

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	428
Proportion (%) of pupil premium eligible pupils	14.5% (62)
Academic year/years that our current pupil premium strategy plan covers	3 years (commenced September 2022)
Date this statement was published	21 st September 2023
Date on which it will be reviewed	1 st September 2024
Statement authorised by	Lloyd Murphy
Pupil premium lead	Pippa Kober
Governor / Trustee lead	Hannah Aitken

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,995
Recovery premium funding allocation this academic year	£8,265
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	£96,260

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve 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.

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

High-quality 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point at which need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge															
1	<p>Records show that Pupil Premium and Free School Meal children's attendance is consistently lower than their non-Pupil Premium and non-Free School Meal peers' attendance.</p> <p><i>In the academic year 2021-2022, Pupil Premium children's attendance was 91.74%. Non-Pupil Premium children's attendance was 95.21%.</i></p>															
2	<p>Engagement with curriculum enrichment opportunities is inconsistent.</p> <p><i>In the academic year 2021-2022, 17 out of 19 Pupil Premium children in Y6, and 8 out of 9 Pupil Premium children in Y5 attended their residentials.</i></p> <p><i>Club and sports fixture attendance in the academic year 2021-2022:</i></p> <table border="1"> <thead> <tr> <th></th> <th><u>Autumn II</u></th> <th><u>Spring I</u></th> <th><u>Spring II</u></th> <th><u>Summer</u></th> </tr> </thead> <tbody> <tr> <td><i>Children who are eligible for Free School Meals</i></td> <td>15%</td> <td>25%</td> <td>27%</td> <td>39%</td> </tr> <tr> <td><i>All children</i></td> <td>38%</td> <td>42%</td> <td>45%</td> <td>55%</td> </tr> </tbody> </table> <p><i>Whilst this has increased in the last academic year, it is an ongoing focus for our P.E. leader.</i></p>		<u>Autumn II</u>	<u>Spring I</u>	<u>Spring II</u>	<u>Summer</u>	<i>Children who are eligible for Free School Meals</i>	15%	25%	27%	39%	<i>All children</i>	38%	42%	45%	55%
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3	<p>Records consistently indicate that a high proportion of Pupil Premium children are also on the SEND register.</p> <p><i>In the academic year 2021-2022, 26 out of the 75 (35%) children on the SEND register were all in receipt of Pupil Premium. In September 2022, there are 57 Pupil Premium children in School, 21 are on the SEND register (37%).</i></p>															
4	<p>Children's questionnaire showed that fewer Pupil Premium children felt safe at, and enjoy, school than their non-Pupil Premium peers.</p> <p><i>In April 2022, 91% of children who are eligible for Free School Meals reported feeling safe at school. 97% of children who are not eligible for Free School Meals reported feeling safe at school. However, 100% of children who are eligible for Free School Meals said that they had an adult at school who they felt that they could talk to if something</i></p>															

