

## 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

Detail	Data
School name	Wharton CE Primary School
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	27% (77)
Academic year/years that our current pupil premium strategy plan covers ( <b>3year plans are recommended</b> )	September 2021 to September 2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Natalie Tomlinson
Pupil premium lead	Biz Killalee
Governor / Trustee lead	Elaine Wareing

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,200
Recovery premium funding allocation this academic year	£10,874.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£121,074.25

## Part A: Pupil premium strategy plan

### Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Wharton, our curriculum has been designed to provide our children with a wealth of meaningful opportunities that allow every child to develop competence, including opportunities to build their knowledge, skills, values and attitudes. Through the curriculum we provide, children will grow, thrive and flourish. We achieve this through well-planned enquiry based, creative experiences that develop key skills, knowledge and wisdom. Children follow clearly-defined progressive programmes of study, which are inclusive, challenging, and inspiring.

Our aim is to ensure that our disadvantaged pupils have every opportunity to reach their full potential. To enable them to do this they need to have a solid foundation of the basic skills as well as the knowledge and confidence to utilise these skills to their best advantage.

For all Disadvantaged students to play a full and successful part in the academic and wider school community. To achieve this, we aim to:

1. To ensure that all Disadvantaged students **participate in** the academic and wider curriculum to the same extent as their peers
2. To ensure that Disadvantaged students on average make **increasingly good progress** year on year
3. To increasingly address and **remove the barriers** faced by our Disadvantaged students e.g., literacy skills, poor attendance, communication and Language, lack of social capital, etc.
4. To ensure the attendance of identified disadvantaged pupils is improved.
5. To provide a carefully considered provision for all disadvantaged pupils who also have been identified as SEND or Gifted and Talented.

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided

by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

However, internal data, suggests that reading is a substantial barrier for many of our students, especially Disadvantaged and therefore developing reading skills and promoting pleasure for reading from an early age is crucial and core to this plan, alongside other specific interventions based on identified need.

Finally, there is both internal data and academic literature that highlights the need for high quality pastoral support through our ELSA and attendance intervention to meet the needs of our Disadvantaged students. As such funding is directed to ensuring that high quality pastoral care is available to all students, including supporting the most vulnerable students.

#### What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we promote an ethos of the school's vision of "committed to providing first class learning for all our children through a creative curriculum. Children in our school need to be safe and happy in order to achieve their potential, regardless of disadvantage or need"
- That the most effective method of addressing disadvantage is through a strong focus on **improving teaching and learning**, as advocated by the EEF
- That **developing the whole child** is vital to ensuring every child meets their potential.
- That providing **high quality pastoral support** is essential to meet the wider needs of all students especially their social and emotional well-being.
- That the use of a robust monitoring system, **focused on outcomes**, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of PP funding
- That specific interventions should be based on **identified need**.
- That PP funding is leveraged to benefit **as many students as possible**, including non-PP students.

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills on entry to school
2	Reduced or lack of parental engagement due to own needs or personal experience of schools when younger
3	The effect of the impact of attachment and trauma on children's mental health and well-being and their academic ability.
4	Barriers to learning may be related to SEND
5	Increasingly tight budget, limits the staffing requirements needed to support the most vulnerable
6	Pupils with specific early experiences may have difficulty in accessing academic learning due to a range of emotional/developmental reasons.
7	Where the reading culture is not evident in the home environment, pupils may not develop a love of reading.
8	There may be gaps in learning due to readiness to learn, attendance and broader factors.
9	Families may struggle to finance wider school opportunities that build on cultural capital and support a broader understanding of subject areas.
10	Pupils may have struggled to reach age-related developmental stages in relation to self-regulation which may become a barrier to learning.
11	Pupils may experience a high number of absences from school due to a number of factors including SEMH difficulties.

## 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
Improved outcomes closing the gap between disadvantaged pupils and pupils nationally at the end of EYFS, KS1 and KS2.	Progress shows pupils becoming more in line with National non- disadvantaged
Improved phonics and reading skills for disadvantaged pupils at end of KS1	Phonics progress shows disadvantaged pupils are more in line with National non-disadvantaged.
Improved writing attainment at KS1 and KS2 for disadvantaged pupils	Progress shows number of disadvantaged children at expected standard is increasing to become more in-line with national non-disadvantaged.
Achieve and sustain improved attendance, punctuality, and engagement of disadvantaged pupils particularly those who have historical low attendance	Qualitative data to show improvements in these areas. Attendance data to show a trajectory of improvement for this group.
Achieve and sustain improved mental wellbeing for all pupils in school, particularly those identified as disadvantaged.	Improved well-being for those identified. Pupils will have reduced incidents of heightened anxiety and reduced incidents of heightened behaviours due to emotions

## 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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is essential to ensure the progress of all pupils:</p> <ul style="list-style-type: none"> <li>• Implementation of Maths No Problem Scheme, which is progressive in knowledge, skills and vocabulary from Year 1 to Year 6 and NCETM in EYFS</li> <li>• Teachers will have access to high-quality CPD, linked to our SDP priorities, to ensure they deliver quality teaching               <ul style="list-style-type: none"> <li>• Continual development of the curriculum to ensure it reflects latest research eg. Meta-cognition strategies</li> </ul> </li> <li>• Ensure that all classrooms are environments that are rich in vocabulary and consistent in layout without cognitive overload</li> </ul> <p>Basic skills programmes for time tables and arithmetic</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF <i>Education Endowment Foundation's toolkit (+2 months)</i></p>	<p>1, 3, 4, 5, 6, 7, 10</p>
<p>Reading is an important foundation of all learning and children need access to high quality comprehension lessons:</p> <ul style="list-style-type: none"> <li>• Pathways to reading CPD for teachers</li> </ul>	<p><i>Education Endowment Foundation's toolkit (+6 months) Reading comprehension strategies focus on the learners' understanding of written text.</i></p>	<p>1, 5, 10</p>

