# Pupil premium strategy statement

This statement details Wibsey Primary School’s use of pupil premium (and recovery for the 2021-2024 academic years) 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.

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| Detail | Data |
| School name | Wibsey Primary School |
| Number of pupils in school | 668 |
| Proportion (%) of pupil premium eligible pupils | 32% PP 30% FSM |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 20.10.21 |
| Date on which it will be reviewed | 21.4.22  20.10.22  20.4.23  20.10.23  19.4.24  18.10.24 |
| Statement authorised by | Karen Yates |
| Pupil premium lead | Hannah Smith (to 31.12.22)  Veronica Mitchell (from 01.01.23) |
| Governor / Trustee lead | Lisa Knowles |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this financial year | £ 297835 |
| Recovery premium funding allocation this academic year | £30160 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £327995 |
| **Total spent** | £352531 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.  We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.  Principles   * We ensure that teaching and learning opportunities meet the needs of all the pupils * We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed * In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged * We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. * Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.   Demography and School Context  Wibsey Primary is a community school located in South Bradford. We are larger than normal primary school with 3-forms in each year group.  The ISDR (2022) states that the school’s % FSM is above average.  The maps below display the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The first is showing national    Ministry of Housing Communities & Local Government IoD- Local Authority Focus accessed: 30.09.21 In October 2021, 64% of the children attending Wibsey Primary live in one of the top two most deprived categories nationally. **Overarching Objectives**   * To diminish the attainment gap between disadvantaged and non-disadvantaged pupils * To build the cultural capital of children from disadvantaged backgrounds through a broad and balanced curriculum and extra visits and experience to build on their skills and knowledge. * To build on the attendance of disadvantaged children |

## 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 | Lower attainment on entry to EYFS (Nursery and Reception – where pupils have not transferred from our own Nursery): Gaps in early reading and phonics acting as a barrier to pupils accessing the full curriculum and achieving the highest levels of attainment |
| 2 | More frequent SEMH difficulties: A number of children have social and emotional difficulties which directly impact on attainment and progress |
| 3 | Attendance and Punctuality issues: The ongoing challenge of securing high levels of attendance and reducing the number of children who are persistently absent |
| 4 | Family/Home living issues with social services/Early help involvement |
| 5 | Weak Language and Communication Skills: Many pupils have limited communication skills, including barriers linked to speech and language issues  Speech and language delay |
| 6 | Parental engagement with reading and learning at home |
| 7 | Limited life experiences: Many of our pupils have limited life experiences and do not engage in diverse cultural activities outside of school life. This impedes their ability to contextualise learning |

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## 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 |
| Strong progress in reading resulting in strong levels of attainment to narrow gaps in learning | * Achieve at least in line with national Age Related progress scores in KS2 Reading * Achieving national expectations by the end of KS1 and KS2 in Reading * Greater proportion of pupils pass Y1 Phonic check |
| Strong progress in writing resulting in strong levels of attainment to narrow gaps in learning | * Achieve at least in line with national Age Related progress scores in KS2 Writing * Achieving national expectations by the end of KS1 and KS2 in Writing |
| Strong progress in Maths resulting in strong levels of attainment to narrow gaps in learning | * Achieve at least in line with national Age Related progress scores in KS2 Maths * Achieving national expectations by the end of KS1 and KS2 in Maths |
| Pupils engage in a range of diverse cultural activities | * Strong programme of enrichment activities take place |
| Through rigorous approaches to persistent absence, extended leave and long-term absence, pupils’ attendance is improved and no longer limits access to learning | * Ensure attendance of disadvantaged pupils is above 95% |
| PP tracking is robust and used to inform subsequent provision | * PP data will be tracked across school * Formative and summative assessments will be sued to set up interventions for PP pupils who are falling behind * Interventions will be monitored |
| Underachieving pupils are closing the gap with their peers: progress for PP closing the gap on national | * % gap closes between PP and non-PP pupils in internal and external data |
| More able pupils are achieving above age-related expectations | * More able pupils achieve above national average in Reading, Writing, maths and Combined |
| Low baseline pupils in EYFS are school ready | * Children who are targeted to achieve GLD by the end of Reception hit their target |

