

Pupil premium strategy statement

School overview

Detail	Data
School name	Wisborough Green Primary School
Number of pupils in school	198
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Caroline Bennett Headteacher
Pupil premium lead	Arwenna Greenway Deputy Head
Governor lead	Carolyn Lee Disadvantaged Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,204.52
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£000
Total budget for this academic year	£18,204.52

Part A: Pupil premium strategy plan Statement of intent

Statement of intent

At Wisborough Green Primary, we strongly believe that all pupils have a right to 'Be the Best They Can Be' and we strive to help all pupils make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support with research-led intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

Wisborough Green School uses the funding in a variety of ways to improve pupil attainment and help ensure children reach their full potential, both academically and socially. Some of the main barriers to children in receipt of pupil premium compared to non-pupil premium pupils in our school can be as follows (although this is not true for all children):

- Social and emotional - some pupils require support and nurture.
- Behaviour and achievement – some pupils have low expectations of behaviour or attainment.
- Language – access to quality language experiences including talk, reading, books and writing opportunities.
- Access to extra-curricular activities– educational experiences such as trips and clubs.
- Parental engagement with school – ensuring parents engage with the school, including parent workshop events, home learning and parents' evenings.
- Attendance – some pupils have lower rates of attendance or have gaps in their attendance.
- Children in receipt of pupil premium may also fall into another vulnerable category, e.g. SEND.
- There may also be complex family situations that prevent children from flourishing.
- The challenges are varied and there is no "one size fits all".

A member of our Senior Leadership Team meets with all our disadvantaged pupils individually, at least once per term, to make sure that our pupils meet set targets and that barriers are being overcome by the intervention and quality first teaching. Our approach is a highly targeted and personalised one.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level
- For all children to take part in our broad and balanced curriculum.

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all the pupils.
Ensuring 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.
Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
Using our knowledge of pupils and families to identify pupils we consider need extra support and reserving 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.
Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.
Encouraging parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier.

Achieving these objectives:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is helping the children progress.
Ensuring that wellbeing and wellbeing support is at the centre of our support programme.
Allocating 'Pupil Premium' / 'Recovery Premium' - providing small group work focussed on overcoming gaps in learning and running nurture groups.
Ensuring that all teaching assistants are used effectively to support children in receipt of pupil premium.
Providing additional teaching and learning opportunities for children.
Supporting payment for activities, clothes, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
Engaging with local charities to procure additional funding or resourcing opportunities e.g., food hampers for families.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with fluent reading and phonic acquisition.
2	Assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This will affect children's writing.
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to feelings they do not belong or being worried about friendships and relationships. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance records shows that 46% of our disadvantaged students have an attendance below 96%.

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 reading attainment among disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • Reading outcomes consistently show that 100% of disadvantaged pupils, who are not classed as having Special Educational Needs, meet the expected standard at the end of KS2. • 100% of our disadvantaged children, who are not on the SEND register, will have achieved the phonics screening threshold. • All disadvantaged pupils who are also on our SEND register will make accelerated progress.
Improved writing attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> • Writing outcomes consistently show that 100% of disadvantaged pupils (who are not SEND pupils) meet the expected standard at the end of KS2. • All disadvantaged pupils who are also on our SEND register will make accelerated progress.
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book review and ongoing formative assessment. • Improved scores evidenced in BPVS, NELI, GAPS, PIRA and SATs, supported by evidence from learning walks, pupil progress meetings, pupil voice, report from Recovery tutor, English leader & governor monitoring.

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • Maths outcomes consistently show that 100% of disadvantaged pupils (who are not SEND pupils) meet the expected standard at the end of KS2. • Assessments and observations indicate significantly improved mathematic understanding among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book review and ongoing formative assessment. • All have improved scores in Sandwell, Third Space & SATs, backed by learning walks, pupil progress meetings, report from Recovery tutor, Maths leader & Governor monitoring. • All disadvantaged pupils who are also on our SEND register will make accelerated progress.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative and quantative data from pupil voice (Rise questions), parent surveys (Ofsted questions survey) and teacher observations (Learning Mentor and ELSA surveys and referrals). • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance rate for all pupils being equal to or greater than 97%. The overall attendance rate for disadvantaged pupils to be at least in line with their non-disadvantaged peers. • There will be no children who are persistently absent.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school training and resources for our phonics programme to secure stronger phonics teaching for all pupils and to maintain this training for teachers new to our school.</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will continue to work with the West Sussex NCETM Maths Hub (Year 4 2023/24).</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Sussex NCETM Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	4
<p>Purchase of standardised diagnostic assessments.</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3 and 4
<p>Further resources to support our Song of Sounds phonics approach to reading and writing across the school</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, and 3
<p>Teacher training in Reciprocal Reading to develop consistent reading teaching and intervention. We will fund teacher release time to</p>	<p>Reciprocal Reading has been found to have a positive effect on reading attainment, particularly those in receipt of FSM. Reading Education Endowment Foundati EEF</p>	1

embed key elements of guidance in school.		
Teacher training in feedback and marking following the EEF's guidance and research.	<p>Providing feedback is shown to have a high impact on learning outcomes. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</p> <p>Feedback and marking Education Endowment Foundation EEF</p>	1, 2, 3 and 4