	<p>was worrying them, where only 95% of children who are not eligible for Free School Meals reported the same.</p> <p>72% of children who are eligible for Free School Meals reported that they enjoy school. 91% of children who are not eligible for Free School Meals reported that they enjoy school.</p> <p>In the academic year 2021-2022, 21 out of 72 children who received ELSA support were Pupil Premium children (29%).</p>																								
5	<p>Over time, Pupil Premium children achieve well but until the end of KS2, Pupil Premium children achieve less well than their non-Pupil Premium peers.</p> <p>On track and above at the end of the academic year 2021-2022:</p> <table border="1"> <thead> <tr> <th></th> <th>Year R</th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>R: 43% W: 0% N: 14%</td> <td>R: 20% W: 20% M: 40%</td> <td>R: 29% W: 29% M: 29%</td> <td>R: 20% W: 10% M: 20%</td> <td>R: 67% W: 53% M: 67%</td> <td>R: 44% W: 22% M: 33%</td> <td>R: 71% W: 67% M: 76%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>R: 89% W: 81% N: 85%</td> <td>R: 82% W: 63% M: 80%</td> <td>R: 74% W: 72% M: 77%</td> <td>R: 75% W: 71% M: 65%</td> <td>R: 79% W: 64% M: 73%</td> <td>R: 88% W: 73% M: 83%</td> <td>R: 89% W: 85% M: 86%</td> </tr> </tbody> </table> <p>Pupil Premium children in Year 6 achieve well but remain below their non-Pupil Premium peers.</p> <p>32 out of 76 (42.1%) children who engaged with tutoring, made accelerated progress in these targeted support sessions. 46 out of 76 (60.5%) children who engaged with tutoring, made at least expected progress.</p> <p>This included 19 Pupil Premium children. 14 out of 19 (73.7%) Pupil Premium children made accelerated progress, and 18 out of 19 (94.7%) Pupil Premium children made at least expected progress in their targeted support sessions.</p>		Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupil Premium	R: 43% W: 0% N: 14%	R: 20% W: 20% M: 40%	R: 29% W: 29% M: 29%	R: 20% W: 10% M: 20%	R: 67% W: 53% M: 67%	R: 44% W: 22% M: 33%	R: 71% W: 67% M: 76%	Non-Pupil Premium	R: 89% W: 81% N: 85%	R: 82% W: 63% M: 80%	R: 74% W: 72% M: 77%	R: 75% W: 71% M: 65%	R: 79% W: 64% M: 73%	R: 88% W: 73% M: 83%	R: 89% W: 85% M: 86%
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6	<p>2021-2022 on-entry data for Reception shows that our Pupil Premium children start school at a lower attainment level than their non-Pupil Premium peers.</p> <p>A greater proportion of Pupil Premium children achieved 6+ steps in progress over the course of the academic year than their non-Pupil Premium peers. End of year attainment data still shows a lower proportion of Pupil Premium children achieving end of year expectations.</p> <p><u>On-entry</u></p> <p>Reading: Pupil Premium 14.3% (1 chn); non-Pupil Premium 58.5% (31 chn) Writing: Pupil Premium 0% (0 chn); non-Pupil Premium 62.3% (33 chn) Maths: Pupil Premium 42.9% (3 chn); non-Pupil Premium 81.1% (43 chn)</p> <p><u>+6 steps Progress</u></p> <p>Reading: Pupil Premium 57.1% (4 chn); non-Pupil Premium 20.8% (11 chn) Writing: Pupil Premium 42.9% (3 chn); non-Pupil Premium 18.9% (10 chn) Maths: Pupil Premium 0% (0 chn); non-Pupil Premium 1.9% (1 chd)</p> <p><u>End of year</u></p> <p>Reading: Pupil Premium 42.9% (3 chn); non-Pupil Premium 88.7% (47 chn) Writing: Pupil Premium 0% (0 chn); non-Pupil Premium 81.1% (43 chn) Maths: Pupil Premium 14.3% (1 chd); non-Pupil Premium 84.9% (45 chn)</p>																								
7	<p>A large proportion of those children requiring SALT intervention are Pupil Premium children.</p> <p>In the academic year 2021-2022, 11 out of 26 children (42%) who were referred for SALT intervention, were Pupil Premium children.</p>																								
8	<p>Pupil Premium children achieve less well in the Year 1 Phonics Screening.</p> <p>In the academic year 2021-2022, 4 out of 5 Pupil Premium children did not pass the Phonics Screening Check in Year 1. 83% of their non-Pupil Premium peers passed the Phonics Screening check.</p>																								

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
<p>Pupil Premium children attend school consistently so that they have full access to the curriculum and targeted support, as required.</p>	<p>Pupil Premium children's attendance is at least in line with their non-Pupil Premium peers.</p> <p>Targeted support has an observable impact on children's progress in Reading, Writing and Maths.</p>
<p>Pupil Premium children hold high aspirations for themselves and report having positive wellbeing.</p>	<p>Pupil Premium children attend curriculum enrichment opportunities such as school trips and residential in KS2.</p> <p>Pupil Premium children actively engage in their PSHE learning.</p> <p>Pupil Premium children's attendance at clubs is at least in line with their non-Pupil Premium peers.</p> <p>The proportion of Pupil Premium children who report feeling safe, valued, and cared for in school, is in line with their non-Pupil Premium peers.</p> <p>The proportion of Pupil Premium children who require ELSA support, is in line with their non-Pupil Premium peers.</p> <p>In the children's questionnaire, all Pupil Premium learners report feeling like successful, motivated learners.</p>
<p>Pupil Premium children achieve well academically so that their attainment is at least in line with their non-Pupil Premium peers.</p>	<p>A greater number of Pupil Premium children make at least expected progress so that this is more in line with their non-Pupil Premium peers.</p> <p>End of EYFS, KS1 and KS2 outcomes in Reading, Writing and Maths show that most Pupil Premium children met the expected standard.</p> <p>At least 10% of children achieve Greater Depth Standard in Reading, Writing and Maths at the end of the academic year.</p> <p>Targeted support enables Pupil Premium children to make greater progress.</p> <p>Pupil Premium children benefit from regular reading opportunities both at home and at school (evidenced by children's questionnaire).</p> <p>The proportion of Pupil Premium children achieving the expected standard in the Year 1 Phonics Screening is at least in line with their non-Pupil Premium peers.</p> <p>100% of Pupil Premium children in Year 2, achieve the expected standard in the Phonics Screening re-sit.</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: £34,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing staff training so that NELI can be delivered consistently in both Reception and Year 1	Impact of NELI https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	3, 6, 7
Senior Mental Health Lead training – dissemination of information	Link between wellbeing and attainment https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf https://journals.sagepub.com/doi/full/10.1177/1477878520980197 Link between wellbeing and attendance https://educationendowmentfoundation.org.uk/news/new-evaluation-of-wellbeing-programme-finds-positive-impact-on-absence-levels	1, 4, 5, 6
Targeted SALT training for TAs to support effective intervention delivery	Impact of intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/key-implementation-challenges https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	3, 5, 6, 7
TA retention and deployment Improvement of TA CPD programme offer	Making best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	2, 3, 5, 8
Ongoing ELSA training and supervision	Impact of ELSA https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801	1, 4
Ongoing Little Wandle training for staff	Impact of Little Wandle https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf Impact of Phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 5, 6, 7, 8
Training to support the development of highly effective practice in the retention and retrieval of	Metacognition and self-regulated learning https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-	

