

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wray Common Primary School
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	12.4% (57)
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	30 th September 2021
Date on which it will be reviewed	30 th September 2022
Statement authorised by	Lloyd Murphy
Pupil premium lead	Pippa Kober
Governor / Trustee lead	Tori Perrot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,355
Recovery premium funding allocation this academic year	£8,990.00
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	£88,345.00

Part A: Pupil premium strategy plan

Statement of intent

To engage children in high quality, inclusive learning opportunities lead by staff who are confident to enable Pupil Premium children to make progress in every lesson and accelerated progress where possible.

We aim to ensure that:

- The vast majority of Pupil Premium children (especially boys) make accelerated progress so that their attainment is in line with their non-Pupil Premium peers in every year group.
- The number of Pupil Premium children who exceed end of year expectations in Reading, Writing, Maths and across the broader curriculum is raised.
- Children hold high aspirations for themselves, which have been developed through rich and varied experiences that support their understanding of future opportunities.
- All staff continue to work to maintain positive and collaborative relationships with the parents and families of our Pupil Premium children.
- Parents of Pupil Premium children actively engage with school to help enable their child's success.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance
2	Reduced engagement with / access to curriculum enrichment opportunities
3	Co-occurrence of additional vulnerabilities, including special educational needs
4	Reduced parental engagement with / access to curriculum resources
5	Variable emotional wellbeing
6	Variable participation in and engagement with learning opportunities

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
Accelerate the progress of Pupil Premium children.	The vast majority of Pupil Premium children make accelerated progress across the academic year. All Pupil Premium children make at least expected progress.

<p>Raise the number of Pupil Premium children who are exceeding end of Year expectations in core subjects and across the curriculum.</p>	<p>More than 10% of Pupil Premium children achieve Greater Depth Standard in Reading, Writing and Maths. More than 10% of Pupil Premium children achieve Greater Depth Standard in all subjects.</p>
<p>To improve parental engagement.</p>	<p>All parents and carers of Pupil Premium children attend parents' consultations. Pupil Premium children's attendance improves. Pupil Premium children's punctuality improves. Pupil Premium children's attendance at clubs and engagement with enrichment opportunities, increases.</p>
<p>To raise the aspirations of Pupil Premium children</p>	<p>Pupil Premium children will have access to, and participate fully in, the same opportunities and experiences as their non-Pupil Premium peers. Pupil Premium children will have the opportunity to develop their understanding of future opportunities open to them.</p>

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: £28,672

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in metacognition Staff engage in peer observations to develop best practice models	Metacognition and self-regulation (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation) Supporting children with SEND (https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send)	3, 5 & 6
Staff training in peer-mentoring Staff engage in peer observations to develop best practice models Staff engage in lesson study to explore best practice models	Peer tutoring (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring) Collaborative learning approaches (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches)	3 & 6
Science of Learning training for staff to enhance expert practice	Recovery premium (https://educationendowmentfoundation.org.uk/news/eef-responds-to-the-education-recovery-plan) High quality teaching (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching) Supporting children with SEND (https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send)	3 & 6
Staff training on inclusive approaches to support embedding high quality teaching	Recovery premium (https://educationendowmentfoundation.org.uk/news/eef-responds-to-the-education-recovery-plan) High quality teaching (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching) Supporting children with SEND (https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send)	3 & 6

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

Budgeted cost: £36,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage children in peer-mentoring and peer-to-peer support to enhance application of metacognitive approaches in the classroom	<p>Peer tutoring (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring)</p> <p>Collaborative learning approaches (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches)</p> <p>Metacognition and self-regulation (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation)</p>	3 & 6
<p>Class teacher support in class – guided teaching groups, small group intervention, etc.</p> <p>Targeted support within core subjects and across the curriculum, to enable pupils to make accelerated progress following school closures in response to the COVID-19 pandemic, e.g. writing conferencing, PSHE curriculum, etc.</p>	<p>Feedback (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback)</p> <p>Recovery premium (https://educationendowmentfoundation.org.uk/news/eef-responds-to-the-education-recovery-plan)</p> <p>High quality teaching (https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching)</p> <p>Supporting children with SEND (https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send)</p>	2, 3, 5 & 6
Personalised interventions to support accelerated progress – to include reading support from SMT, ELSA, Nurture Groups, SEN Teacher intervention, etc.	<p>Interventions (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)</p> <p>Supporting children with SEND (https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send)</p>	3, 5 & 6
Peer-to-peer support to enable children to develop their thinking alongside their peers and create deeper learning opportunities	<p>Collaborative learning approaches (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches)</p> <p>Supporting children with SEND (https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send)</p>	3, 5 & 6

