

## 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	Wivelsfield Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Helen Smith Headteacher
Pupil premium lead	Tracy Reilly Senco
Governor / Trustee lead	Katie Wollaston

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,555
Recovery premium funding allocation this academic year	£688.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5200

# Part A: Pupil premium strategy plan

## Statement of intent

At Wivelsfield we are determined that all children reach their true potential. Our intention is that all pupils irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas through quality first teaching and increased opportunities for reinforcement. 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 believe that all children deserve to have their individual needs met and we achieve this by ensuring that they are supported both in their learning and with their emotional and social needs in a nurturing and safe setting.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Evidence tells us that this has the most impact on learning. 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 National 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:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We facilitate pupils accessing a wide range of enrichment experiences both in and out of school, with the aim that this will positively impact on their academic achievement and well-being.

For all our pupils we aim to enhance language skills, address SEMH concerns (through Kites), improve motor skills (through jump ahead), increase basic numeracy skills

(through a mastery approach to maths), offer increased reading opportunities and ensure children have access to high quality adult support through targeted intervention programmes. We expect all children (disadvantaged or not) to engage in all aspects of school life equally.

The high expectations of the Senior leadership team and teaching team for our disadvantaged learners are the drive for the pupil premium strategy.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Limited life experiences and opportunities to join in enrichment opportunities
3	The impact of Social and emotional needs on academic progress. Our assessments including discussions with parents and children have identified social and emotional issues for many pupils, notably a lack of engagement with school online activities and a lack of enrichment opportunities during school closure.
4	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	On entry into reception in the last year 100% of our disadvantaged pupils arrive below age-related expectations in communication and language.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils. These findings are supported by National Studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations, especially in maths, reading and writing

## 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
Children make at least expected progress in reading, writing and maths	Gap will close in progress made between PP and non-PP
To further develop the vocabulary of children in all areas of the curriculum across the school.	Children will have knowledge of tier 2 vocabulary on the subject topics they have covered. Assessments will indicate significantly improved use of vocabulary. This is evident when triangulated with different sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	Increase in writing outcomes. Writing outcomes in 24/25 to show that more than 75% of disadvantaged pupils meet the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024-2025 show that disadvantaged pupils attain at the expected standard in line with non-disadvantaged and above the national average.
Pupils access a wide range of enrichment experiences both in and out of school	<ul style="list-style-type: none"> <li>• Pupil voice will reflect enjoyment in school and improved attitudes to learning</li> <li>• A significant increase in disadvantaged children attending enrichment clubs, breakfast club (Larks) and after school club (King fishers).</li> <li>• Boxhall profiles indicate that children’s wellbeing has improved and anxiety levels are within the expected range.</li> </ul>
To achieve and sustain improved well being for all pupils – particularly our disadvantaged ones.	Good wellbeing levels will be sustained by 24/25. This will be evident in: Qualitative data from student voice, student and parent surveys and teacher observation

<p>To achieve and sustain improved attendance for all pupils</p>	<p>Sustained high attendance for 24/25. This will be demonstrated by:</p> <ul style="list-style-type: none"><li>• The attendance gap between non disadvantaged and disadvantaged peers falling to 1%</li><li>• The percentage of all pupils who are persistently absent being below 1% and the figure among disadvantage dpupils being no higher than their peers.</li></ul>
--	--

## 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: £ 19465.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments</p> <p>Boxhall, Salford Reading tests,</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><a href="#">Standard tests/assessing and monitoring pupil progress/Education Endowment Foundation/EEF</a></p>	<p>3, 6, 5</p>
<p>CPD Teaching staff to attend vocabulary twilight sessions.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Specialists modelling and working alongside staff has greater impact on student progress.</p> <p><a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 5</p>
<p>Teaching assistant interventions and support in class</p>	<p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,4,5, 6</p>
<p>Purchase of 'Little Wandle'- a DfE validated Systematic Synthetic Phonics programme</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>4</p>

## Targeted academic support

Budgeted cost: £ 8821.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils.</p> <p>Speech and Lang link</p> <p>Word aware</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening show positive impacts on attainment.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>HLTA delivers speech and lang interventions 1 and a half days a week to pupils identified as in need.</p>	<p>Oral language interventions can have a positive impact on pupil's language skills. Approaches that focus on speaking, listening show positive impacts on attainment.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>SEN TA delivers Precision teaching 3 mornings a week</p>	<p>EEF – social and emotional learning – improves interaction with others and self -management of emotions – impacts on attitudes to learning and social relationships in school which increases progress and attainment.</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:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Purchase web based programs to be used at school and at home:</p> <p>Nessy</p>	<p>EEF toolkit – parental engagement</p> <p><a href="#">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 4, 5, 6

