

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | South Wonston Primary school |
| Number of pupils in school | 295 |
| Proportion (%) of pupil premium eligible pupils | 10% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-26 (This is Year 3 of the plan) |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Jessica Lott |
| Pupil premium lead | Jessica Lott |
| Governor lead | Gary Westbrook |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £42,195 |
| Service premium funding allocation this academic year | £33,500 |
| Recovery premium funding allocation this academic year | £2,320 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Looked After Children funding allocation this academic year | £8,140 |
| National Tutoring allocation this academic year | £1,889 |
| Total budget for this academic year | £88,044 |

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| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |
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Part A: Pupil premium strategy plan

Statement of intent

Our aims and beliefs are that all children, regardless of their background or the challenges they face, are entitled to a rich, broad, balanced and relevant curriculum. This in turn develops a sense of curiosity and awe and wonder to equip them with the experiences needed to engage fully in school and leave us with a lifelong love of learning, ready for the next stage in their education. We provide a safe, inclusive environment which allows all children to grow to become confident, resilient and happy members of the community. We support disadvantaged children to achieve; including those who are already high attainers. Children's social and emotional wellbeing is at the forefront of all that we do.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. The challenges that disadvantaged children may face at South Wonston Primary School include weak language and communication skills, low attainment on entry to Reception class, 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 the strengths and areas for development across the school.

Principles

- High quality teaching ensures that learning opportunities meet the needs of all pupils
- Every moment in school needs to be a language development and comprehension moment
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged (including children who have previously had or currently have a social worker).
- 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.

Together we will nurture, inspire, challenge and achieve.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Pupils need to develop higher language skills. There are poor language skills from EYFS upwards. Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. 80% of the children working below age-related expectations on entry to Year R are disadvantaged.</p> |
| 2 | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Phonics-our assessments show that due to the gaps in teaching, missed learning (due to Covid) and lack of parental engagement has shown that reading is weak across the school: 50% of the children working on phonics from Y3-Y6 are disadvantaged.</p> |
| 3 | <p>Writing– Internal data reveals that Pupil Premium children do not achieve as well as non-disadvantaged children across the school. Data Attendance has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p> <p>2022-2023 data At the end of EYFS 40% of disadvantaged pupils achieved the writing part of the literacy learning goal which is 45% below the non-disadvantaged pupils at South Wonston Primary School and 36% below national non-disadvantaged pupils.</p> <p>At the end of Key Stage1,0% of disadvantaged pupils achieved EXP+ In writing which is 23% below the non-disadvantaged pupils at South Wonston Primary School and 65% below national non-disadvantaged pupils.</p> <p>At the end of Key Stage 2, 17% of disadvantaged pupils achieved EXP+ in writing which is 44%below the non-disadvantaged pupils at South Wonston Primary School and 60% below national non-disadvantaged pupils.</p> |
| 4 | <p>Our attendance data over the last year indicates that attendance among disadvantaged pupils is 93.1% which is 3.8% lower than for non-disadvantaged pupils (96.9%).</p> |

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| | 31% of disadvantaged pupils have been 'persistently absent' compared to 7.5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 5 | Complex family situations. Pupils eligible for PP at South Wonston Primary School have on average experienced more Adverse Childhood Experiences. Consequently, our observations and discussions with pupils and families have identified social and emotional issues for many pupils. |
| 6 | Accumulation of skills and experiences needed to improve social and cultural capital and life aspirations. |
| 7 | Impact on service children of family mobility or parental deployment. |

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 |
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| That across the school pupils will be able to access higher order language skills and use these in their work. This will be measured through book looks and increased progress measures. | <p>Pupils are able to articulate what they are learning and how. To use this language in their work leading to higher levels of progress. Children leaving EYFS will work at GLD in communication unless SEND need is identified.</p> <p>During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently</p> |
| ~Improve reading attainment for disadvantaged children ~Narrow the gap between disadvantaged and non-disadvantaged children. | All disadvantaged children Y3-6 meet the standard to pass the Phonics Screening Test in Y1 unless they have an identified SEND need. |
| The behaviours of a very small minority of pupil premium pupils is addressed. | <p>Lessening of dysregulation of children. Children are able to engage in their learning. All teaching staff to assess the wellbeing of learners so that they are able to provide effective and timely support when needed.</p> |