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

Budgeted cost: £23,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage children in enrichment opportunities</p> <p>Allocation of funding to support participation in excursions</p> <p>Priority access to clubs</p> <p>Priority access to the library to borrow books during the holidays</p> <p>Engage children in positions of responsibility across the school</p>	<p>Enrichment opportunities</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions)</p>	<p>1 & 2</p>
<p>Engage children in activities and learning opportunities to raise their aspirations</p> <p>Engage local industries in developing children's understanding of the world of work and future opportunities</p>	<p>Life skills and enrichment</p> <p>(https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment)</p>	<p>2, 3, 5 & 6</p>
<p>Ensure all Pupil Premium parents attend parents' consultations with priority booking opportunity</p> <p>Ensure Pupil Premium children's parents are able to attend school events such as Coffee Mornings and Trip Meetings</p>	<p>Parental engagement</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)</p>	<p>1, 2 & 4</p>
<p>Attendance monitoring</p> <p>Attendance meetings with parents to explore support strategies to improve attendance and punctuality</p> <p>Deployment of TACC to support parents in ensuring good attendance and punctuality</p>	<p>The link between absence and attainment</p> <p>(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf)</p>	<p>1, 2 & 4</p>
<p>Introduction of opportunities for parents to come into school with their children</p> <p>Engage parents in workshops to enable</p>	<p>Parental engagement</p> <p>(https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)</p>	<p>1 & 4</p>

them to support their child's learning		
Work with teachers to establish regular Marvellous Me messaging for Pupil Premium children Ensure parents have the resources they need to support and share their child's learning	Parental engagement (https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)	4 & 5
Train children as peer mediators to support conflict on the playground Engage children with positions of responsibility across the school	Life skills and enrichment (https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment)	2 & 5

Total budgeted cost: £88,345

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.

1. Raise Pupil Premium boys' attainment in Reading, Writing and Maths

% of children achieving, or achieving above age-related expectations

Whole school attainment:

Reading: 77.2	Writing: 65.9	Maths: 71.2
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Pupil Premium boys' attainment:

Reading: 37.5	Writing: 18.8	Maths: 40.6
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Pupil Premium children's attainment:

Reading: 57.1	Writing: 34.9	Maths: 46
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Pupils who made expected, or accelerated progress

Whole school:

Reading: 82.2	Writing: 79.9	Maths: 82.5
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Pupil Premium boys':

Reading: 65.6	Writing: 50.0	Maths: 71.9
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Pupil Premium children's:

Reading: 74.6	Writing: 60.3	Maths: 71.4
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Pupil Premium children's attainment and progress continues to be a priority, moving forward.

2. Early Intervention strategy to support narrowing the gap for Pupil Premium children

Reception screening helped us to identify children who required Speech & Language support which we were able to implement promptly and thereby begin to address these children's needs as efficiently as possible.

Daily readers were a priority in all classes throughout last academic year and we have seen increased interest in Reading from Pupil Premium boys especially.

SLT mentoring was deployed to support writing conferencing and reading opportunities.

Children engaged well with these opportunities and shared their writing with members of SLT as part of the celebration of successes.

Pupil Questionnaire - July 2021	PP Boys	All Boys	All PP chn	All non-PP	Total	Total 2019	Total 2018
Do you enjoy Reading?	89%	85%	79%	91%	89%	87	81
Do you think you are improving in your Reading?	95%	88%	91%	91%	91%	87	92
Do you enjoy Writing lessons?	79%	75%	77%	82%	81%	87	81
Do you think you are improving in your Writing?	89%	87%	89%	90%	90%	93	90

3. Raise attainment in Reading through regular reading opportunities

Whilst children's attainment has not been raised, children's engagement with Reading has improved significantly and over time we hope to see continued development in this area as children are exposed to more texts. This continues to be an area of focus for the school.

4. Accurate deployment of support staff to enable accelerated progress for, and enhance the wellbeing of, Pupil Premium children

Class Teachers and Teaching Assistants work closely together to determine effective support for vulnerable learners. Pupils report feeling well-cared for at Wray Common.

Pupil Questionnaire - July 2021	PP Boys	All Boys	All PP chn	All non-PP	Total	<i>Total 2019</i>	<i>Total 2018</i>
Do you feel cared for at Wray Common?	100%	98%	100%	97%	98%	95%	89%
If you are worried about something, do you have an adult in school who you could talk to?	89%	93%	91%	93%	93%	95%	85%

Externally provided programmes

Programme	Provider
N/a	