

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wynyard Church of England Primary School
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Charlotte McCabe (Headteacher)
Pupil premium lead	Charlotte McCabe
Governor / Trustee lead	Paul Card

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,005
Recovery premium funding allocation this academic year	£2,000
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	£18,005

Part A: Pupil premium strategy plan

Statement of intent

At Wynyard Church of England Primary School, we have high expectations of all pupils and central to our vision is the devotion to ensuring all children realise their full potential, irrespective of their background or the challenges they face. Through excellent teaching and purposeful learning our intention is for pupils to achieve high levels of attainment across the curriculum. 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.

We believe that with innovative teaching and a curriculum designed to maximise the academic potential of all children, every child can fulfil their individual potential, both academically and socially, and develop well-rounded young people prepared for life in the wider world. In order to do this, we carefully consider the challenges and barriers to learning that may be experienced by both disadvantaged and vulnerable pupils.

Key interventions and approaches are adopted at a whole-school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the aim being that these children do as well as their peers with similar starting points, who are not eligible for Pupil Premium.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In order for our pupil premium strategy plan to be effective, we will:

- Ensure that high-quality teaching is central to our approach;
- Be responsive and decisive to intervene when a need is identified;
- Maintain high expectations of all pupils and raise expectations and aspirations for disadvantaged pupils in terms of what they can achieve;
- Place a strong emphasis on providing mental health and wellbeing support;
- Carefully monitor the impact of this plan and adapt it as necessary.

Challenges

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

Challenge number	Detail of challenge
1	Our observations of pupils and discussions with pupils and their families have identified a number of social and emotional issues for many disadvantaged pupils for a number of reasons, including adverse childhood experiences. Many of these have been exasperated due to Covid-19.
2	Education and wellbeing of some of our disadvantaged pupils has been particularly impacted by school closures during the previous academic years, something which has been supported by national studies.
3	Assessments, observations and discussions with staff indicate that attainment in reading and writing is lower for a number of our disadvantaged pupils.
4	Observations and discussions with staff indicate a pattern of under-development in fine motor and handwriting skills amongst disadvantaged pupils.
5	Assessments, observations and discussions with staff indicate that some disadvantaged pupils have less well-developed communication and language skills in comparison to their peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly disadvantaged pupils.	<ul style="list-style-type: none"> • Social and emotional wellbeing impacts positively on pupil attainment and progress. • Mental health and wellbeing surveys completed by pupils demonstrate high levels of wellbeing.
Improved attainment in reading and writing among disadvantaged pupils.	<ul style="list-style-type: none"> • Children to make at least expected progress and often more than expected progress from their individual starting points. • Pupils talk positively about reading and are actively reading for pleasure.
Improved communication and language skills among disadvantaged pupils.	<ul style="list-style-type: none"> • Children to make at least expected progress and often more than expected progress from their individual starting points.
Improve handwriting and presentation skills of identified pupils.	<ul style="list-style-type: none"> • Improved fine motor skills positively impact on presentation and handwriting.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£8,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase teaching assistant support in Key Stage 1 to increase TA deployment for small group tuition and targeted interventions.	Evidence suggests that small group tuition can have an average impact of four months' additional progress over the course of the year. By targeting pupils' specific needs, it can have a positive effect on pupil attainment and progress.	2, 3, 5
Staff to access CPD to enhance retrieval practices across the curriculum, including for spelling to support progress in writing.	There is strong evidence on the positive benefits of deliberate practice and retrieval. These are fundamental principles of our approach to the teaching of spelling.	5
External Read, Write, Inc. training to be accessed by increased number of staff to ensure staff are sufficiently trained to deliver effective phonics intervention for pupils across school.	Education Endowment Fund (EEF) highlights that the impact of effective feedback is well-evidence and has a high impact on learning outcomes.	2, 3, 4, 5

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

Budgeted cost: **£4,005**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint an additional apprentice teaching assistant and effectively deploy to increase targeted interventions	There is strong evidence that teaching assistants can provide a positive impact on pupil outcomes when effectively deployed.	2, 3, 4, 5

to redress attainment gaps.		
Fund increased teaching assistant support for delivery of bespoke personalised interventions across school to support the development of fine motor and handwriting skills for children in key stage 1 and 2	Research suggests that slow or effortful handwriting takes most of children's focus and limits the amount of thought that can be given to the content of their writing. As previously identified, teaching assistant interventions, when used effectively, can have a positive impact on pupil attainment, especially in focussed areas.	4
Purchase of Reading Plus programme to support reading fluency and comprehension skills.	Reading Plus is an individualised programme which works at pupils' individual level. EEF identifies that both reading comprehension strategies and individualised instruction can be effective methods to promote increased levels of progress.	2, 3

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

Budgeted cost: **£6,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed role of full-time mental health and wellbeing lead to provide individualised support and whole-class mental health and wellbeing programmes.	EEF highlights that social and emotional approaches can have an impact of, on average, 4 months' additional progress in academic outcomes over the course of the academic year.	1, 2
Fully integrate Commando Joe's programme into curriculum to promote growth mindset and strengthen resilience and determination.	From our own experience, developing children's collaboration, resilience and other aspects of character education can have a highly positive affect on pupil's engagement, enjoyment and motivation.	1, 2

Total budgeted cost: £18,005

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 2021 to 2022 academic year.

Our internal assessments and monitoring during 2021/22 demonstrated that, despite the impact of Covid-19, the academic performance of disadvantaged pupils was comparable to non-disadvantaged pupils and in some cases was higher, particularly maths. Our pupil premium strategy had a significant positive impact on pupils, particularly in relation to the addition of a specialised teaching assistant to deliver targeted intervention across school.

We are particularly pleased with our continued endeavour to ensure children's mental health and wellbeing is supported. With some continued effect of Covid-19 in the early part of the 2021/22 academic year, mental health and wellbeing issues continued to impact heavily on many pupils. We have continued to provide regular and ongoing support from our school mental health and wellbeing lead for identified children throughout this period.

As part of our three-year pupil premium strategy, some of our chosen activities will continue to be funded within 2022/23 due to the positive impact they had on pupil attainment, progress as well as their social and emotional wellbeing.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We utilised the funding to provide additional technology for pupils to be able to contact parents during deployment. In addition, much of the funding was used to support pupils'

	wellbeing needs through activities with our mental health and wellbeing lead.
What was the impact of that spending on service pupil premium eligible pupils?	Staff observed improved levels of wellbeing amongst pupils.