



Wolston St Margaret's C of E Primary School

LEARNING, BELIEVING AND ACHIEVING TOGETHER

Pupil Premium Strategy Statement 2022 – 25

This statement details Wolston St Margaret's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

What Is Pupil Premium? The Pupil Premium Grant is additional funding allocated to all schools to support disadvantaged pupils and those who may be vulnerable in terms of making progress and thriving at school. The school receives Pupil Premium funding for those children who are cared for or adopted from care; children whose parents are in the armed forces; and for every pupil who has received free school meals at any time over the past 6 years. This funding really helps the school to make better provision for all children and narrow the gap between the attainment of vulnerable children and their peers.

School overview

Detail	Data
School name	Wolston St Margaret's Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	15% (31 children) <ul style="list-style-type: none">• Including 3 children eligible for the Service Premium• Including 4 children who are classed as Post LAC or PP+
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 23
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Michelle Clemons (Headteacher)
Pupil premium lead	Michelle Clemons
Governor / Trustee lead	Samantha Burbury (Chair)

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,455.00
Recovery premium funding allocation this academic year	£3912.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£49,367.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Wolston St Margaret's C of E Primary School, we are determined to give pupils who are in receipt of pupil premium funding every opportunity to progress academically and socially and fulfil their potential. We know that each of our pupils experience distinct barriers to learning and we endeavour to take account of the needs of individuals, providing tailored and specific support. We want to ensure that social disadvantage does not limit the life chances of our pupils and we will provide rich and varied learning opportunities that will impact their engagement, progress and attainment and create life-long learners.

Our principles in allocating Pupil Premium funding are to:

- Narrow the attainment gap between our disadvantaged and non-disadvantaged pupils.
- Make good or better than expected progress for our disadvantaged pupils and those at risk of not being able to thrive,
- Support learner's emotional well-being so they are 'ready to learn' and can maximise the opportunities school offers.
- Enrich the learning of our socially disadvantaged pupils, ensuring they have access to a wide range of life opportunities and cultural experiences.
- Engage parents in their children's learning so they can positively support learning whilst engaging with their child's education.
- Promote an aspirational and inclusive learning environment – where all pupils are encouraged to be successful, confident learners with aspirations for their future

We will do this by:

- Ensuring all our pupils experience high quality teaching that addresses their specific learning needs.
- Refining our targeted provision for lower attainers so they are prioritised to receive teacher time.
- Utilising catch up programmes that are proven to impact on children's outcomes.
- Embedding our support for children's mental wellbeing
- Expanding our offer of Therapeutic services so support mental wellbeing and self regulation
- Running events that will engage parents in their children's learning so they support our aspirational goals for our pupils.
- Mentoring and championing our most vulnerable children.
- Enriching our curriculum and prioritising our disadvantaged pupils so they can access a wide range of opportunities.

NB: In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. For these reasons, the funding we receive will be used to target support where it is needed using our knowledge of the children, their families and their life experiences.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments on the 3-core subject of Reading, Writing and Maths indicates lower starting points for 31% of our disadvantaged pupils.
2	SEMH (social, emotional & mental health) - low levels of emotional well-being, self-confidence and resilience are displayed by a growing number of our disadvantaged pupils.
3	Inconsistent attendance for 28% of our disadvantaged children reduces their access to education.
4	Children lack enrichment experiences that stimulate the imagination and motivate language, aspirations and creativity and support SEMH.
5	Pupils have historically achieved well by the end of KS2 but fail to convert to a greater depth standard due to gaps in knowledge

Intended outcomes

Intended outcome	Success criteria
<p>The attainment of Pupil Premium children is at least in line with that of their peers nationally & we see an upward trend for Greater Depth</p> <p><i>Challenge Link 1 & 5</i></p>	<p>All academic outcomes demonstrate no attainment gap between Pupil Premium children and their peers:</p> <ul style="list-style-type: none"> EYFS GLD outcomes KS1 Phonics Screening outcomes KS1 SATs outcomes KS2 SATs outcomes <p>Improved numbers of PP achieving Greater Depth in Reading, Writing and Maths at the end of KS2.</p> <p>Pupil Premium children receive both academic and pastoral interventions where necessary</p> <p>SEND children to have made good progress from their starting point.</p>
<p>Attendance for PP children improves and persistent absence reduces.</p> <p><i>Challenge Link 3</i></p>	<p>Attendance data of PP pupils indicates that the gap to national closes year on year.</p> <p>Dialogue between PP parents, pupils and our attendance lead is regular and impactful.</p> <p>All Pupil Premium families attend parent evenings</p> <p>Pupil and Parent Voice demonstrates a positive attitude towards school</p> <p>Staff are trained in supporting pastoral and SEMH issues for PP pupils, to impact on attendance</p>
<p>Pupil Premium children develop their growth mindset, resilience to challenges and increased engagement with school.</p> <p><i>Challenge Link 2</i></p>	<p>A Senior Mental Health Lead, has successfully implemented a positive culture of wellbeing for all.</p> <p>Pupil Premium are able to complete challenges and show perseverance and resilience</p> <p>Identified pupils have had mentoring to enhance their SEMH growth</p> <p>Pupil voice demonstrates an understanding of growth mindset and the importance of resilience</p>
<p>Pupil Premium children are provided with a range of experiences and opportunities, PP</p>	<p>Funding is provided to support PP families where necessary. This will include educational visits and extra-curricular/enrichment opportunities, including homework and after school clubs to support with home learning and broadening horizons.</p> <p>PP pupil voice shows a greater understanding of the world around them.</p>