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| <p>Children eligible for pupil premium will make rapid progress in reading, writing and mathematics</p> | <p>Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress will be discussed at termly pupil progress meetings and individual strategies to enhance learning will be planned.</p> |
| <p>Specific and targeted interventions to support closing gaps in learning</p> | <p>Embed use of summative and formative assessment to identify gaps in learning and support interventions across all year groups.</p> |
| <p>Families identified as having complex family situations are supported through a multi-agency approach</p> | <p>Parent voice will be captured and pupil progress will not be affected by adverse childhood experiences. PP pupils with complex family situations will be supported by the Inclusion Leader and gaps with ARE will be closed by the end of the academic year</p> |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>The gap between the attendance for disadvantaged and non-disadvantaged is no more than 2%.</p> <p>The percentage of all pupils who are persistently absent shows no marked difference between those who are disadvantaged and those who are non-disadvantaged.</p> |
| <p>A broader range of life experiences enhances children’s vocabulary and aspirations</p> | <p>Our new CUSP (evidence based) curriculum, offers a rich and varied vocabulary diet and a range of experiences that are accessible to all of our children. This ensures that pupils learning beyond the classroom has a positive impact on their achievement and wellbeing. Children who are disadvantaged show an increased participation in enrichment activities– cost of fees is not an issue.</p> |
| <p>To improve emotional well-being for pupils, particularly those who are disadvantaged</p> <p>All children eligible for pupil premium will be settled and secure in school; they will have their emotional needs met and will be happy and ready to engage and learn.</p> | <p>Thrive is embedded in the school and profiles show that gaps in all pupils emotional well-being are closing–children have progressed through the Thrive levels.</p> |
| <p>Service Children’s needs are identified quickly on entry and addressed. All children eligible for</p> | <p>Quality first teaching and an inclusive approach will help reduce barriers to learning. All children who are at risk of not making expected progress</p> |

service pupil premium will make expected progress in reading, writing and mathematics.

will be discussed at pupil progress meetings and individual strategies to enhance their learning will be planned.

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: £9,694

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| High quality language provision via QFT through the curriculum but especially reading | Oral Language Interventions Research indicates that there is a 27% gap between the lowest income quintile and the highest in language. The lowest 16% are likely to have conduct problems compared to the highest quintile. Every moment in school needs to be a language development and comprehension moment. | 1, 3, 6, |
| Enhance teacher subject knowledge of the teaching of reading and Writing English Advisor support | Ofsted frame work for reading | 1, 2, 3 |
| Learning walks will evidence Tier 2 vocabulary on display and reading with pupils will evidence their ability to access Tier 2 vocabulary | Beck et al identified in 'Bringing Words to Life' that we deepen knowledge through robust vocabulary instruction not just word exposure. This can be done through preteaching vocabulary. Underdeveloped language comprehension can have a huge impact on disadvantaged pupils across the curriculum. | 1, 2, 3 |
| 1 TALA, 1 ELSA and 2 x part-time Thrive practitioners and regular training for staff to improve the quality of social and | EEF Improving Social and Emotional Learning in Primary Schools There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life | 5,7 |

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| <p>emotional learning. Social and emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>(e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> | |
| <p>Continued subscription of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils</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 ToolkitStrand Education Endowment Foundation EEF</p> | <p>2, 3</p> |
| <p>Phonics lead released to work with nursery settings to create consistent approach and understanding of phonics to ensure disadvantaged children receive quality phonics preparation before school. This will minimise the number of children entering year R below age related expectations.</p> | <p>EEF Attainment Gap Report (2018) - Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. EEF Teaching and Learning Toolkit</p> | <p>1, 2, 3</p> |
| <p>SENCO ½ day a week targeted pupil premium children</p> <p>The Deputy Head teacher & is non-class based 3 days a week and the SENCO is non-class based 4 in order for them to drive school improvement.</p> | <p>EEF SEND Specialist – Gary Aubin</p> | <p>1, 2, 3, 6</p> |

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

Budgeted cost: £34,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Teaching assistant deployment and interventions</p> <p>Reading, writing, maths and SEMH focus.</p> | <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>EEF Toolkit</p> | <p>1,2, 3,4, 5</p> |
| <p>School led tutoring for pupils in maths and English Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <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: 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1,2,3</p> |
| <p>NELI Programme to improve listening, narrative and vocabulary skills for disadvantaged children in YR who have relatively low spoken language skills</p> <p>And SALT interventions</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>1,3</p> |
| <p>Additional phonics sessions targeted at disad-</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been</p> | <p>2,3</p> |

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| <p>vantaged pupils who require further phonics support.</p> | <p>shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics - Toolkit strand - EEF</p> | |
| <p>Parents and carers regularly invited to join in with Curriculum School Open Sessions and family learning All Parents have been invited into school for workshops, class assemblies and to workshops to engage families with disadvantaged children.</p> | <p>The Lamb Enquiry Report (2009) details the importance of parental engagement in their child's education and progress. While his initial report was written in response to a national enquiry for provision for SEND, the stance is relevant for all children. Where parents feel empowered and understand their children's targets, they can offer the best support. Through supporting parental understanding of reading strategies and having a joined up approach to help children make progress in reading, leads to greater engagement in reading. EEF indicates the parental engagement adds a value of additional 4 months in a child's progress.</p> | <p>1,2,3,4,5,6</p> |
| <p>Sensory Circuits to support regulation at the beginning of the day.</p> | <p>In school evidence has shown an improvement in children's engagement during lessons, attendance and wellbeing.</p> <p>Jane Horwood – Sensory Circuits: A Sensory Motor Skills Programme for Children</p> | <p>3,4,5</p> |
| <p>Early identification of Fine motor skill difficulties using the NHS Therapy pack EYs Motor Skills Checklist and implementation of linked intervention from the Therapy pack</p> | <p>Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed... Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. https://help-for-early-years.providers.education.gov.uk/physical-development/fine-motor-skills</p> | <p>2,3,5</p> |