## 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: £275322

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Activities to increase the proportion of high-quality Wave 1 teaching:   * Ensure all staff, including associate staff receive ongoing phonics and reading training. * Strong ECT support through mentor support, training and observing good practice. * Whole staff CPD led by Maths and English teams * Ongoing membership of National College membership to access CPD for staff at all levels across school * Deploy support staff to provide targeted phonics, reading and maths across school * Catch Up resources purchased (Rising Stars) | NFER research: ‘High quality teaching for all’ is 1 of the 7 key building blocks for successful support of DA children.  EEF Toolkit Predicted Impact:  Teaching Assistants +1 month  EEF  Impact of school closures on the attainment gap: Rapid Assessment  June 2020   * Recommends high-quality materials are available for ECTs linked to the ECF | 1,5 |
| High priority for staff CPD to meet the needs of all children with a focus on:   * Development of outdoor provision for Nursery * Strong ECT support programme and CPD * RWI training for all new staff who deliver RWI | EEF guide to Pupil Premium highlights that teaching is the top priority and using a tiered approach to the implementation of strategies is highly effective | 1, 4, 5, 7 |
| Enhance provision to embed the reading culture and accelerate language acquisition across school:   * Reading Hub in EYFS resourced and used by Associate Staff during interventions and focused activities to promote early language development * Reading areas enhanced within classrooms across school * Accelerated reader used across school Y2 - Y6 | Improving Literacy in KS1 / 2 EEF 2017  Developing pupils speaking and listening skills and wider understanding of language including the active and repeated exposure to new vocabulary has convincing evidence for improving attainment in Literacy  The importance of motivation and engagement and a wide range of literacy experiences in improving literacy has compelling evidence  EEF Toolkit Predicted Impact:   * Oral Language interventions +4 months * Early Years interventions +5 months * Teaching Assistants +1 month * Parental Involvement +3 month | 1,5,7 |
| Focus strategies for tracking PP – data analysis, 3x a year pupil progress meeting with senior leaders focused on PP – ongoing CPD for staff in the effective use of Target Tracker and release teachers as a cohort to enable planning for interventions and combined outcomes for PP at ARE and GDS |  | 1, 4, 5, |
| Increased parental engagement is  encouraged by:   * Increased support with homework completion, home reading * Recovery videos for parents addressing gaps in Maths * Purchase of RWI phonic video links for parents. | EEF Toolkit Predicted Impact:  Parental Involvement +3 months  Primary Homework +2 months | 6 |

**Budgeted Cost**

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| **Activity** | **Amount** |
| Cost of staff deployment | £271204 |
| Cost of National College CPD | £1245 |
| Cost of reading provision | £2873 |
| **Total budget for this academic year** | **£275322** |