<p>Times tables Rockstars</p>	<p>EEF guide to pupil premium – targeted academic support <a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice. <a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4,6</p>

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

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A member of the office staff phones families at 9 am if not in school and offers support and encouragement to come into school.</p>	<p>Office staff often the first face that is seen and they develop a relationship with parents where the parents trust them, providing support if required or passing to appropriate member of SLT to support. This leads to improved relationships with school and home lives for the whole family. Attendance data</p>	<p>3</p>

	<p>Data shows that those with the highest attendance make the most progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/working-with-parents-to-support-...">New guidance report published: Working with Parents to Support...   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Cultural capital and enrichment experiences promoted and financed in the curriculum:</p> <ul style="list-style-type: none"> <li>• Essential experiences built in</li> <li>• Residential trip free or heavily subsidised</li> <li>• Sports events promoted to PP and encouraged to attend</li> <li>• Outdoor learning encouraged through access to Forest school</li> <li>• Free breakfast club each morning (Larks)</li> <li>• At least one free after school club sports or craft per week</li> <li>• Two free after school clubs per week (King fishers)</li> </ul>	<p>Learning is contextualised in concrete experiences and language rich environments Involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Ofsted research (2019) places emphasis on improving cultural capita, particularly for disadvantaged pupils</p> <p>Pupil voice shows enthusiasm for after school activities</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/life-skills-and-enrichment">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF – sports participation increases educational engagement and attainment Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/physical-activity">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	2

<ul style="list-style-type: none"> <li>Subsidised or free weekly music lessons</li> </ul>	<p>EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Talk and draw therapy</p>	<p>Proven interventions are used with evidence supporting the development in social skills, speech and language, behaviour and mental health.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school in later life.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	3
<p>Nurture provision (Kites). Provision in small group or 1:1 delivered by trained Nurture practitioner.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	3
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, 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>	

**Total budgeted cost: £ 32,443.75**

## 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.

COVID from March 2020- Feb 2021 led to National tests being cancelled in July 2020- there is therefore no National Data. Internal assessments show pupil progress by the end of the academic year – July 2021.

As evidenced in schools across the country, school closure due to COVID was most detrimental to our disadvantaged pupils. However, at Wivelsfield during the first and second lockdown most individual support that had been offered in school continued via zoom or through phone calls.

Teaching assistants and teachers also visited vulnerable pupils' homes/gardens to provide appropriate work and to see the children. This supported our most vulnerable, disadvantaged children and ensured a smooth transition back into school. Wherever possible we allowed vulnerable children to attend school as soon as government regulations allowed. This meant that towards the end of lockdown one and throughout lockdown two a majority of our most vulnerable were in school.

Our assessments and observations indicate that pupil wellbeing and mental health were significantly impacted. This was particularly acute for some disadvantaged pupils but not all. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions as required.

Some disadvantaged pupils were able to access speech and language interventions weekly led by a HLTA.

Leading up to the first lockdown (March 20<sup>th</sup> 2020) disadvantaged pupils were engaged in a wide range of trips and experiences. These alongside access to enrichment activities, breakfast clubs and afterschool clubs were impacted throughout the two lockdowns.

Tracy Reilly – SENCo – contacted parents and carers through the first lock down with weekly phone calls, support with accessing food banks and offering well-being support. Parent concerns were dealt with and printed work and or computers provided.

In the second lockdown Tracy Reilly managed and organised weekly phone calls that included all disadvantaged parents.

SLT decided that to ensure that our data reflected what had been taught through the key objectives and also reflected how children had progressed, we would use the 'Ready to Progress' objectives. We understood that this was not the same as saying that the children were working at the 'expected standard' or sometimes referred to as 'age related expectations', but that they were closely aligned.

Children who were judged as 'Ready to Progress' in July 2021, through teacher assessment, are more likely to be working at age-related expectations within the next academic year (without any further lockdowns).

During the academic year, teachers have conducted three pupil progress meetings with SLT, interventions have been closely monitored to track their impact and teachers have also partaken in rigorous internal moderation against the 'Ready to Progress' statements to ensure that teacher assessment and judgements are accurate

## Further information (optional)

The number of Pupil premium at Wivelsfield has decreased slightly from 8.5% to 8%.

Our pupil premium strategy is supplemented by additional activity that is not funded by pupil premium or recovery curriculum. This includes:

A member of the Senior Leadership team tracks the reading of all children with Pupil Premium. This focus includes a reading assessment three times a year.

Daily readers in KS 1 and KS 2 as necessary

Jump ahead

Choir

Orchestra