<p>curriculum knowledge and skills</p> <p>Enabling all children, regardless of starting point or background, to make excellent academic progress</p>	<p>reports/metacognition/EEF Metacognition and self-regulated learning.pdf?v=1693719010</p> <p>Effective professional development</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1693722832</p>	
<p>Staff training in neurodiverse needs</p> <p>Improving social and emotional learning for vulnerable children including those with neurodiverse needs</p> <p>Managing the behaviour of children with neurodiverse needs</p>	<p>Improving social and emotional learning in primary schools</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1693736706</p> <p>Improving behaviour in schools</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF Improving behaviour in schools Report.pdf?v=1693725465</p> <p>Special educational needs in mainstream schools</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF SEND Evidence Review.pdf?v=1693735973</p> <p>Effective professional development</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1693722832</p>	3, 4, 5

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

Budgeted cost: £42,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular reading for Pupil Premium children	<p>Reading comprehension strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics#:~:text=The%20average%20impact%20of%20the,an%20additional%20five%20months'%20progress</p>	2, 3, 5, 6, 8
Learning Mentor deployment	<p>Link between Learning Mentors and behaviour</p> <p>https://www.teachingexpertise.com/articles/learning-mentors-improve-behaviour/</p> <p>The role of Learning Mentors</p> <p>https://www.researchgate.net/publication/294764368_Investigating_the_role_of_learning_mentors_in_primary_schools</p> <p>Impact of Mentoring</p>	1, 2, 4, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring#:~:text=On%20average%2C%20mentoring%20appears%20to,to%20school%2C%20attendance%20and%20behaviour.	
NELI intervention	Impact of NELI https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	3, 5, 6, 7
Targeted support to address individual children's needs (e.g. Lego Therapy, Social Skills, SALT)	Impact of intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/key-implementation-challenges	2, 3, 4, 5, 6, 7, 8
ELSA support	Impact of ELSA https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1657801	1, 4, 5
Little Wandle catch-up	Impact of Little Wandle https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf Impact of Phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3, 5, 6, 7, 8

Additional tutoring budget to be applied for:

Total grant available, academic year 2023-2024	£0
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resourcing for phonically decodable books	Impact of Little Wandle https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/09/LS-KEY-GUIDANCE-APPLICATION-OF-PHONICS-EXTERNAL.pdf Impact of Phonics teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Reading comprehension strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3, 5, 6, 7, 8

<p>Early engagement of parents in support children's behaviour</p>	<p>Impact of parental engagement https://unitedlearning.org.uk/Portals/0/Parental%20Engagement%20Handbook%20-%20United%20Learning%20%28v3%29_1.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2, 4, 5</p>
<p>Engage children in enrichment opportunities Allocation of funding to support participation in excursions Priority access for Pupil Premium children to clubs</p>	<p>Enrichment opportunities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>1, 2, 4</p>
<p>Attendance monitoring Attendance meetings with parents to explore support strategies to improve attendance and punctuality Deployment of TACC to support parents in ensuring good attendance and punctuality</p>	<p>The link between absence and attainment 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, 5</p>

Total budgeted cost: £96,260

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.

