

Pupil premium strategy statement – Wardley CE Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	51/225 - 23%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027 Y1: 2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Paul Donovan (Chair of Governors)
Pupil premium lead	Mark Foster
Governor / Trustee lead	Colin Gettins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73,220

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is that all our pupils can go on to 'do all things.' It reflects our ambition that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment in all areas of the curriculum. The intent of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers, and thereby live out our school vision of being able to 'do all things'.

In making our decisions about our use of Pupil Premium funding we have considered the context of the school and the challenges faced. by our vulnerable pupils. This is considered alongside educational research, including that conducted by the EEF. The challenges are varied and there is no "one size fits all".

Quality first teaching is at the heart of our school approach. The impact of this approach within our school has led us to believe that this has the greatest impact on closing the disadvantage attainment gap. A belief supported by wider educational research. At the same time it will also benefit the non-disadvantaged pupils in our school. This belief that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers, is very much at the heart of the intended outcomes that are detailed below.

Our approach will be adapted in response to common challenges and individual needs, based on robust on-going assessment and analysis of the approaches we have adopted. We will ensure that all teaching staff are involved in this process and are fully aware of what is working well and what needs to improve across the school in order that our pupils excel and can indeed 'do all things'.

Ultimate Objectives

- *To ensure disadvantaged pupils are challenged in the work that they are set.*
- *To act early to intervene at the point pupil need is identified.*
- *To ensure that all disadvantaged pupils thrive socially and emotionally and develop to their full potential in all aspects of their lives.*
- *To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Lower attainment in the core areas of reading, writing and maths amongst the disadvantaged compared to non-disadvantaged pupils in KS1 & KS2.</p> <ul style="list-style-type: none">● Internal school data:● KS1/2 Summer 2024 teacher assessment data shows 83% of the Pupil Premium Group (PPG) working at or above the expected standard in reading compared to 88% of the whole school. Therefore, the difference in reading attainment between the two groups was 5%.● KS1/2 Summer 2024 teacher assessment data shows 70% of the Pupil Premium Group (PPG) working at or above the expected standard in writing compared to 82% of the whole school. Therefore, the difference in writing attainment between the two groups was 12%.

	<ul style="list-style-type: none"> • KS1/2 Summer 2024 teacher assessment data shows 85% of the Pupil Premium Group (PPG) working at or above the expected standard in maths compared to 87% of the whole school. Therefore, the difference in maths between the groups was 2%. • KS2 SATS school data: • Summer 2024 SAT data shows 82% of the Pupil Premium Group (PPG) working at or above the expected standard in reading compared to 100% of the non-PPG group. Therefore, the difference in KS2 reading attainment between the two groups was 18%. • Summer 2024 SAT data shows 82% of the Pupil Premium Group (PPG) working at or above the expected standard in writing compared to 89% of the non-PPG group. Therefore, the difference in KS2 writing attainment between the two groups was 7%. • Summer 2024 SAT data shows 91% of the Pupil Premium Group (PPG) working at or above the expected standard in maths compared to 95% of the non-PPG group. Therefore, the difference in KS2 maths attainment between the two groups was 4%.
2	<p>Poor attainment for the disadvantaged in communication on entry to the EYFS. Assessment, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils on entry into the EYFS. In general, these are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Need to develop the social, emotional & behavioural skills in the disadvantaged pupils. This can be seen as social and emotional learning (SEL). This is based on our assessments, observations and discussions with pupils and families. These social and emotional developmental challenges were compounded by the experiences of many pupils and their families over the course of the pandemic.</p>
4	<p>The attendance for the disadvantaged pupils (92%) was below that of all pupils (97%) in 2023/24.</p> <p>27% of disadvantaged pupils were persistently absent during that period compared to 8% of non-disadvantaged pupils.</p> <p>These figures do show improvement in overall attendance compared to the previous academic year. However, there is still a clear gap between the attendance of disadvantaged children and their non-disadvantaged peers.</p> <p>Our assessments and observations indicate that whilst most of the persistent absentees still manage to make good progress and their attainment is at or above the age expected level there is an impact on some. There is also a wider impact on their ability to thrive at school and establish good patterns for later life. Therefore, improving attendance and reducing the number of persistent absentees remains a key school target.</p>

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
1. To ensure that the disadvantaged pupils make good progress over their key stage	That the disadvantaged pupils make the expected or better than expected progress in reading, writing

from their baseline starting points in **reading, writing & maths**. This will be measured each term by the school's tracking system.

& maths over the course of the next three years from their key stage starting points.
The success criteria, based on their Y2 starting points, for the current Y4 disadvantaged cohort for when they reach the end of their key stage in 2026/27 are:
Reading: 4/4 pupils - 100%.
Writing: 2/4 pupils - 50%.
Maths: 2/4 pupils - 50%

Starting point Sept 2024

	Sept 2024	July 2025
Reading	4/4 - 100%	
Writing	4/4 - 100%	
Maths	2/4 - 50%	

2. To ensure that the EYFS disadvantaged pupils make **good progress over the EYFS from their baseline starting points in speech and language**. This will be measured each term by the school's speech & language assessments.