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £10,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Maintain full time ELSA and part/time ELSA (3 afternoons a week) ELSA's continue to work across the week to give targeted support to specific children - 1 day week PP children focus</p> | <p>Emotional support is one of the most prevalent forms of psychological therapy for children as quoted by British Association for Counselling and Psychotherapy.</p> <p>Research from ELSA Network https://www.elsanetwork.org/elsa-network/</p> <p>EEF Improving Social and Emotional Learning in Primary Schools EEF Teaching and Learning Toolkit</p> | <p>4,5,7</p> |
| <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>4</p> |
| <p>Provide enrichment activities in the form of after school provision for disadvantaged children.</p> <p>Off-site activities and in-school curriculum enrichment opportunities, including trips and theatre groups to ensure all pupils have access to curriculum trips and visitors to enhance provision.</p> <p>Creating enrichment opportunities for PP children who display aptitude for particular extra curricular activities.</p> | <p>All children need access to a broad and rich curriculum supported by enrichment opportunities in order to build cultural capital. Fully funding and subsidising places for trips, afterschool clubs and wrap around provision ensures economical disadvantaged children have enrichment opportunities. EEF suggests that Breakfast clubs are an effective behaviour management strategy and support good attendance.</p> | <p>1,6</p> |

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| Provision of uniform to raise self-esteem and confidence | Children from disadvantaged communities are twice as likely as their more advantaged peers to feel they don't belong. A sense of belonging has been linked to: Increased student motivation, reductions in student absenteeism, other positive social outcomes e.g. health and well-being and an Improved academic achievement. NEU:PLACEANDBELONGINGIN SCHOOL:WHYITMATTERSTODAY | 1,2,3,4 |
| Contingency fund for acute issues | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 5 |

Total budgeted cost: £ 54,544

Further information

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

- Thrive practices across the school to support emotional well-being in all children
- Signing up to the Communication support programme
- Accessing emotional well-being and counselling sessions for staff to enable them to have a better understanding of themselves which in turn benefits disadvantaged pupils
- Offering a wide range of extra-curricular activities
- We have three ECT's who are receiving an additional 10% non-teaching time. Their CPD is focused on improving classroom practice which evidence says is the most beneficial to disadvantaged pupils. In writing this report we were mindful that in addition to proportion of children who are in receipt of pupil premium we also have a proportion of children who fall just shy of the criteria for pupil premium and for us are vulnerable and needing support. This plan is to enable us to support all children in the school. In planning this strategy, we considered how the pupil premium grant was spent in previous years. We do not believe that there has been significant impact on disadvantaged pupils and so have changed the planned activities and will monitor the impact carefully.

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 2020 to 2021 academic year.

Sensory Circuit sessions have energised and settled children into the school day, focusing concentration and readiness for the day's learning. Staff, pupil and parent feedback has been overwhelming positive.

100% of our Year 6 pupil premium children attended the residential. This was an invaluable experience for them which enabled them to develop greater independence, confidence and resilience. Some of the children had never stayed away from home in a 'hotel' or had not previously taken responsibility for their own personal care e.g. knowing when to shower, choosing what to wear, eating dinner at a table with peers (one child commented that they'd never eaten dinner at the table before), selecting healthy options of meals.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-------------------------------------|---------------------------|
| Times Tables Rockstars | TT Rockstars |
| Speech link | Multimedia ltd |
| Nessy (Phonics & Spelling) | Nessy Learning |
| PurpleMash Online Learning Platform | 2 Simple |
| Language Links | Speechlink multimedia Ltd |
| SumDog | SumDog |
| Phonics Play | Phonics Play Ltd |
| Vocabulary Ninja | Vocabulary Ninja |
| White Rose | White Rose |
| Clicker | |

Service pupil premium funding: £33,500

| Measure | Details |
|---|---|
| <p>How did you spend your service pupil premium allocation last academic year?</p> | <p>Service Family Support Assistant - 3 x am a week £6,100</p> <p>ELSA support including training and supervision (3 x pm) £8,240</p> <p>Additional Admin time for processing Service Children leaving and joining the school (Trickle deployment means that this is ongoing throughout the school year) £2,800</p> <p>LSA in class support £11,860</p> <p>After school club for Service children £2500</p> <p>Well being and pastoral care resources £2000</p> |
| <p>What was the impact of that spending on service pupil premium eligible pupils?</p> | <p>All service children had access to pastoral support when required, either individually or in a small groups. This could have been a family group or groups of children who required to same type of support.</p> <p>Children joining the school were quickly accessed so that early support could be put into place in class or through specific interventions.</p> |