

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	3.6%
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	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sarah Wassell (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: **£8,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased teaching assistant support to provide bespoke targeted interventions focussed on pupils' individual targets.	Evidence suggests that small group/individualised 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
Purchase Read, Write, Inc. support package for school which includes full staff training and access to Read Write Inc portal. This will ensure all staff are sufficiently trained to deliver effective phonics intervention for pupils across school and	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
Introduce Earth Handwriting intervention to support the development of 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
Purchase of Mable speech and language assessments and blocks of therapy. £1000	EEF highlights that communication and language approaches typically have a very high impact and can increase children's learning by seven months.	5

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

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extend mental health and wellbeing capacity by training additional staff and providing release time to provide individualised support and whole-class mental health and wellbeing programmes, such as Five Weeks to Wellbeing.	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

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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

This data demonstrated that pupil premium eligible pupils made strong progress from their starting points due to the activities outlined in the previous years' pupil premium strategy.

- In reading, 92% of disadvantage pupils made at least expected progress and 25% made more than expected progress.
- In writing, 88% of disadvantage pupils made at least expected progress and 33% made more than expected progress.
- In maths, 88% of disadvantage pupils made at least expected progress and 21% made more than expected progress.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

EYFS (2 pupils)

50% of disadvantaged pupils achieved a Good Level of Development compared to 83% of non-disadvantaged pupils.

End of Key Stage 1 (2 pupils)

Reading- 50% of disadvantaged pupils achieved the 'Expected Standard' compared to 85% of non-disadvantaged pupils.

National attainment: 54% for disadvantaged pupils and 73% for other pupils.

Writing- 50% of disadvantaged pupils achieved the 'Expected Standard' compared to 82% of non-disadvantaged pupils.

National attainment: 44% for disadvantaged pupils and 65% for other pupils.

Maths- 50% of disadvantaged pupils achieved the 'Expected Standard' compared to 88% of non-disadvantaged pupils.

National attainment: 56% for disadvantaged pupils and 75% for other pupils.

End of Key Stage 2 (3 pupils)

Reading- 100% of disadvantaged pupils achieved the 'Expected Standard' compared to 92% of non-disadvantaged pupils.

National attainment: Yet to be released.

Writing- 67% of disadvantaged pupils achieved the 'Expected Standard' compared to 86% of non-disadvantaged pupils.

National attainment: Yet to be released.

Grammar, Punctuation and Spelling- 67% of disadvantaged pupils achieved the 'Expected Standard' compared to 86% of non-disadvantaged pupils. 33% of disadvantaged pupils achieved 'Greater Depth' compared to 48% of non-disadvantaged pupils.

National attainment: Yet to be released.

Maths- 100% of disadvantaged pupils achieved the 'Expected Standard' compared to 88% of non-disadvantaged pupils. 33% of disadvantaged pupils achieved 'Greater Depth' compared to 48% of non-disadvantaged pupils.

National attainment: Yet to be released.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Attendance data for disadvantaged pupils was incredibly strong at 95.93%. Wellbeing support had a positive effect on pupils and resulted in the frequency of support reducing for many pupils.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that increased teaching assistant support to deliver bespoke, targeted interventions across school and the continued implementation of Reading Plus had a particularly positive impact on pupils and, as a result, will continue in 2023-24.

Externally provided programmes

Programme	Provider
Reading Plus	Reading Solutions
Earth Handwriting	Future Steps

Service pupil premium funding

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.