That the disadvantaged pupils make the expected or better than expected progress in speech and language from their baseline starting points in nursery and reception over the course of the next three years. These improvements will be evidenced by speech and language assessments of the disadvantaged pupils using WELCOM data in nursery and TALC data in reception

Starting point Sept 2024

Speech & Language	Sept 2024	July 2025
Year N (26 pupils)	WELCOM Working in the average range - 73%	WELCOM Working in the average range - %
Year N DIS (6 pupils)	WELCOM Working in the average range - 33%	WELCOM Working in the average range - %
Year R (30 pupils)	TALC Blank Lvl 1 - 90% Blank Lvl 2 - 53% Blank Lvl 3 - 7% Blank Lvl 4 - 3%	TALC Blank Lvl 1 - % Blank Lvl 2 - % Blank Lvl 3 - % Blank Lvl 4 - %
Year R DIS (4 pupils)	TALC Blank Lvl 1 - 0% Blank Lvl 2 - 75% Blank Lvl 3 - 25% Blank Lvl 4 - 0%	TALC Blank Lvl 1 - % Blank Lvl 2 - % Blank Lvl 3 - % Blank Lvl 4 - %

<p>3. Improved social and emotional learning shown by the disadvantaged. Social and emotional learning can be seen as “The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” This will also help support the disadvantaged to address challenge 1</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Monitoring & assessment shows improved social and emotional learning outcomes amongst the disadvantaged. Qualitative data from pupil voice and surveys shows improved social and emotional learning outcomes. <p><i>Half-termly feedback from pupils through ‘A Vision Lived’ books and pupil surveys shows a very positive pupil outlook on social & emotional well-being.</i></p>																								
<p>4. Raise the attendance of the disadvantaged to meet the school’s attendance target - 96.1%. This will provide the foundation for the disadvantaged to address challenge 1.</p>	<p>Sustained high levels of attendance from 2024/25 demonstrated by: the vast majority of the disadvantaged to meet the school’s attendance target of 96.1%.</p> <p><i>The attendance gap between the disadvantaged pupils and their non-disadvantaged peers to be no more than 1%.</i></p> <p><i>The % of all pupils who are persistently absent to be below national figures and for the figure among disadvantaged pupils to be no more than 5% lower than their peers.</i></p> <p>Starting point July 2024</p> <table border="1" data-bbox="805 1070 1412 1691"> <thead> <tr> <th>Attendance</th> <th>July 2024</th> <th>July 2025</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>94.7%</td> <td>%</td> </tr> <tr> <td>D pupils</td> <td>92%</td> <td>%</td> </tr> <tr> <td>PA</td> <td>July 2024</td> <td>July 2025</td> </tr> <tr> <td>All pupils - FFT national</td> <td>17%</td> <td>%</td> </tr> <tr> <td>All pupils - school</td> <td>28 pupils - 12%</td> <td>%</td> </tr> <tr> <td>D pupils - FFT national</td> <td>29%</td> <td>%</td> </tr> <tr> <td>D pupils - school</td> <td>14 pupils - 27%</td> <td>%</td> </tr> </tbody> </table>	Attendance	July 2024	July 2025	All pupils	94.7%	%	D pupils	92%	%	PA	July 2024	July 2025	All pupils - FFT national	17%	%	All pupils - school	28 pupils - 12%	%	D pupils - FFT national	29%	%	D pupils - school	14 pupils - 27%	%
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. 	<p>1 & 2</p>
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension,</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building</p>	<p>1 & 2</p>

<p>phonics or mastery learning</p>	<p>knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here. 	
<p>Mentoring and coaching</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. 	<p>1 & 2</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. 	<p>1 & 2</p>

	<ul style="list-style-type: none"> The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	1 & 2
<p>Teaching assistant deployment and interventions</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. The EEF Toolkit has a strand on teaching assistant interventions. 	1 & 2
<p>One to one and small group tuition</p>	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on one to one tuition and small group tuition. 	1

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

Budgeted cost: £13,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	3
Supporting attendance	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance</p>	4
Communicating with and supporting parents	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on parental 	4

	<p>engagement.</p> <ul style="list-style-type: none">• The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ offers practical approaches and insights for communicating and supporting parents.	
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Total budgeted cost: £73,220

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Lower attainment in the core areas of reading, writing and maths amongst the disadvantaged compared to non-disadvantaged pupils in KS1 & KS2.

That the disadvantaged pupils make the expected or better than expected progress in reading, writing & maths over the course of the next three years from their key stage starting points.

