

Pupil premium strategy statement – Wendron C of E Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged children last academic year.

School overview

Detail	Data
Number of children in school	103
Proportion (%) of pupil premium eligible children	8.7% FSM 10.7% Service 0.97% AfC/SC
Academic year/years that our current pupil premium strategy plan covers	23/24
Date this statement was published	31 st December 2023
Date on which it will be reviewed	15 th July 2024
Statement authorised by	R. Williams
Pupil premium lead	Matt Oakley
Governor / Trustee lead	R. Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,550
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£2000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21,100

Part A: Pupil premium strategy plan

Statement of intent

Our commitment is to foster optimal progress and high achievement for all children, irrespective of their background or encountered challenges. Our pupil premium strategy centres around supporting disadvantaged children to excel in attainment of all subject areas, emphasizing progress even for those already achieving at high levels. The initiatives outlined in this statement aim to cater to the diverse needs of our children, whether they face disadvantages or not.

Children facing current disadvantages receive comprehensive support across three key aspects of school development: access to Quality First Teaching, high-quality targeted intervention, and broader strategies for curriculum enrichment. Central to our approach is a dedication to high-quality teaching, focusing on areas where disadvantaged children need the most support. This not only proves effective in narrowing the attainment gap but also benefits non-disadvantaged children within our school. The implicit goal in the outcomes detailed below is to sustain and enhance the attainment of non-disadvantaged children alongside progress for their disadvantaged peers.

Our strategy remains adaptable to common challenges and individual needs, grounded in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The adopted approaches complement each other, fostering an environment conducive to children's excellence. To ensure effectiveness, we commit to:

- Ensuring disadvantaged children are both challenged and supported in their learning through an irresistible curriculum.*
- Acting early to intervene at the point where need is identified.*
- Adopting a whole-school approach wherein all staff take responsibility for the outcomes of disadvantaged children and elevate expectations of their potential achievements.*

Challenges

This details the key challenges to achievement that we have identified among our children experiencing disadvantage.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Assessments show that pupils within Pupil Premium vulnerable group are more likely to be unsuccessful at Phonic screening test in year one. This can go on to impact both reading outcomes and in the longer term SEMH outcomes.

3	An increased number of children are suffering from anxiety which impacts on learning in school and attendance.
4	The attendance data from the past year reveals a notable disparity, with attendance among disadvantaged pupils being lower compared to their non-disadvantaged counterparts.
5	Under performance in mathematics due to weak declarative knowledge.

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
1.Improved oral language skills and vocabulary among disadvantaged children.	<ul style="list-style-type: none"> • Children will use more tier 3/4 vocabulary in their learning. • Children will answer in full sentences. • Children will be more confident when speaking to peers and adults.
2.Improved reading attainment among disadvantaged pupils.	<p>Pupils falling behind in their phonics receive intensive intervention to secure rapid accelerated progress including pupils with SEND.</p> <p>Reading outcomes in 2024/25 at the Key assessment points. Phonics Y1, KS1 reading SAT and KS2 Reading SAT show that more than % of disadvantaged children meet the expected standard.</p>
3.Barriers to attendance are reduced.	<ul style="list-style-type: none"> • Achieve parity in attendance rates between disadvantaged and non-disadvantaged pupils. • Implement targeted interventions to raise attendance levels among disadvantaged children. • Monitor and analyze attendance data regularly to track improvements in the attendance of disadvantaged pupils. • Establish support mechanisms to address specific barriers faced by disadvantaged children in attending school. • Foster a positive school environment that encourages and values attendance, particularly for disadvantaged pupils. • Collaborate with families and community resources to enhance engagement and promote regular attendance for all children, with a focus on those facing disadvantages. • Provide incentives and recognition programs to motivate and reward improved attendance among disadvantaged pupils.