pupils cultural capital is developed and sustained <i>Challenge Link 4</i>	PP pupils are aspirational for their learning and are enabled to access wider curriculum learning, some within a real-life context.
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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.

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

Budgeted cost: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff training and the renewal of Little Wandle Letters and Sounds programme and resources	This is a DfE validated systematic synthetic phonics scheme (SSP). EEF research shows that using an SSP has a high level of impact on the accuracy of word reading, particularly for disadvantaged children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1
Staff CPD on strategies to improve pupil Personal Development - metacognition and growth mindset.	Pupils who understand how they learn best are able to develop their own strategies to maximise their learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, & 3
1;1 Targeted support for children with anxiety or mental health issues	Removal of anxiety increases academic engagement and focus on learning. EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	2 & 4
Additional Staffing Capacity	Reduced numbers allow teachers to teach differently, enabling higher quality interactions with pupils and minimising disruption. Ultimately improving the flexibility for organising learners and the quality and quantity of feedback the pupils receive.	1 & 5
Invest in Therapeutic & Counselling services	We have capacity within our staff team and now look to offer more specialist provision eg; training of staff to offer Lego therapy and 1;1 counselling offer for children in need of social and emotional support. <i>Schools are raising the attainment gap for disadvantaged students by having an individualised approach to addressing barriers to learning and emotional support, at an early stage. (DFE – Supporting the attainment of disadvantaged pupils)</i>	2

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

Budgeted cost: £ 30,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics and reading tuition for children in Years 1 - 3, including disadvantaged pupils	Phonics approaches have a strong evidence base showing the positive impact on pupils, particularly those who may be disadvantaged. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1 & 2

	<p>Small group work is also highly effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Use of the National Tutoring Programme to provide tuition to meet academic and pastoral needs	<p>Tuition targeted at specific needs and knowledge gaps can be effective in supporting low attaining pupils or those falling behind</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2 & 4
Use of specialist SEND advice and intervention, including diagnostic assessments of individual pupils to enable targeted support to employed most effectively	<p>The use of individualised educational plans supported by diagnostic assessments and observations impact positively on pupil progress in key areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2 & 4

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

Budgeted cost: £6,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extracurricular activities, including sports, outdoor activities, arts, culture and trips.	<p>Families are supported where appropriate to ensure children are given cultural capital, experiences and personal development opportunities they might otherwise not receive that are in addition to the curriculum offer.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	4
Art of Brilliance to deliver a package of work with staff and children relating to SEMH	<p>Themes of thriving, positivity, resilience and self-belief will all be addressed and a 'toolkit' acquired to help both staff and children move forward, with greater resilience and wellbeing.</p> <p><i>Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of an academic year. There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</i></p> <p><i>(Education Endowment Foundation)</i></p>	1, 2, 3, &4
Implementing awards and recognition of improved and good attendance	<p>The DfE report on improving school attendance recommends resourcing attendance appropriately, including through the use of Pupil Premium funding.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4

Total budgeted cost: £49,367

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 outcomes in previous years.

2021to 2022

- The phonics results for the children entitled to PP in Year 1 show great progress from their varied starting points with children's scores ranging from 11 to 33 in September 2022.
- The vast majority of children, moving into Year 2 achieved the required standard in Phonics Screening.
- Staff CPD of Little Wandle ensured that phonics provision for all children was effective. Our phonics screening results showed that 100% (1 child in Year 1) of children in receipt of pupil premium funding reached the required standard in the phonic screening check.
- Tutoring sessions were offered in Maths, Phonics, Grammar and High Frequency Words. A baseline and exit point assessment showed that 100% of PP children had made at least good progress, with 90% making significant progress by doubling their baseline score.
- Phonic training and resources were put in place and phonic lessons have shown to be of a consistent quality across the school.
- Targeted intervention groups have positively impacted on children's phonic attainment.
- Families received items of uniform, resources to support home learning and contributions to wider experiences such as a residential in Y6.

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
Mental Health First Aid	National College
Early language screening and support programme	WellComm
Little Wandle – Letters and Sounds revised	https://www.littlewandlelettersandsounds.org.uk/
White Rose Maths	Trinity MAT
The Write Stuff	Jane Considine
Nelson Handwriting	Oxford University Press