

# Pupil premium strategy statement – Wales Primary School

This statement details our school's use of pupil premium (and recovery premium) funding for the 2023-2024 academic year 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	11% (23 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years – <i>from 2021-2022 to 2023-2024</i>
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ruth Sampson
Pupil premium lead	Ruth Sampson
Governor / Trustee lead	Jackie Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,940
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£28,940

# Part A: Pupil premium strategy plan

## Statement of intent

At Wales Primary School, all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population - some of whom are not eligible for pupil premium funding - may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

**To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.**

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium pupils is lower than the attendance of those not in receipt of pupil premium. In our strategy, we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning opportunities including access to outdoor learning, educational visits and curriculum visits to school. Also, meeting with parents whose attendance is falling behind to find out the reasons for the poor attendance and if any support can be offered. This is an area that we need to continue to work hard at. We updated our attendance policy for 2022-2023 and the parents' attendance leaflet in September 2023 to ensure more of a rigorous process to reach our attendance target for all pupils but in particular for our pupil premium families.

**To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.**

For all pupils in receipt of pupil premium, we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. Pupil premium pupils are given priority of any additional adult support available in classes with one of the goals to support pupil premium pupils to ensure the best possible outcomes.

**Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.**

At Wales Primary School, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. The two lockdown periods with school closing for the large majority of pupils for several months in 2019-2020 and 2020-2021 brought about an increase in pupils' emotional and social needs that impacted on learning with increases in both pupil and adult mental health and wellbeing needs. The impact of this disruption is still seen today for some of our pupils and families. Our strategy includes making

sure that emotional and social needs are identified and then planning support to work with the child and family.

## Challenges

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

Challenge number	Detail of challenge
1. Attendance	The attendance of pupils in receipt of pupil premium is below that of peers (4-5% lower comparing pupil premium with non pupil premium pupils) and a greater proportion are classed as persistent absentees. (90% or less)
2. Outcomes	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures during the 2 lockdown years to a greater extent than for other pupils. These findings are supported by national studies and the impact has been long lasting.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
3. Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and are less likely to receive support at home with reading. This negatively impacts their development as readers.
4. Pastoral	Pupils' emotional well-being, social and behavioural needs affecting children being in a position to be able to make the progress they should and their readiness to learn.
5. SEND	Some pupils who qualify for Pupil Premium funding have specific SEND needs in addition and an increasing number of children need SALT intervention.
6. EAL	We have 3 pupil premium pupils who joined us last school year (one - September and two siblings in November 2022) from the Ukraine for whom English is an additional language.

## 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
To ensure that the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 4%)

	Attendance target 96% (was previously 95%)
Improved oral language skills and vocabulary among disadvantaged pupils (vocabulary is one of our curriculum drivers).	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To continue to work towards the outcomes for pupils in receipt of pupil premium being at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To ensure that all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Increase the progress for a key group of pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and punctually and that they are able to access high quality teaching and targeted interventions where needed to support them in making progress. In addition to this, bespoke individual support for pupils if needed to support them with their mental health and well-being delivered by trained staff. Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys along with teacher observations</li> <li>- strengths and difficulties questionnaire before and after support to show impact (for individual pupils)</li> <li>- a significant increase in participation in enrichment activities including after school clubs</li> <li>- attendance levels closer to school target</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (3 times per year) - £2,025</p> <p>Training for staff to ensure assessments are interpreted and administered correctly along with gap analysis to inform future planning.</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="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2 3</p>
<p>To further embed the new phonics scheme which was purchased and implemented in January 2022 so it impacts on progress for all pupils across school. - £1,469</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2 3</p>
<p>The ongoing purchase of a range of high quality texts to further embed a reading for pleasure culture. -£1,400</p>	<p>A Reading for Pleasure approach in school has widely been evidenced that it will improve the life chances of all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports</a></p>	<p>3</p>