The success criteria for the current Y4 disadvantaged cohort for when they reach the end of their key stage in 2023/24 are:

Reading: 8/11 pupils - 73%.

Writing: 8/11 pupils - 73%.

Maths: 8/11 pupils - 73%

Starting point September 2021

	September '21 Start of Y4	July '22 End of Y4	July '23 End of Y5	July 2024 End of Y6
Reading	5/8 - 63%	6/8 - 75%	7/10 - 70%	9/11 - 82%
Writing	5/8 - 63%	4/8 - 50%	6/10 - 60%	9/11 - 82%
Maths	6/8 - 75%	5/8 - 63%	7/10 - 70%	10/11 - 91%

Comment:

From this data it can be seen that the outcomes for this disadvantaged cohort were improved in reading, writing and maths over the course of the pupil premium plan. However, the disadvantaged pupils still had lower attainment figures in reading, writing and maths compared to their non-disadvantaged peers. Therefore it remains an area of challenge and a target for the 2024/25 academic year.

Challenge 2: Poor attainment for the disadvantaged in communication on entry to the EYFS.

Success Criteria: That the disadvantaged pupils make the expected or better than expected progress in speech and language from their baseline starting points in nursery and reception over the course of the next three years.

Starting point Sept 2023

Speech & Language	Sept 2023	July 2024
Year N (26 pupils)	WELCOM 19/26 - 73%	WELCOM 22/24 - 92%
Year N DIS (3 pupils)	WELCOM 1/3 - 33%	WELCOM 3/3 - 100%
Year R (29 pupils)	TALC Blank Lvl 1 - 93% Blank Lvl 2 - 25%	TALC Blank Lvl 1 - 97% Blank Lvl 2 - 90%

	Blank Lvl 3 - 0% Blank Lvl 4 - 0% Working in the average range - 26/28 - 93% Working above the average range - 0/28 - 0%	Blank Lvl 3 - 66% Blank Lvl 4 - 31% Working in the average range - 28/29 - 97% Working above the average range - 7/29 - 24%
Year R DIS (2 pupils)	TALC Working in the average range - 1 / 2 - 50% Working above the average range - 0/2 - 0%	TALC Working in the average range - 1 / 2 - 50% Working above the average range - 0/2 - 0%

Comment:

From this data it can be seen that there was a very strong outcome for the progress made by the nursery class, including the disadvantaged children, over the 2023/24 academic year with their speech and language outcomes based on the WELCOM data.

The TALC data also shows strong progress made by the Reception cohort with an increase in the number of pupils reaching each level. However, compared to their non-disadvantaged peers the progress of the disadvantaged group was not as strong. Therefore, improving the number of disadvantaged children reaching the age expected standard by the end of Reception remains an area of challenge and a target for the 2024/5 academic year.

Challenge 3: Need to develop the social, emotional & behavioural skills in the disadvantaged pupils.

Success Criteria: Half-termly feedback from pupils through 'A Vision Lived' books shows a very positive pupil outlook on social & emotional well-being.

Comment:

The school's work was delivered through its tiered model of support for emotional well-being. This included a range of universal actions which all pupils benefitted from, including the delivery of focused mindfulness programs by the school's well-being leader. These were MISP for the KS2 classes and DOTS for the KS1 & EYFS classes. The pupil responses to the Vision books were very positive. However, the school recognises a finer way of assessing the impact of the work done on this target is needed for 2024/25.

Challenge 4: The attendance for the disadvantaged pupils (93%) was below that of the non-disadvantaged (97%) in 2020/21.

Success criteria: The attendance gap between the disadvantaged pupils and their non-disadvantaged peers to be no more than 1%.

The % of all pupils who are persistently absent to be below national figures and for the figure among disadvantaged pupils to be no more than 5% lower than their peers.

Starting point Autumn 2021

Attendance	Autumn 2021	Summer 2022	Summer 2023	Summer 2024
All	90.8%	92%	94.1%	94.7%
D pupils	89.21%	88.58%	90.9%	92%
PA	Autumn 2021	Summer 2022	Summer 2023	Summer 2024
All	83 pupils - 37%	63 pupils - 28%	33 pupils - 14%	28 pupils - 12%
D pupils	25 pupils - 44%	29 pupils - 51%	18 pupils - 31%	14 pupils - 27%

Comment:

The target was not fully met. Whilst the number of persistently absent disadvantaged pupils (27%) was below the FFT national figure for that group (29%). Both the attendance of the disadvantaged pupils and the level of their persistent absence were not as good as their non-disadvantaged peers. However, the attendance figure for the disadvantaged pupils has improved over time and there has been a fall in the levels of persistent absence. Yet, it still remains a challenge and a target for improvement over the 2024/25 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Kapow	Kapow Primary
Purple Mash	2 Simple
Reading Plus	DreamBox Learning

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.