

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	Wharton CE Primary School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	19% (60)
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2021 - 22 2022 - 23 2023 - 24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
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	£87,700
Recovery premium funding allocation this academic year	£13,122 - not used
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,316.33

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.

Intended outcome	Success criteria
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. £6,000</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. £600</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>Ensure Phonic and Reading skills are assessed and developed through a range of resources.</p> <p>1. Regular and ongoing reading and comprehension development, assessment and analysis through Pathways to read. Purchase of new Little wandle phonics</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 - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</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 - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>4, 5, 6, 7, 10, 11</p>

<p>scheme and resources. £4,928.08</p> <p>Ensure the Writing curriculum is well sequenced and delivered through quality first teaching.</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. £250</p> <p>2. NFER assessment materials to increase the accuracy of assessments and identify next steps. £2718.44</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. (£1,292)</p>		4
<p>Total spent = £15,788.52</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>Address gaps in maths learning through 123 maths online programme.</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 (£419)</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>Address gaps in phonics and spelling learning through Nessy spelling and reading online programme.</p> <p>Use of Nessy to enhance learning opportunities for pupils in receipt of the PP grant. (£700)</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/document/s/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf?v=1678715177</p> <p>Taken from EEF Using digital technology to improve learning: Evidence review.</p>	<p>4, 11</p>
<p>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.</p> <p>1. Time allocation for the PP lead to develop subject knowledge as well as to monitor and enhance provision within the school setting (steering groups, network groups)</p>	<p>According to the DFE policy paper for Pupil premium</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</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 - in vesting in learning and development for teachers".</i></p>	<p>7, 9, 11, 13</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>(£8500)</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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2</p>
<p>Specific equipment bought to support a child</p> <p>£68.94</p>		
<p>Widgit Software to enable visual labels and social stories to support visual learners</p> <p>£295</p>		
<p>Early interventions to address low communication and language skills on entry to school.</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</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>	<p>1</p>

interventions an speech and language support. £10,499		
Total spent: £20,481.94		

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that emotionally and developmentally based barriers to learning are identified and supported to ensure best possible progress and development.</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>£3,150</p>	<p>The DFE 2018 Publication 'Mental Health and Behaviour in Schools' 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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069687/Mental_health_and_behaviour_in_schools.pdf</p>	<p>3, 9, 11, 13</p>
<p>Ensure all pupils are able to access all school trips, residential and workshops offered through the school.</p> <p>1. Financial support for trips and workshops.</p> <p>£3394.90</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>https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education/education-inspection-framework-2019-inspecting-the-substance-of-education</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"> 1. Use the 15 steps of Emotionally Based School Non-Attendance/Avoidance 2. Track attendance for those identified using: <ul style="list-style-type: none"> - SIMS - CPOMS - Reduced visits to houses - EWO monthly meetings - Attendance Panels - Attendance meetings - FPNs where appropriate <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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	
<p>Total spent £37,031.85</p>		

Total budgeted cost: £ 85,000

Total spent £73,302.31

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 2022 to 2023 academic year.

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

29% achieved GLD compared to National at 65%

Key Stage 1 (13 pupils)

Reading 31% achieved expected standard or higher compared to 73%

Writing 0% achieved expected standard or higher compared to 65%

Maths 23% achieved expected standard or higher compared to 75%

Key Stage 2 (15 pupils)

Reading 33% achieved expected standard compared to 78% and 7% achieved the higher standard compared to 34%

Writing 27% achieved expected standard compared to 77% and 0% achieved the higher standard compared to 16%

Maths 13% achieved expected standard compared to 79% and 0% achieved the higher standard compared to 29%

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

Year 1

18 disadvantaged children in year 1. 8/18 (44%) achieved the expected national standard in the phonics screening check.

50% made expected progress and 39% made above expected progress. 11% (2 children) joined mid-year

Year 2

13 disadvantaged children in year 2.

8/13 62% passed re-sit in June 2023. 4/13 SEND

46% made expected progress and 54% made above expected progress in reading

Improved writing attainment at KS1 and KS2 for disadvantaged pupils

In Key Stage One 13 disadvantaged children and none achieved expected standard in writing. 4/13 children were SEND. All made good or better progress from their starting points.

In Key Stage two 4/15 children achieved expected standard in writing. 40% were SEND children. All made good or better progress in writing.

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. 59% of disadvantaged pupils have had the same or increased attendance this academic year.

Families are supported by the safeguarding and welfare officer who works with them to increase their attendance.

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

15 children in total had access to: Nurture, ELSA, lego therapy, drawing and talking therapy summer term 2023.

2 children had bespoke play therapy with a private play therapist.

2 children received ELSA, 12 children accessed Nurture and 1 child had Drawing & Talking.

All of these children benefitted from the bespoke support which impacted positively on their well-being. Teachers of all these pupils could see the benefits in the class which enabled them to make progress in their learning.