	<ul style="list-style-type: none"> • Implement flexible attendance strategies that accommodate the unique needs and challenges of disadvantaged children. • Conduct regular reviews and adjustments to strategies based on ongoing analysis of attendance data. • Ensure open communication channels with families, addressing concerns and providing necessary support to improve attendance rates among disadvantaged pupils.
<p>4. Attainment in mathematics is at least expected for age and stage.</p>	<ul style="list-style-type: none"> • Diagnostic Assessment: Conduct a thorough diagnostic assessment to identify specific areas of weakness in declarative knowledge. This could involve pre-tests, quizzes, or interviews to pinpoint the exact concepts or skills that children struggle with. • Adapted Learning Plans: Develop adapted learning plans for children based on the results of the diagnostic assessment. Tailor these plans to address the specific declarative knowledge gaps, ensuring that each student receives targeted support. Design scaffolded learning activities that progressively build on declarative knowledge. Breaking down complex concepts into smaller, more manageable steps • Interactive Learning Resources: Utilize interactive learning resources, such as educational software, online tutorials, or multimedia presentations, to reinforce declarative knowledge in a more engaging and interactive manner. These resources can complement traditional teaching methods. • Peer-to-Peer Learning: Encourage peer-to-peer learning by organizing study groups or pairing children with different levels of proficiency. This collaborative approach can provide opportunities for children to explain concepts to each other, reinforcing their own understanding. • Real-world Applications: Integrate real-world applications of mathematical concepts to demonstrate the practical relevance of declarative knowledge. Showcasing how math is used in everyday situations can enhance understanding and motivation. • Regular Formative Assessments: Implement regular formative assessments to monitor progress and adjust teaching strategies accordingly. These assessments can be used to identify ongoing challenges and ensure that interventions are effective. • Feedback and Reflection: Provide timely and constructive feedback to children, highlighting areas of improvement and acknowledging successes. Encourage children to reflect on their learning, identify their strengths and weaknesses, and set goals for improvement. • Professional Development for Teachers: Provide professional development opportunities for teachers to enhance their strategies for addressing declarative

	<p>knowledge gaps. Training programs and workshops can equip educators with effective techniques and resources.</p> <ul style="list-style-type: none"> • Parental Involvement: Foster communication with parents to keep them informed about their child's progress and areas that need improvement. Encourage parental involvement in supporting declarative knowledge development through at-home activities and reinforcement.
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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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD with the Voice 21 programme, two teachers nominated as a Lead and Champion. Roll out programme across the school.</i>	<p>Oral language interventions Teaching and Learning Toolkit EEF</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>	1
<i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Reinforce this with comprehensive staff development from Phonics provider and the Kernow English Hub</i>	<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>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	2

<p><i>Staff CPD on teaching of declarative knowledge.</i></p>	<p>Use assessment to build upon pupils' existing knowledge and understanding. Use manipulatives and representations Enable pupils to develop a rich network of mathematical knowledge</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1702362855</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1702357979</p>	<p>5</p>
<p><i>Introduction of small steps and context tracker disadvantaged pupils.</i></p>	<p>Forensic analysis of learning. https://www.robinalexander.org.uk/wp-content/uploads/2019/12/RPIE-2018-Alexander-dialogic-teaching.pdf</p> <p>https://api.pageplace.de/preview/DT0400.9781317442134_A25894797/preview-9781317442134_A25894797.pdf</p>	

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>1:1/small group tutoring In school tutor and including RWI tutoring and Language Link</i></p>	<p><i>Tuition is one of the best evidenced interventions we must support disadvantaged pupils' attainment.</i> - Professor Becky Francis https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring?utm_source=/support-for-schools/making-a-difference-with-effective-tutoring&utm_medium=search&utm_campaign=site_search&search_term=tutoring</p>	<p>2,5</p>

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Make learning irresistible so that coming to school is a driving factor in the family home.</i></p>	<p>Development of cultural capital via enrichment events supports vulnerable pupils' holistic development as well as impacting on behaviour, attitude and aspiration of individual pupils.</p> <p>https://mycouncil.surreycc.gov.uk/documents/s75463/Annex%205%20-%20Vulnerable%20Groups.pdf</p> <p>A global approach p120 Teaching and Learning to unlock Social Mobility for Every Child S Blandford and S Burkey</p> <p>https://www.routledge.com/Teaching-and-Learning-to-Unlock-Social-Mobility-for-Every-Child-Building/Blandford-Burkey/p/book/9781032015415</p>	<p>3,4</p>
<p><i>Accessible, free clubs</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance</p>	<p>3,4</p>
<p><i>Implement Mental Health Programs</i></p> <p><i>Provide Accessible emotionally available adults</i></p> <p><i>CPD for Teachers and Staff</i></p>	<p>Develop and integrate comprehensive mental health programs within the school curriculum. This includes regular sessions focusing on stress management, coping mechanisms, and emotional well-being. Collaborate with mental health professionals to provide workshops and resources.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1702361751</p> <p>Continue accessible and confidential 'counselling' (TIS sessions) within the school. Ensure that children, particularly those experiencing anxiety, have a safe space to discuss their concerns and receive guidance from a trained professional.</p> <p>Conduct training sessions for teachers and staff to recognize signs of anxiety and stress in children. Equip them with strategies to create a supportive and understanding learning environment. Foster open communication between children and educators.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1702358429</p>	<p>3,4</p>