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>When a pupil needs support in addition to quality first teaching, structured interventions will be put in place. This includes:</p> <ul style="list-style-type: none"> <li>• Small group tuition/intervention for targeted pupils in English and maths, and, where necessary, one-to-one support.</li> <li>• High quality and in-depth pupil progress meetings will take place termly to ensure that all pupil premium pupils, who will benefit from 1:1 or small group tuition/intervention, are identified and support is quickly put in place. <ul style="list-style-type: none"> <li>• Early identification is key. Children will be monitored as soon as they join school.</li> </ul> </li> <li>• Speech and language intervention will be prioritised in EY/KS1.</li> </ul> <p>Structured interventions during the school day e.g. 123 maths, Nessy</p>	<p><i>Education Endowment Foundations' toolkit - individualised instruction (+4 months)</i></p> <p><i>Education Endowment Foundations' toolkit - oral language interventions (+6 months)</i></p> <p><i>Education Endowment Foundations' toolkit - small group tuition (+4 months)</i></p> <p><i>Education Endowment Foundations' toolkit Teaching Assistant Interventions (+4 months)</i></p> <p><i>Education Endowment Foundations' toolkit - one to one tuition (+5 months)</i></p> <p>"Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy." EEF</p> <p>Specific and focused academic interventions are shown to have impact on pupil progress when they are based on data, teacher knowledge and are time limited and evaluated regularly.</p>	<p>1, 4, 7, 10</p>
<p>The social and emotional needs of our pupils, along with the impact of trauma can mean that our children are not always ready or in a place to learn effectively:</p> <ul style="list-style-type: none"> <li>• Social and emotional interventions and family support</li> </ul>	<p><i>Education Endowment Foundations' toolkit - social and emotional learning (+4 months)</i></p> <p>In addition to academic intervention social and emotional interventions have an identifiable and have valuable impact on attitudes to learning and social relationships in school. EEF evidence shows that</p>	<p>23, 9, 11, 13, 14</p>

<p>interventions, which are used in-conjunction with other interventions.</p> <ul style="list-style-type: none"> <li>• Safeguarding and Welfare Officer to provide ELSA, work closely with the other ELSA and make referrals to the mental health team if needed.</li> <li>• Nurture provision for pupils finding the classroom challenging based upon needs of the group and Boxall profiling</li> <li>• Meet and greet, breakfast support and wellbeing check ins from allocated TA and ELSA</li> <li>• Provision of Specialist Play therapist sessions</li> <li>• Ginger bear sessions in EYFS &amp; Year 1 to support social skills and SEMH</li> <li>• CPD in de-escalation techniques, PDA and support from SEMH and Autism teams to develop classroom practise</li> <li>• CPD in ACEs and trauma informed approaches within the classroom</li> </ul>	<p>they also have an average overall impact of four months' additional progress on attainment, and are used in-conjunction with other interventions.</p> <p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	
<p>Early communication and language difficulties can impact our children's academic progress and ability to communicate their learning:</p> <ul style="list-style-type: none"> <li>• TA's working closely with Specialist speech and language therapist to develop skills to enable them to provide interventions</li> <li>• CPD in phonics for all staff and monitoring by EYFS lead/Early Reading Lead</li> </ul>	<p><i>Education Endowment Foundations' toolkit - oral language interventions (+6 months)</i></p> <p><i>Education Endowment Foundations' toolkit - phonics (+5 months)</i></p> <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p>	<p>1, 4,</p>



<ul style="list-style-type: none"> <li>• Wellcom screening of all EYFS pupils to identify additional support needed</li> <li>• Phonics groups run at the same time so they can be tailored to stages of learning</li> <li>• Early identification of Speech and Language issues and referrals made to SALT</li> <li>• NELI - an oral language intervention for children in Reception to improve children's language and early literacy skills. Not a cost this year as we took part in the pilot, but maybe in future?</li> </ul>	<p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p>	
--	---	--

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

Budgeted cost: £ 36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Safeguarding and Welfare Office, EWO and admin alongside Senior Leaders target children who are regularly late, absent or persistently absent through phone calls, home visits, parent meetings and Team Around the Family (TAF). Families supported in overcoming barriers to attendance and signposted to external support if required.</p> <p>DSL support sessions each half term to discuss best practice and approaches.</p>	<p><i>Education Endowment Foundations toolkit - parental engagement (+4 months)</i></p> <p>More intensive programmes for families in crisis is a strategy which can significantly impact pupil attainment over time and improve attendance.</p> <p>Improvements in attendance can have long-term impacts on attainment and social and behavioural outcomes.</p>	<p>2, 11, 14</p>
<p>Embedding a behaviour culture within school ensures children are ready and able to learn within a safe environment</p> <p>Development of behaviour policy</p> <p>Embedding routines across school</p> <p>New House point system to encourage positive behaviour</p> <p>Behaviour interventions</p> <p>Use of restoration as a basis for all behaviour support</p> <p>CPD for all staff to ensure consistency</p>	<p><i>Education Endowment Foundations toolkit - Behaviour interventions (+4 months)</i></p>	<p>11, 13</p>

<p>Provision of a fully enriched curriculum including after school clubs, visitors, visits and residential visits. This includes financial support.</p>	<p>Education Endowment Foundations toolkit - outdoor learning (months)</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p>	<p>6, 12,</p>
---	---	---------------

**Total budgeted cost: £ 121,000**