.

Improved outcomes closing the gap between disadvantaged pupils and pupils national at the end of EYFS, KS1 and KS2.

Performance data for 2022 should not be directly compared with 2019 and earlier. Nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19 (Gov.uk)

#### Improved phonics and reading skills for disadvantaged pupils at end of KS1

11 children in Year 1. 2/11 (18%) made good or better progress in phonics and 1 child achieved expected standard in phonics. (2 children left school) 4/8 children made good or better progress in Reading.

8 disadvantaged children in Year 2. 5/8 (63%) made good or better progress in phonics. 4/8 children achieved expected standard in phonics.

#### Improved writing attainment at KS1 and KS2 for disadvantaged pupils

In Key Stage One 2/8 children achieved expected standard in writing. 4/8 made good or better progress in reading and writing - these were the same children for both. 3 of the Disadvantage children are also children with SEND.

In Key Stage 2 12/13 disadvantaged children (92%) made good or better progress in writing. 50% of these are children with SEND.

#### Achieve and sustain improved attendance, punctuality and engagement of disadvantaged pupils particularly those who have historical low attendance

Education Welfare Officer meets monthly with Julie Maloney to monitor children with significantly poor attendance. Action plans are set up and meetings held with parents. Significant increase seen in children's attendance who are involved in a TAF lead by Julie Maloney. Year 1 child attendance 2020 to 2021 was 50.97% and increased to 84.66% by the end of 2021-2022 and sibling in Year 4 was 52.42% and increased to 81.48%.

10 children (14%) attendance was either the same or had increased since the previous academic year.

The majority of attendance issues were due to illness with either the children or the parents having COVID or other serious illnesses.

7 LAC and 4 on TAF plans.

8 children were monitored by the EWO and Julie Maloney and will continue to be monitored next academic year.

Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged.

The ELSA worked with 32 pupils for Nurture, ELSA and Drawing and Talking. 18 of these pupils were disadvantaged.

12/18 pupils had Nurture (67%)

2/18 pupils had Drawing and Talking (11%)

4/18 pupils had ELSA (22%)

4 children were in year 6 and left at the end of the Academic year. Out of the 14 remaining 12 will continue with either Nurture or ELSA. One pupil will continue with the play therapy sessions with a specialist outside provider and the other does not require any further intervention at this time.

From pupil and staff voice the children who receive Nurture/ELSA/Drawing& Talking has had a positive impact on their mental wellbeing. Children actively use known strategies to de-escalate, actively seek out trusted numerous adults for support and self-regulation. Independent access calm and safe spaces in addition to utilising known strategies. Children re-engage more quickly after dysregulation due to appropriate support for mental health and well-being and strategies they have been taught.