<p><i>Implement Relaxation Techniques</i></p>	<p>Integrate relaxation techniques, such as mindfulness and deep breathing exercises, into daily routines. These practices can help children manage anxiety and stress, promoting a calm and focused learning atmosphere.</p>	
<p><i>Promote Peer Support Programs</i></p>	<p>Develop peer support programs where older children act as mentors for those struggling with anxiety. Encourage a culture of empathy and support among children, creating a sense of community within the school.</p>	
<p><i>Flexible Learning Environments</i></p>	<p>Recognize and accommodate diverse learning styles. Provide flexible learning environments that allow children to choose spaces that suit their comfort levels, fostering a sense of control and reducing anxiety.</p>	
<p><i>Collaborate with Parents</i></p>	<p>Establish strong communication channels with parents, keeping them informed about mental health initiatives and resources. Encourage a collaborative approach between schools and families to address anxiety-related challenges.</p>	
<p><i>Create a Positive School Culture:</i></p>	<p>Foster a positive and inclusive school culture that emphasizes the importance of well-being. Celebrate achievements beyond academic success, recognizing personal growth, resilience, and effort.</p>	
<p><i>Regular Check-ins:</i></p>	<p>Conduct regular check-ins with children to assess their emotional well-being. Encourage open discussions about challenges and triumphs, allowing for early identification and intervention in cases of heightened anxiety.</p>	
<p><i>Coordinate with External Support Services:</i></p>	<p>Collaborate with external mental health organizations and professionals to provide additional resources and support. Establish referral systems for children requiring specialized assistance beyond the school's capacity.</p>	

Total budgeted cost: £22,000

Part B: Review of the previous academic year

Outcomes for disadvantaged children

Our evaluation shows that we still have some work to do on closing the attainment gap between the disadvantaged group and the rest of the children both in school and when compared with national, although cohort sizes are small and group sizes not statistically viable. We know our children well and behind each data set there is a story, mostly this is positive but for example a child using adapted scripts in KS2 SATs under performed and it was evident that the layout of the scripts were a contributing factor.

- 100% of children with EHCP's were also disadvantaged and 68% of the group were in receipt of some form of SEND intervention.

Intended Outcome 1: Pupils make accelerated progress in reading, writing and maths through quality first teaching.

- A child with S & L did not make GLD
- 100% Year1 passed phonic Screening test
- 50% of KS1 DP children were working at in reading, writing and maths. (1 child = 50%)
- 50% of KS2 DP children were working at in reading, writing and maths.(1 child = 50%)

Intended Outcome 2: Pupils are motivated to learn through an exciting curriculum which builds cultural capital.

- School has developed a curriculum based on Cornerstones Maestro which ensures full NC coverage and progression with teachers developing projects to ensure they are relevant to our setting but yet also give a wider outlook on the World. DP children are able to talk with knowledge and excitement about their learning and have demonstrated this to external school support.

Intended Outcome 3: Pupils falling behind in their phonics receive intensive intervention to secure rapid accelerated progress including pupils with SEND

- 100% of children gained passed the phonic screening test in Year 1
- 100% of Year 2 children taking retests were successful.

Intended Outcome 4: Pupils with emotional difficulties are supported by appropriate Trauma Informed strategies and opportunities for outdoor learning.

- All DP children attended class visits, outdoor activities and residentials. Flexibility was provided for children with additional needs to attend for sessions that they were able to.

- Member of staff given time to coach, guide and support using Trauma Informed Schools training. One particular example is a child that was anxious of coming to school now has an attendance of 97.1% compared to the same period a year ago which was 80.6%.

Intended Outcome 5: Barriers to attendance are reduced.

- Recent attendance data shows DP attendance at 96.81% which is above national but below whole school attendance. The group does have a child with medical needs, when this child is removed from the data the attendance rises 98.67%.

Intended Outcome 6: Vulnerable pupils are supported to develop cultural capital through a varied range of curriculum supports and experiences.

- 75% of DP children attend extra-curricular clubs and activities.
- Also see outcome 2 and 4.

We have adapted our outcomes as the children have progressed through the school to better meet their needs. Although we have been successful in some areas of the plan such as attendance and phonic screening these will continue to be on the plan as remain key elements to success in all areas of learning.

We continue to evolve the curriculum and the wider opportunities; we provide the children this has been evident in the increased number of children taking part in clubs and representing the school in sporting/cultural activities has increase massively and there are plans to tweak our offer further to capture all children.

Externally provided programmes

Programme	Provider
Nessy	Nessy Learning Ltd
Language Link	SpeechLink Multimeadia Ltd
TIS resources	traumainformedschools.co.uk
One minute Maths	White Rose Education
Fresh Start	Ruth Miskin Ltd
We Thinkers	Thinking books. co
TT Rockstars	TTROCKSTARS.com
Socially Speaking	info@integratedtreatments.co.uk

