# 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

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| **Detail** | **Data** |
| School name | Wigmore Primary School |
| Number of pupils in school | 604 |
| Proportion (%) of pupil premium eligible pupils | 23%. |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 to 2025/26 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | Review 1 October 2023  Review 2 October 2024  Review 3 (final) October 2025 |
| Statement authorised by | Damien Johnston  Headteacher |
| Pupil premium lead | Tracey Willis  Deputy Headteacher |
| Governor / Trustee lead | Imran Ali |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 211,905 |
| Recovery premium funding allocation this academic year | £ 9,911 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year** | £ 221,816 |

# Pupil premium strategy plan

## Statement of intent

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| At Wigmore Primary School our aim is to ensure that the gap between disadvantaged and non-disadvantaged children is closing. We target those children to ensure that their academic as well as their social and emotional needs are being met. We aim to ensure that disadvantaged children become well rounded individuals who aspire to be the best that they can and achieving as well as non-disadvantaged children. We recognise that disadvantaged children can face a wide range of barriers which may impact their learning.  Our Pupil Premium strategy outlines a variety of actions and priorities that will be implemented to address our objectives. We have used EEF research to help support with strategies needed to improve outcomes for our disadvantaged children and recognise that challenges are varied and one size does not fit all.  We ensure that all teaching staff are analysing data and identifying pupils frequently, so that they are fully aware of the strengths and weaknesses across the school.  Our objectives are to   * Remove barriers to learning created by social and economic background * Ensure ALL pupils are able to read fluently and with a good understanding to enable them to access all areas of the curriculum as well as their future life * Develop confidence in their ability to communicate effectively in a wide range of contexts * Enable pupils to nurture their social and emotional wellbeing and to develop resilience * Access a wide range of opportunities to enhance their knowledge and understanding of the world and raise aspirations   Achieving our objectives:  In order to achieve our objectives and overcome barriers to learning we will:   * Provide teachers with high quality CPD to ensure all children receive quality first teaching * Provide targeted support to quickly address gaps in learning * Target funding to ensure all pupils have access to trips and other learning experiences * Provide opportunities for all pupils to participate in out of school activities * Provide nurture to support pupils with the development of their emotional wellbeing |

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Assessments, discussions within Pupil Progress meetings and data are indicating that the gap between disadvantaged children and non-disadvantaged children is growing in Writing.  The difference for the year 2020-21 is 20%. |
| 2 | Assessments, discussions within Pupil Progress meetings and data are indicating that the gap between disadvantaged children and non-disadvantaged children is growing in Reading  The difference for the year 2020-21 is 19%. |
| 3 | Our assessments, observations and discussions with parents and pupils have identified social and emotional issues for many of our children. These are due to lack of social interactions and gathering with groups of family and friends during COVID – 19.  Teacher and parental referrals for support around social and emotional learning have increased over the last year. |
| 4 | Assessments, observations and discussions in Pupil Progress meetings indicated that children’s spoken language and range of vocabulary is limited coming into reception through to KS2.  Disadvantaged children are being identified as having less vocabulary and have less confidence in speaking out loud. |
| 5 | Attendance data over the last year indicates that attendance amongst our disadvantaged children has been 6% lower than our non-disadvantaged children.  Our data indicates that this is having an impact on their progress. |

## 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.

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| **Intended outcome** | **Success criteria** |
| For the gap to close in writing at the end of each Key stage milestone | * More disadvantaged children will achieve national expectations in writing at the end of each key stage * More disadvantaged children will reach national expectations in phonics at the end of Y1 |
| For the gap to close in writing at the end of each Key stage milestone | * More disadvantaged children will achieve national expectations in writing at the end of each key stage * More disadvantaged children will reach national expectations in phonics at the end of Y1 |
| Improved social and emotional wellbeing | * Children to take part in ELSA groups * Children identified to participate in after school clubs * Children will have more focused PHSE lessons |
| Improved speech and language communication | * Children will have Talking taking off intervention * SALT intervention |
| Improved attendance percentage | * Attendance of disadvantaged children will be closely monitored * Attendance to be in line with national average * Family workers to work with families to support improved attendance * Whole school imitative |