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

Budgeted cost: £78166

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Gaps in learning, including those in early reading and Phonics are addressed:   * Deploy Associate Staff to provide effective support to targeted individuals/key groups (34% from PP) * KS1 and KS2 – same-day interventions Maths continuum – AS. (33% from PP) £ 68073 * Subject leads and teachers identify gaps in Foundation subjects and changes made to LTP to gap fill key concepts in subsequent years (informed by exceptions grids) * In school tuition through National Tutoring Programme (Phonics, Writing and Maths) funded by Tuition funding) work with predominantly PP pupils across school.   £204219 | There are many pupils who are currently in receipt of PP funding and are also on the SEND register – these pupils are particularly vulnerable in terms attainment and progress and are below ARE.  Many PP pupils rely on additional TA support to access tasks. They may have limited access to language, extra-curricular experiences and / or emotional / behaviour needs.  The Education Endowment Fund tool kit highlights high cost/low impact of TA’s in general. However, there is clear case study/data evidence that investment in precision teaching training and training on learning continuum for TA’s for identified groups/individuals is impacting positively on pupil progress.  The EEF toolkit highlights how a focus on small group tuition has a ‘moderate impact for low cost based on moderate evidence’. It details how small group tuition has a positive impact overall (+ 4 months). Research suggest that small group tuition is effective and that the smaller the group the better. | 1,5 |
| Associate staff trained, and delivering, nationally available/recognised intervention strategies  Interventions for pupils who have been identified as not making expected progress for reading, writing, maths and the prime areas of the EYFS curriculum  a.Precision Teaching  b.Talking Partners  c. Wellcom  d. Wave 3  £204219 | The Education Endowment Fund tool kit highlights moderate cost/medium impact of small group tuition. There is evidence that intervention grouping is impacting positively on pupil progress.  EEF Toolkit Predicted Impact:  Feedback +8 months  One to one tuition +4 months  Learning Styles +2 months | 1,5 |
| Gaps in early reading and Phonics are addressed:   * RWI Phonics taught into Year 3 and additional sessions in Year 1 and 2. Taught by Associate Staff (33% from PP) £68073 * TAs unfamiliar with RWI Phonics delivering within year group receive RWI training and have access to training videos * RWI development days purchased * Training for ECT and new staff in Accelerated Reader * English specialist bought in to work across yea*rs 3-6* with PP pupils (Tuition funding) | Reading interventions rated highly on EEF Toolkit.  Reading Interventions +  Internal data shows RWI highly effective eg Phonics data 2017 for Y1 test PP - 91%  Feedback + 8 months (EEF Toolkit)  The Education Endowment Fund tool kit highlights moderate cost/medium impact of small group tuition. There is clear evidence that providing intervention grouping is impacting positively on pupil progress and ensures catch up. See also EEF toolkit for feedback (+8 months) and individualised learning (+3 months).  Feedback + 8 months  One to one tuition +5 months  (EEF Toolkit)  EEF Toolkit Predicted Impact:  Reading +3 months (other pupils)  Reading +5 months (PP) | 1,5 |
| Gaps in communication and early language addressed by:  • Welcomm Programme to improve receptive and expressive language in Nursery – 12 sessions   * Specific speech and language support from therapist – 1 day alternate weeks across school | PP pupils enter Foundation with significantly lower starting points (2020/21):  Nursery - 25% PP pupils entered with expected communication and language development (Baseline Target Tracker)  Reception – 33% of PP pupils entered Reception with language below average (NELI screening)  EEF Toolkit Predicted Impact:  Oral Language interventions +4 months  Early Years interventions +5 months  Teaching Assistants +1 month  Improving Literacy in KS1 / 2 EEF 2017  Developing pupils speaking and listening skills and wider understanding of language including the active and repeated exposure to new vocabulary has strong evidence for improving attainment in Literacy  EEF Toolkit Predicted Impact:  Oral Language interventions +4 months  Early Years interventions +5 months  Teaching Assistants +1 month | 1,5 |
| Address social and emotional difficulties:  •Small group intervention and targeted nurture support provided by the Pastoral team | EEF Toolkit Predicted Impact:  Behaviour interventions +3 months | 2,4 |
| Address gaps in early reading and phonics:   * RWI Phonics taught into Year 3 and additional sessions in Year 1 and 2 * TAs unfamiliar with RWI Phonics delivering within year group receive RWI training and have access to training videos * RWI development days purchased * Accelerated reader to be used from Y2 upwards. * Training for ECT staff in RWI and / or Accelerated Reader * In school tuition through National Tutoring (Phonics, Writing and Maths) funded by Catch Up funding) work with predominantly PP pupils across school. | The EEF toolkit highlights how a focus on small group tuition has a ‘moderate impact for low cost based on moderate evidence’. It details how small group tuition has a positive impact overall (+ 4 months). Research suggest that small group tuition is effective and that the smaller the group the better. | 1,5 |
| In school, and external statutory data, was weaker in Writing and Maths compared to Reading. Tuition form Years 3- 6 skewed to Writing and Maths | The EEF toolkit highlights how a focus on small group tuition has a ‘moderate impact for low cost based on moderate evidence’. It details how small group tuition has a positive impact overall (+ 4 months). Research suggest that small group tuition is effective and that the smaller the group the better. | 1, 5 |