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

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Teaching Assistant and SENDCo training to provide additional reading and writing 1:1 intervention targeted at pupils, especially those who are disadvantaged and require further literacy support.	<p>High quality, highly structured, targeted support can provide effective extra support for children, as research from the EEF shows.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>We are also following 'The EEF's guidance report, Making Best Use of Teaching Assistants.</p>	3
Purchase of standardised diagnostic assessments for the early identification of dyslexia. A significant proportion of our disadvantaged pupils are also on our SEN register and this will help us further tailor support they need.	<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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>We are also following 'The EEF's guidance report, Making Best Use of Teaching Assistants.</p>	1 and 2
Providing school-led tutoring and 1:1 mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1, 2, 4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Catch up and Booster programme	Small group learning can be effective in meeting pupils' needs. Peer feedback and support in a small group can be both challenging and supportive. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition	1, 2, 3 and 4

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant and Learning Mentor employed to improve the quality of social and emotional targeted interventions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) Social and Emotional Learning EEF Education Endowment Fund	5 and 6
Whole staff training on de-escalation, Team Teach, behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5 and 6
<i>Contingency fund for acute issues.</i>	<i>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified. These include help with uniform, trips and clubs.</i>	5

Total budgeted cost: £ 18,000

Part B: 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 2023 academic year. NB. Due to the small group size, progress of an individual can have significant impact on data.

Aim 1: Improved reading attainment among disadvantaged pupils at the end of KS2.

Overall: Outcomes are not met, and this continues to be a target for the next academic year.
Phonics screening: Phonics screening is above national percentages at 93.3 and 100% of our pupil premium children passed the phonics screening.
End of KS1 data: This child was on the SEN register. This child made expected progress compared to their starting data.
End of KS2 data: 4 out of 5 of our disadvantaged pupils were on our SEND register. Whilst KS1 data is not comparable with KS2 data, 3 out of 5 children made expected progress from KS1 data, 1 out of 5 made accelerated progress and 1 child made less than expected progress.
Internal data: In Year 6 most (4 out of 5) Pupil Premium children (including those with SEN) achieved a reading age of 10:10, full marks, in our Single Word Reading Score Test. For some, this meant making over a year's progress in word reading. Internal data shows that 4 out of 5 children made expected progress.

Aim 2: Improved writing attainment for disadvantaged pupils at the end of KS2.

Overall: Outcomes are not met, and this continues to be a target for the next academic year.
End of KS1 data: This child has made expected progress and is on the SEN register.
End of KS2 data: 3 out of 5 children made expected progress but 2 out of 5 did not.
Internal data: Internal data shows progress from starting points for 3 out of our 5 children in Key stage 2 but a decline means this must be a focus for this year.

Aim 3: Improved oral language skills and vocabulary among disadvantaged pupils.

No children screened needed NELI intervention this year, including disadvantaged pupils. Those children that have received NELI support continue to make expected progress.

Aim 4: Improved maths attainment for disadvantaged pupils at the end of KS2.

Overall: Outcomes are not met, and this continues to be a target for the next academic year.
End of KS1 data: This child has made expected progress and is on the SEN register.
End of KS2 data: 3 out of 5 children made expected progress but 2 out of 5 did not.
Internal data: Internal data shows progress from starting points for 3 out of our 5 children in Key stage 2 but a decline means this must be a focus for this year.

Aim 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

100% of disadvantaged pupils took part in a club, an outside education activity and all our trips/visits last year. This included a trip to the Cathedral and piano lessons that have improved the wellbeing of many of our targeted children. Pupil and parent voice shows that children have improved wellbeing due to these being provided. 100% of children that received ELSA showed an improvement of wellbeing and targets achieved on Individual Learning Plans.

Aim 6: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

81% of the children in receipt of pupil premium had an attendance of below 96%. Whilst the majority were illnesses, this does need to improve (see attendance strategy). Most children

showed an improvement in the summer term. All that had received intervention showed a marked improvement and this needs to continue.

Externally provided programmes

Programme	Provider
PIRA	Hodder Education
GPS Assessment	Hodder Education
Nessy Learning Programme	1 Nessy Learning
Song of Sounds	Song of Sounds
TimesTableRockstars (TTRS)	Maths Circle Limited
Success@Arithmetic: Number Sense	Edge Hill University
Number Stacks	Number Stacks
The Power of Reading	Centre for Literacy in Primary Education (CLPE)

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provided intervention to support the emotional wellbeing of some of our service children to help build their confidence.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- The implementation of a metacognition and growth mindset curriculum for pupils, with training for staff. Research-based evidence shows this an effective way to improve all pupils' progress. [Metacognition and Self-regulated Learning | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)
- Our school embedding our new PSHE/RHE curriculum and online safety curriculum.
- Offering a wide range of high-quality extra-curricular activities to boost wellbeing, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

Eliciting pupil and parent voice was key to us planning the current strategy. By triangulating these opinions, as well as evaluating assessments, book reviews and learning walks, we were able to analyse what challenges our children face. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will continue to evaluate and adjust our three-year strategy to provide the best outcomes for our children.