**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: £ 23,315

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Purchase of DFE Systematic Synthetic phonics programme RWI to secure phonics teaching for all pupils.  Release RWI lead fortnightly to support with training and assessments | Use of a government recommended programme (Read Write Ink). (EEF Phonics toolkit <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics>)  Targeted training for teaching assistants to deliver high quality phonics to show impact.  (£7500) | 1,2,4 |
| Purchase of standardised diagnostic assessments  Staff training to ensure tests are administered correctly and error analysis is carried out | Standardised tests to provide an insight into strengths and weaknesses which in turn will provide teachers with catch groups.  Analysis of data and ensuring firstly, high quality teaching and then interventions to support achieving national expectations.  (£900)  Training sessions within school by assessment leader. Support given to ECTs with analysing data from tests and how to use it to inform future planning. Moderation between year groups and local schools. Y2 & Y6 national moderation training.  (Education Policy Institute, evidence review: The effects of high quality professional development on teachers and students)  <https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/>  (£8000) | 2 |
| Improving Writing teaching and planning through the Talk for Writing sequence.  Releasing English Lead fortnightly to support with planning and teaching. | Talk for writing training –  Supporting teachers to make accelerated progress in writing.  Building pupils confidence to achieve at least national expectations.  (£160)  (£200) | 1 |
| Improving Maths teaching and planning through Enigma Maths hub groups.  Releasing Maths Lead to attend Enigma Maths Hub. Releasing Maths lead fortnightly to support planning and teaching. | Continuing to work with Enigma Maths Hub to keep up to date with current maths thinking.  Supporting teachers to continue to close the gap between disadvantaged and non-disadvantaged children.  Continue to build the confidence of disadvantaged children to reach at least national expectations.  (£555) |  |
| Purchase of Flash academy to support EAL learners  Release time for EAL lead to attend training and to then train staff on use of Flash Academy | EAL disadvantage children to improve their English as well as their language development.  Building confidence so that children can articulate themselves in English.  (£3500) | 4 |
| Training for all staff on talking takes off  Release time for Lead teacher on Talking takes off to create training programme | Early intervention of speech and language.  Improving oracy for disadvantaged children.  Building confidence to speak in a wider audience.  (EEF – oral language interventions)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 4 |
| Training for the ELSA(emotional literacy support) programme for two members of staff  Release two members of staff for one afternoon a week to support chn with emotional well being | Improving children’s social and emotional learning to improve their life chances in and out of school.  Helping to improve their wellbeing to ensure they are ready for learning academically.  (EEF guidance report on improving social and emotional learning)  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1668532959>  (£2000) | 3, 4 |

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

Budgeted cost: £ 80,807

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| TA groups  Interventions (phonics, maths, Writing & reading) | Interventions run through the afternoon to support children to achieve at least national expectations.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  (73,866) | 1,2,4 |
| Booster groups ( before and after school) | PP pupils to be targeted for extra sessions before and after school to ensure they reach at least national expectations in reading, phonics, writing, maths.  Social and emotional wellbeing  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  (1,800) | 1,2,4 |
| SENDco support (LAC, PP, SEND) | Supporting SEND, LAC who are also PP to make progress from their starting points.  (5141) | 3,4 |

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

Budgeted cost: £ 122,584

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Trips | Trips to enhance life skills and increase aspirations.  Support social and emotional wellbeing  Increase their mental wellbeing  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  (4878) | 1,2,4 |
| Breakfast club for PP | Ensuring PP children have a healthy nutritious breakfast  Increase in attendance to school  Supporting one parent families with childcare  <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast>    (10,086) | 5 |
| Family Workers (attendance, wellbeing) | Increase in attendance  Supporting families  Increase in pupil and parent wellbeing  <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment>  (39,000) | 3,5 |
| Pastoral TA | Improve children’s social and emotional health  Increase in children’s attendance  Increase in resilience (readiness for learning)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  (22,120) | 3,5 |
| Free school meals | (46,500) |  |