**Budgeted Cost**

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| **Activity** | **Amount** |
| Cost of Associate Staff | £68816 |
| Cost of RWI | £3050 |
| Speech and Language | £6300 |
| Tuition costs including English specialist / additional teacher | (£52380 - From Tuition Funding) |
| **Total budget for this academic year** | **£78116** |

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

Budgeted cost: £19403

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embed a system for challenging and supporting families with attendance issues and those at risk of persistent absence:   * External services used to support attendance procedures * Regular attendance meetings complemented by weekly attendance reports | NfER / DfE recommendations November 2015 include attendance.  The severe negative effect of absence poses a particularly high risk for disadvantaged pupils, who typically have lower rates of attendance and whose families have indicated that they would be substantially less likely to send their child back to school if given the choice (IFS 2020)  The EEF Toolkit highlights a focus on parental engagement has ‘moderate impact for very low cost based on extensive evidence.’ It details how it has a positive impact overall (+4 months) | 3,4 |
| Disadvantaged pupils are funded for all curriculum events, music tuition, trips and activities that enhance their educational provision:   * Year group budgets used to subsidise class visits so all pupils can access out of school opportunities * Enrichment for PP pupils: music therapy, music tuition * School residential – cost covered for PP pupils * Brathay weekly sessions and visits for Y5 / Y6 * Identified children receive music therapy * Extra curricular activities * Cultural capital opportunities: fishing, after school clubs, residentials, pre-learning visits, pantomime   Disadvantaged pupils receive financial support with school uniform - £30 per family £6000 Full uniform vouchers – 3 children | Many PP Pupils do not have access to music lessons or club membership. Physical activity is key for good mental health and many pupils find a new hobby having been given opportunity to try clubs at school.  Many PP Pupils do not have access to residentials and day trips due to lack of funding. These visits are integral to pupils’ learning experiences in order for learning to be ‘brought to life’. Residentials give pupils an opportunity to be more independent and build relationships with their peers. Physical activity is key for good mental health and many pupils find a new hobby having been given opportunity to try clubs at school.  EF Toolkit Predicted Impact:  Outdoor Adventure Learning +4 months  Learning Styles +2 months  Arts Participation +2 months | 2,7 |
| Staff are equipped to support pupils with more frequent SEMH difficulties:   * CPD for staff – from Mental Health Lead and Education Psychologist   22/23 – Emotion coaching; De-escalation, Zones of regulation   * Family and home related issues are mitigated in-school by sign-posted support and do not contribute to reduced learning. Pupils come to school ready to learn | EEF Toolkit Predicted Impact:  Behaviour Interventions +3 months | 2, 4 |
| Build on the positive learning behaviour and increased participation in lessons and readiness to learn by:   * Purchase of BLP resources £195 * Introduction of play mentors and enhanced lunch and playtime provision * Breakfast Club attendance paid for vulnerable PP pupils | Many PP pupils have poor attendance. Breakfast Club attendance enables them to have a calm start to the day and supports attendance.  EEF Toolkit Predicted Impact:  Meta Cognition and self regulation +8 months  Collaborative learning (BLP link) +5 months | 2 |

**Budgeted Cost**

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| **Activity** | **Amount** |
| Cost of enhanced provision | £12443 |
| Cost of uniform | £6600 |
| **Total budget for this academic year** | **£19043** |

**Total budgeted cost: £ 352531**

**Review of the outcomes in previous academic year (2021-2022)**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had in the 2021-2022 academic year

