# 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 | 609 |
| Proportion (%) of pupil premium eligible pupils | 19%. |
| 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 | Rebecca Potter |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 219,705 |
| Recovery premium funding allocation this academic year | £ 3664.34 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year** | £ 223,369.34 |

# 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 reading 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: £ 22,895

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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 Wigmore way of writing (T4W & Writing for Pleasure)  Releasing English Lead fortnightly to support with planning and teaching. | Writing for pleasure training for writing lead  (£80)  Supporting ECTS with local authority advisor  (£180)  Supporting new teachers with Local authority advisor  (£180)  (£440) | 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.  White Rose training online for teachers  Mastering number programme  (£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 staff on Lexia  Release time for Lead teacher fortnightly. Support staff release for training on Lexia. | 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 the Pastoral lead  Release Pastoral Lead to attend supervision sessions | 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: £ 82,726

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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>  (£4,500) | 1,2,4 |
| SENDco support (LAC, PP, SEND) | Supporting SEND, LAC who are also PP to make progress from their starting points.  (4,360) | 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 |
| Attendance Lead, Safeguarding Lead (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: £ 228,****205**

# 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 2024 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% | | 2024 | 55% | 43% | 50% |   The table above shows that whole school outcomes for disadvantaged pupils has increased for Maths by 2% however, Writing has had a slight decrease by 1% and Maths by 1%.  **End of KS2 outcomes for disadvantaged**  Our end of KS2 data for disadvantaged pupils for 2024 has increased from 2023.  When comparing our data to the National picture the comparisons are as follows:  **Reading** – Wigmore do not have a gap between PP and Non- PP. They actually have a positive of 7%.  **Writing** - Wigmore has a gap of 16% which is **2% below** the gap nationally  Although we do not have Maths as a challenge the data is as follows:  **Maths –** Wigmore has a gap of 9% which is **11% 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% | | 2024 PP | 77 % | 50% | 64% | | 2024 non PP | 70% | 66% | 73% | | Gap | + 7% | -16% | -9% |  |  |  |  |  | | --- | --- | --- | --- | | National | Reading | Writing | Maths | | 2023 PP | 60% | 58% | 59% | | 2023 non PP | 78% | 77% | 79% | | Gap | -18% | -19% | -20% | | 2024 pp | 62% | 59% | 59% | | 2024 non pp | 79% | 77% | 79% | | Gap | -17% | -18% | -20% |   The writing gap decreased from 19% in 2022-23 to 16%, a 3% reduction. The reading gap went from 15% to a positive 7%.  **Reading across the school**  The table below shows the attainment gap between PP and Non-PP pupils for Reading at the end of 2023-24. The data indicates a persistent gap, especially in Y1 (now Y2), which requires continued attention.   |  |  |  |  | | --- | --- | --- | --- | |  | PP % | Non-PP % | Gap % | | Y1 | 36 | 76 | -40 | | Y2 | 44 | 74 | -30 | | Y3 | 44 | 75 | -31 | | Y4 | 60 | 74 | -14 | | Y5 | 54 | 77 | -23 | | Y6 | 55 | 70 | -15 |   **Writing across the school**  Below is a table of the attainment gap between PP and Non-PP pupils across the school at the end of the year 2023-24 for Writing. The data indicates that there remains a gap between PP and Non-PP, particularly in Year 1 and Year 2 where the difference is more pronounced.   |  |  |  |  | | --- | --- | --- | --- | |  | PP % | Non-PP % | Gap % | | Y1 | 27 | 69 | -42 | | Y2 | 28 | 70 | -42 | | Y3 | 22 | 40 | -18 | | Y4 | 65 | 67 | -2 | | Y5 | 46 | 67 | -21 | | Y6 | 50 | 67 | -17 | | | 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 | Throughout the year, Elsa groups have been conducted, and an increasing number of pupils have accessed the pastoral lead for support. We have made additional referrals to CAMH and CHUMS to address the emotional needs of pupils when deemed necessary.  There are five pupil premium children who have been referred to the Child and Adolescent Mental Health Services (CAMHS). Additionally, four pupil premium children have been referred for play therapy, and two pupil premium families are receiving support through the CHUMS young carers group.  The pastoral lead has facilitated ELSA sessions for 12 pupil premium children, focusing on helping them understand and communicate their emotions, as well as learning strategies to support effective communication of their feelings.  Providing more support during lunchtime for pupils who require a space to express their feelings and opportunities to learn new strategies has proven effective. Outside agencies have participated in lunchtime clubs to assist pupils with social skills and interaction. This initiative has targeted specific PP children with social and emotional needs and has been particularly successful with KS2 children. | | 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 past year, we have implemented staff training to enhance awareness of vocabulary and language usage. In the Early Years Foundation Stage (EYFS), there has been a deliberate increase in the use of language and vocabulary daily. Vocabulary is displayed throughout the classroom using both visuals and words to aid sight recognition. All items are labelled with the appropriate vocabulary, and children are encouraged to use these terms. Children are frequently asked to explore new words and incorporate them into full sentences within the correct context.  Phonics data in KS1 has increased from the previous year.     |  |  |  | | --- | --- | --- | |  | 2023/24 | | |  | PP | Non PP | | Y1 Wigmore | 69.2% | 76.8% | | Luton | 70.9% | 78.5% | | National | 68.4% | 83.4% |   In Key Stages 1 and 2 (KS1/2), there is an increased emphasis on displaying tier 2 vocabulary as well as key vocabulary relevant to all topics. The expectation is that children will use these words daily, with recognition and rewards provided for their usage. A "word of the day" initiative has been introduced, incorporating various linguistic options such as antonyms and synonyms.  Pupil Premium (PP) children remain a focus due to their comparatively lower vocabulary and language skills. Small, focused groups dedicated to language and vocabulary development for PP children have commenced, showing some initial progress. However, over time, we aim to further close this gap. | | 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 table below presents the attendance data from 2021/22 to 2023/24. There has been an increase in PP attendance. Both authorised and unauthorised absences have decreased compared to the previous year.   |  |  |  |  | | --- | --- | --- | --- | |  | PP | Authorised | unauthorised | | 2021/22 | 91.5% | 6.8% | 1.7% | | 2022/23 | 90% | 6.1% | 3.9% | | 2023/24 | 92.1% | 4.9% | 3.1% |   The table below presents a comparison between PP (Pupil Premium) children and non-PP children. Although there is still a higher rate of authorised absence among PP children, this gap has narrowed over the past year, alongside a reduction in unauthorised absences as well.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 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 | | 2023/24 | 92.1% | 95.3% | 4.9% PP  3.5% non PP | 3.1% PP  1.2% Non PP |   We have established a new attendance team, comprising our attendance lead, attendance officer, safeguarding lead, and education welfare officer, who meet regularly to monitor attendance. Attendance is acknowledged weekly within each class and during our weekly celebration assembly, where a member of the Senior Leadership Team presents the highest attending class with a certificate. Additionally, rewards are granted at the end of each term and academic year to the class achieving the highest attendance throughout the year.  Parents should report their child’s absence before 9am. If not reported, the attendance officer will follow up with a phone call. The EWO will inform parents if medical evidence is required for children who are frequently absent. For children who are persistently absent, the safeguarding lead and the attendance officer will conduct a home visit. | |

## Externally provided programmes

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| **Programme** | **Provider** |
| EAL programme | Flash Academy |
| Reading assessments | NFER |
| Core 5 | Lexia UK |
| Fresh start Phonics | Read Write inc |