**Total budgeted cost: £ 226,106**

# 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.

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| |  |  | | --- | --- | | **Aim** | **Outcome** | | Assessments, discussions within Pupil Progress meetings and data are indicating that the gap between disadvantaged children and non-disadvantaged children is growing in Writing & Reading  Challenge 1 & 2 | **Whole school outcomes for disadvantaged pupils**   |  |  |  |  | | --- | --- | --- | --- | |  | Reading | Writing | Maths | | 2022 | 54% | 46% | 57% | | 2023 | 56% | 44% | 48% |   The table above shows that whole school outcomes for disadvantaged pupils has increased for Reading by 2% however, Writing has had a slight decrease by 2% and Maths by 9%.  **End of KS2 outcomes for disadvantaged**  Our end of KS2 data for disadvantaged pupils for 2023 has taken a dip from 2022.  However, when comparing our data to the National picture the comparisons are as follows:  **Reading** – Wigmore has a gap of 15% which is **3% better** than the gap nationally  **Writing** - Wigmore has a gap of 19% which is **the same** as the gap nationally  Although we do not have Maths as a challenge the data is as follows:  **Maths –** Wigmore has a gap of 25% which is **5% above** the gap nationally   |  |  |  |  | | --- | --- | --- | --- | | Wigmore | Reading | Writing | Maths | | 2022 | 70% | 67% | 77% | | 2023 | 54% | 39% | 45% | | 2023 non PP | 69% | 58% | 70% | | Gap | -15% | -19% | -25% |  |  |  |  |  | | --- | --- | --- | --- | | National | Reading | Writing | Maths | | 2023 PP | 60% | 58% | 59% | | 2023 non PP | 78% | 77% | 79% | | Gap | -18% | -19% | -20% |   Looking at the gap from the previous year in 2020-21 the gap was 20% in Writing, the gap is now 19% which is a slight decrease by 1%.  Looking at the gap from the previous year in 2020-21 the gap was 19% in Reading, the gap now is 15% which is a decrease of 4%.  **Reading across the school**  Below is a table of the attainment gap between PP and Non-PP of pupils across the school at the end of the year 2022-23 for Reading. The Data shows that we still have a gap between PP and Non-PP and therefore we need to continue to address this issue particularly in Y2 (now Y3) where the gap is significantly higher.   |  |  |  |  | | --- | --- | --- | --- | |  | PP % | Non-PP % | Gap % | | Y1 | 40 | 57 | -17 | | Y2 | 39 | 66 | -27 | | Y3 | 80 | 75 | +5 | | Y4 | 57 | 75 | -18 | | Y5 | 61 | 78 | -17 | | Y6 | 55 | 69 | -14 |   Pupils with PP in Y3 (now Y4) are achieving well and are out performing their peers by 5%.  **Writing across the school**  Below is a table of the attainment gap between PP and Non-PP of pupils across the school at the end of the year 2022-23 for Writing. The Data shows that we still have a gap between PP and Non-PP and therefore we need to continue to address this issue particularly in Y1 and Y6 where the gap is higher.  Pupils with PP in Y3 (now Y4) are achieving well and the gap between PP and Non-PP is only 6%.   |  |  |  |  | | --- | --- | --- | --- | |  | PP % | Non-PP % | Gap % | | Y1 | 33 | 54 | -19 | | Y2 | 30 | 45 | -15 | | Y3 | 60 | 66 | -6 | | Y4 | 54 | 67 | -13 | | Y5 | 44 | 57 | -13 | | Y6 | 39 | 58 | -19 | | | Our assessments, observations and discussions with parents and pupils have identified social and emotional issues for many of our children. These are due to lack of social interactions and gathering with groups of family and friends during COVID – 19.  Challenge 3 | Elsa groups have taken place over the year and an increased number of pupils are accessing the pastoral lead for support. We have made more referrals to CAMH and CHUMS to support those pupils with their emotional needs if we feel it necessary.  More support at lunchtime for pupils who need a space to express their feelings and opportunities to learn new strategies has worked well.  Outside agencies have been involved in lunchtime clubs to support pupils with social skills and interactions with others. This has been targeted at specific PP children with social and emotional needs. This has been successful particularly with KS2 children.  Staff have increased the number of clubs they are running during and after school with a focus on disadvantaged children. These clubs have supported the pupils with social interactions and commitments to activities. | | Assessments, observations and discussions in Pupil Progress meetings indicated that children’s spoken language and range of vocabulary is limited coming into reception through to KS2.  Disadvantaged children are being identified as having less vocabulary and have less confidence in speaking out loud.  Challenge 4 | Over the last year we have used staff training to increase awareness of the use of vocabulary and language. In EYFS we have increased the use of language and vocabulary used every day. Vocabulary is display in and around the classroom using both visuals and words to help with sight recognition. Everything is labelled with the correct vocabulary and children are encouraged to use these words. Children are being asked more often to explore words and to use them in a full sentence in the correct context.  In KS1/2 a bigger focus on the display of tier 2 words as well as key vocabulary for all topics is an expectation. Encouraging the children to use these words everyday and rewarding them for their use. Having a word of the day using all different options like antonym, synonym etc.  We have looked at Voice 21 as an option and are looking to purchase in the next academic year.  PP children are still a focus as their vocabulary/language is still lower than non PP children. Small focussed groups on language and vocabulary for PP children has started and has made some small gains however, over the term we hope to close the gap more. | | Attendance data over the last year indicates that attendance amongst our disadvantaged children has been 6% lower than our non-disadvantaged children.  Our data indicates that this is having an impact on their progress.  Challenge 5 | The gap between 2021/22 and 2022/23 has got slightly bigger and unauthorised absence has increased from the previous year.   |  |  |  |  | | --- | --- | --- | --- | |  | PP | Authorised | unauthorised | | 2021/22 | 91.5% | 6.8% | 1.7% | | 2022/23 | 90% | 6.1% | 3.9% |   The gap between PP and non PP has also slightly increased from the previous year. The gap between PP and non PP for authorised absence has gone down marginally however, the gap in unauthorised absence has increased from 0.4% to 2.4%.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | PP | Non PP | Authorised | unauthorised | | 2021/22 | 91.5% | 94% | 6.8% PP  4.5% Non PP | 1.7% PP  1.3% Non PP | | 2022/23 | 90% | 94% | 6.1% PP  4% Non PP | 3.9% PP  1.5% Non PP |   We have introduced a new absence initiative for the whole school with a bigger focus on lateness. Children receive a sticker weekly for 100% attendance and then half termly a reward for the children who have been 100% for the whole half term. Certificate and badges are given out at the end of each term for those children with 100% attendance.  Parents are expected to call their child’s absence in before 9am and is followed up with a phone call by the attendance officer if not. The EWO will advise parents if there is medical evidence needed for those children who are off regularly. Children who are persistently absent a home visit is completed by the Head teacher and the attendance officer. | |

## Externally provided programmes

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| **Programme** | **Provider** |
| EAL programme | Flash Academy |
| Reading assessments | NFER |