<p>Pupil Premium children attend school consistently so that they have full access to the curriculum and targeted support, as required.</p>	<p>Pupil Premium children's attendance is at least in line with their non-Pupil Premium peers. Targeted support has an observable impact on children's progress in Reading, Writing and Maths.</p>
<p>Pupil Premium children's attendance remains an area of concern with the gap between Pupil Premium Children and their non-Pupil Premium peers' attendance having grown in the last academic year from 3.47% in the academic year 2021-2022, to 4.32% this academic year (2022-2023).</p> <p>Targeted intervention in some year groups, for Pupil Premium children, has resulted in 100% of them making at least expected progress (Maths and Writing). At least expected attainment is lower but still significant, at approximately 70%.</p> <p>Intervention analysis for all children shows that various targeted support interventions have had a positive impact on Reading, Writing and Maths progress, although it has not had the same effect on attainment.</p>	
<p>Pupil Premium children hold high aspirations for themselves and report having positive wellbeing.</p>	<p>Pupil Premium children attend curriculum enrichment opportunities such as school trips and residential in KS2. Pupil Premium children actively engage in their PSHE learning. Pupil Premium children's attendance at clubs is at least in line with their non-Pupil Premium peers. The proportion of Pupil Premium children who report feeling safe, valued, and cared for in school, is in line with their non-Pupil Premium peers. The proportion of Pupil Premium children who require ELSA support, is in line with their non-Pupil Premium peers. In the children's questionnaire, all Pupil Premium learners report feeling like successful, motivated learners.</p>
<p>In the pupil questionnaire, completed in April 2023:</p> <ul style="list-style-type: none"> - A high proportion of children, including Pupil Premium children, reported feeling successful in their learning. - On average, more than 85% of Pupil Premium children reported feeling successful in their core subject learning. - 98% of children feel that they have adults to speak to in school if they have a worry. - A high percentage of children, across all groups, reported feeling that school works hard to keep them safe. <p>This year 66 children received direct ELSA support. 14 of these children are in receipt of Pupil Premium funding (21%). This is a decrease from last year when 29% of children who received ELSA support were in receipt of Pupil Premium.</p> <p>Pupil Premium children have had the opportunity for 'speedy boarding' for club provision and a discounted offer has been made where possible with external clubs.</p>	
<p>Pupil Premium children achieve well academically so that their attainment is at least in line with their non-Pupil Premium peers.</p>	<p>A greater number of Pupil Premium children make at least expected progress so that this is more in line with their non-Pupil Premium peers. End of EYFS, KS1 and KS2 outcomes in Reading, Writing and Maths show that most Pupil Premium children met the expected standard. At least 10% of children achieve Greater Depth Standard in Reading, Writing and Maths at the end of the academic year.</p>

Targeted support enables Pupil Premium children to make greater progress.

Pupil Premium children benefit from regular reading opportunities both at home and at school (evidenced by children’s questionnaire).

The proportion of Pupil Premium children achieving the expected standard in the Year 1 Phonics Screening is at least in line with their non-Pupil Premium peers.

100% of Pupil Premium children in Year 2, achieve the expected standard in the Phonics Screening re-sit.

Average progress of Pupil Premium Boys across the school, has been 6.7, 6.9 and 6.6 steps for Reading, Writing and Maths, compared to 6.1, 6.3 and 6.4 for all children.

56% of Pupil Premium children achieved the expected standard in Reading, compared to 44% last year.

43% of Pupil Premium children achieved the expected standard in Writing, compared to 30% last year.

52% of Pupil Premium children achieved the expected standard in Maths, compared to 37% last year.

Year 6 outcomes are in line with Pupil Premium National 2022 in Reading and Maths, and were significantly above in Writing.

	EYFS (ARE / GDS)	KS1 (ARE / GDS)	KS2 (ARE / GDS)
Reading	<u>60%</u> / 0%	0% / 0%	<u>64%</u> / <u>9%</u>
Writing	40% / 0%	20% / 0%	<u>64%</u> / 0%
Maths	20% / 0%	20% / 0%	<u>55%</u> / <u>9%</u>

The children’s questionnaire showed that the proportion of children who read at home regularly has increased – the number of PP boys who read ‘most days’ has increased by 2%.

43% of Pupil Premium children passed the PSC in Y1, compared to 92% of their non-Pupil Premium peers.

60% of Pupil Premium children passed their PSC re-take in Y2, compared to 67% of their non-Pupil Premium peers.

Externally provided programmes

Programme	Provider
N/a	