**Reception – GLD attainment**

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| **Grouping** | | **GLD** | **Average Point** | **Prime** | **Specific** | **Reading**  **(Expected)** | **Writing**  **(Expected)** | **Maths**  **(Expected)** |
| **Pupil Premium (21)** | **2022** | 43% | 29.4 | 57% | 48% | 52%  Comp – 57%  Word Re 52% | 48% | 52%  Number 54% |
| **Other (68)** | **2022** | 63% | 30.6 | 71% | 58% | 69%  Comp – 74%  Word Re 74% | 66% | 68%  Number 71% |

* At the end of Reception Pupil Premium pupils attained less well across all areas than non-pupil premium pupils. The gap between PP and non PP pupils has narrowed slightly but there remains a GLD gap of 20%. The gap is widest in the prime areas of development.

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| **Outcomes from academic year end 2022**  **Pupil Premium Data** | | | | | | | | | | |
|  | **Reading EXS** | **GPS**  **EXS** | **Writing EXS** | **Maths  EXS** | **R / W / M**  **Comb**  **EXS** | **Reading GD** | **GPS**  **GD** | **Writing GD** | **Maths  GD** | **R / W / M**  **Comb**  **GD** |
| **Key Stage 1 Teacher assessment** | 64% |  | 32% | 50% | 32% | 0% |  | 0% | 0% | 0% |
| **Key Stage 2**  **SAT**  **(Writing – Teacher Assessment)** | 79%  (Nat 62%) | 74% | 56%  (Nat 55%) | 50%  (Nat 56%) | 44%  (Nat 43%) | 9% | 12% | 6% | 12% | 0% |

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| **Outcomes from academic year end 2022**  **Internal School - Pupil Premium Data**  **Progress** | | | | | | | |
|  |  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Reading** | Disadvantaged | 7.3 | 5.6 | 6.3 | 5.5 | 5.9 | 6.5 |
| Non disadvantaged | 6.5 | 6.3 | 7.1 | 6.0 | 6.3 | 6.9 |
| **Writing** | Disadvantaged | 6.5 | 5.2 | 7.1 | 5.4 | 6.3 | 7.3 |
| Non disadvantaged | 6.4 | 6.2 | 7.2 | 6.0 | 6.6 | 6.8 |
| **Maths** | Disadvantaged | 6.7 | 6.1 | 7.3 | 5.7 | 5.7 | 7.3 |
| Non disadvantaged | 6.7 | 6.7 | 7.8 | 6.0 | 6.2 | 7.3 |

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| **Aim** | **Outcome** |
| Strong progress in Reading resulting in strong levels of attainment  Strong progress in Writing resulting in strong levels of attainment  Strong progress in Maths resulting in strong levels of attainment | **Key Stage 1**: The gap between disadvantaged / non-disadvantaged has widened at EXS+ in all subjects with the widest gap being in Writing (25%), widening from 21%in 2019. The narrowest gap is in Reading  (-7%). This is due to the focus on PP Reading for tuition. However, the widening from 2% in 2019 is due to the adverse effect of the pandemic on more disadvantaged pupils.  **Key Stage 2**: Pupil premium pupils attained more highly in Reading is higher than non-pupil premium pupils (+4%) with the gap remaining the same from 2019. This is the impact of the Reading focus in tuition. In other subjects, non-pupil premium pupils have attained more highly than non-pupil premium pupils.  The widest PP gap is in Maths (+26%) at EXS+ and at GD (+14%) where non-pupil premium attain more highly. |
| Phonics | **Year 1**   * The % of disadvantaged reaching the required standard has dropped with the % of non-disadvantaged rising by 3%. This has resulted in a widening gap. The pandemic has impacted the most disadvantaged   **Year 2**   * 86% of pupil premium pupils entered KS2 having met the required standard. The % of disadvantaged having met the standard has dropped – this is the impact of the pandemic. |
| Pupils engage in a range of diverse cultural activities | Due to the pandemic, visits were not able to take place until the summer term. All children participated in one visit. |
| Improved attendance and reduced persistent absence | Pupil Premium children are targeted and attendance monitored. Families are targeted by the attendance team and receive panel meetings and support via Early Help |