<p>The yearly buy in to ROSIS in order to access Forge CPD -£5,410</p>	<p>Continued professional development of teachers gives teachers up to date knowledge of the latest guidance and research. The ROSIS offer each year provides training for teachers in all subject areas to support them in leading their subject in schools. This is alongside bespoke support from teaching and learning consultants in areas of need as well as support for school leaders.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1672665757">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1672665757</a></p>	<p>2 3 4</p>
<p>Working Parties Set up in school so the teachers can work together to support each other's teaching and learning. (writing this school year)</p>	<p>Some of the most effective CPD – supported by the research – is where teachers support each other by helping by using each teacher's strengths across school to ensure consistency. Opportunities need to be provided in school for this to happen. This school year, working parties in writing will be set up at the INSET in January 2023 for teachers to support each other in developing writing across their classes. (a DEP priority)</p> <p><a href="https://blog.irisconnect.com/uk/sharing-and-collaboration-in-schools">https://blog.irisconnect.com/uk/sharing-and-collaboration-in-schools</a></p>	<p>2 3</p>

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

Budgeted cost: £12,946 (support staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue with the small group maths and reading interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>EEF Toolkit guidance:</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>'Some pupils may require additional support alongside high-quality teaching in order to make</p>	<p>2</p>

	good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Continued support from our English lead to train staff to do this. (this to include children across school according to need)	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Effective deployment of staff, Teaching Assistants to support key children and year groups.  Teaching Assistant timetable re-evaluated to deliver pastoral groups and positive play at playtimes and lunchtimes. Delivering reading sessions to targeted groups of children daily including involvement in the reading fluency project.	' EEF research guidance:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.	2 3 4
To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions	EEF Toolkit guidance:  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.'	2 5

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

Budgeted cost: £6000 (Senior Mental Health Lead Training. Training for support staff from lead. Zones of regulation and bereavement training plus resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.</p> <p>Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance.</p> <p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	1
<p>Bespoke well-being support for individual pupils referred by parents.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.</p>	4



<p>Delivered by trained support staff on areas of need such as regulating emotions, anxieties and bereavement support. (new this school year. Impact to be reviewed next year from baseline S and D questionnaires.)</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils (2022-2023)

*As we have a low number of disadvantaged pupils in school, in some cohorts, comparing percentages of disadvantaged pupils with other pupils in the class and with national data can make it difficult to form accurate analyses.*

#### **GLD in FS2 2023 (4 disadvantaged pupils)**

Pupil A – not GLD (EHCP)

Pupil B – not GLD. Didn't pass the reading and writing due to starting school with us in November 2022 not speaking any English (passed maths).

Pupil C - GLD

Pupil D – GLD

#### **KS1 outcomes 2023 (2 disadvantaged pupils)**

Pupil A – achieved ARE in all areas

Pupil B – achieved ARE in maths and reading but not writing

#### **KS2 outcomes 2023 (disadvantaged pupils)**

	WPS	LA	National	Difference to National
<b>Reading</b>	80%	46.5%	60%	+ 20%
<b>Writing</b>	40% (60%)	55%	58%	- 18% (+2%)
<b>Maths</b>	60%	55%	59%	+ 1%
<b>Spag</b>	80%	53%	59%	+ 21%
<b>RWM</b>	40% (60%)	40%	44%	- 4% (+16%)

The number in brackets is taking away the pupil who didn't sit the tests who has an EHCP.

#### **Of the 4 non-EHCP disadvantaged pupils**

Pupil A – achieved ARE in reading and SPAG (was WTS in all areas leaving KS1 showing progress) One mark off ARE in maths.

Pupil B – ARE in all areas

Pupil C – GDS in maths, reading and SPAG – ARE in writing (maintained from KS1)

Pupil D – ARE in maths, reading and SPAG – WTS in writing (drop from KS1)

This shows that apart from one pupil in writing, all pupils either maintained their attainment from KS1 or had accelerated progress. This is in spite of the Covid disruption which had led to attainment dipping before the PP strategy was in place. Taking away the EHCP pupil, attainment was higher than national in all areas.

### **Working Well**

As outlined above, attainment of our disadvantaged pupils for those who do not also have SEND needs did show a marked improvement in outcomes for 2022-2023 compared to previous recent years. We feel that this shows that the strategy is working well in some areas. The extra additional adult support the disadvantaged pupils received impacted last year both in terms of support with emotional well-being and with their learning.

### **Not Working as well as hoped**

One of the most difficult challenges and strategies having the least impact is raising the attendance of disadvantaged pupils and bringing it in line with non-disadvantaged pupils. However, attendance at the start of the school year 2023 of our disadvantaged pupils up until October half term has been more positive compared to this time last year (93% compared to 88%). Our LAC pupils' attendance has consistently been excellent. Actions outlined are being carried out following the more rigorous attendance policy so we are hopeful that the good start to this year will continue.