

**Pupil Premium Impact
2023**

3 Year Pupil Premium Strategy Report covered the following years: 2020-2021 2021-22 2022-23						
Number of pupils eligible	2020-21		2021-22		2022-23	
	PP 12	SP 43	PP 12	SP 42	PP – 13	SP - 28
Amount received per pupil	Service - £310		Looked After - £2,345		FSM - £1,345	
Total Pupil Premium Grant received	2020-21		2021-22		2022-23	
	£18085		£25465		£26735	

At Wimbish Primary School, we strive to nurture, enrich and inspire every one of our children. Our aim is for all children to achieve their full potential, regardless of any disadvantage. The aim of our strategy is to remove barriers, making school an exciting place to learn, where children will increase their cultural capital and knowledge and understanding of the world.

Our Pupil Premium Strategy strives to ensure high quality teaching takes place across the school and appropriate resources and training is embedded to ensure this can occur. We pride ourselves on the understanding all our staff have about disadvantage and that it is everyone's responsibility to close the gaps these children may have.

We understand that all children are different, and as a result, have different needs and barriers. Due to this, as well as ensuring school is an enriching environment for all children, our Pupil Premium children also receive bespoke support based on their individual needs.

We believe communication with families is an important way to support our children, so ensure families feel welcome in school and are encouraged to discuss any barriers they may have to help their children at home.

Challenge number	Detail of challenge
1	Social and Emotional barriers to learning
2	Academic attainment
3	Quality of teaching
4	Attendance
5	Family and homelife disadvantages
6	Gaps resulting from Covid school closures

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 close the Reading attainment gap.	Accelerated progress by PP cohort in Reading. Develop a passion for reading.
To raise standards of teaching across the school to ensure all children receive Quality First teaching.	Teachers and LSAs receive bespoke training to their own areas of development. MITA approach used consistently across school.
Targeted academic support.	All children who are Below ARE, but not SEND, to make accelerated progress.
To assess and close the gaps in learning due to Covid school closures.	Accelerated progress by those disadvantaged children who did not interact with online learning during school closures.

Teaching			
Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p><i>Professional development for teachers and LSAs:</i> <i>With a focus on the Teaching of Writing.</i></p>	<p>Mastery Learning – EEF +6 months.</p> <p>Feedback – EEF- + 6 months</p>	<p>Challenge 3 and 6</p>	<p>Leaders have accessed NPQ qualifications and have been given release time to attend leadership mentoring sessions. This has supported them with the delivery of CPD in school.</p> <p>Staff maintain notes of the impact of CPD and any notes to take forward. Leaders use a cycle of plan, do and review to ensure training is relevant and has the desired impact.</p> <p>Staff have accessed CPD for the following:</p> <ul style="list-style-type: none"> - Jane Considine – all staff received training through JC on sentence stacking and the teaching of The Write Stuff. - External support was sought to provide learning walks and provide observation and feedback. <p>This was not successful consistently across the school and needs to be reviewed in the next academic year.</p>
<p><i>Professional development for teachers and LSAs. Implement a whole school approach to:</i></p> <ul style="list-style-type: none"> - Reading - Spelling 	<p>Mastery Learning – EEF +6 months.</p> <p>Feedback – EEF- + 6 months</p>	<p>Challenge 3 and 6</p>	<p>All staff have had up to date phonics training to match the chosen scheme. Phonics screening attainment has increased, however data is heavily skewed due to mid-year transfers and small pupil numbers.</p> <p>Whole class guided reading CPD training implemented with ongoing support from partner school in spring/summer term. Impact seen in KS1 raising attainment from 0% to 60%. Whole class reading is now taught across the school.</p> <p>Spelling scheme trial begun to Year 3 with a view to implement the scheme across the school in 2023.</p>

<p><i>Professional development for teachers and LSAs:</i></p> <p><i>With a focus on the ordinarily available.</i></p>	<p>Mastery Learning – EEF +6 months.</p> <p>Feedback – EEF- + 6 months</p>	<p>Challenge 3</p>	<ul style="list-style-type: none"> - All staff have worked with the SEND inclusion partner to implement the ECC ordinarily available framework. - SENCO has delivered tailored sessions to support staff with interventions, one planning, enabling environments – all adapted to the children in their class. <p>As a result, staff are better prepared to support the needs of our pupils at Wimbish Primary. Staff are taking ownership of strategies to support pupils within the classroom including the use of writing slope, task boards, now and then boards, visual aids, pictorial aids and sensory movement breaks.</p>
<p>Rigorous Performance Management Cycle to determine effective CPD required for staff and accountability throughout the year.</p>	<p>Mastery Learning - EEF + 6 months.</p> <p>Feedback - EEF + 6 months.</p>	<p>Challenge 3</p>	<p>All teachers and LSAs have worked with leaders to take part in their individualized Performance Management cycles. All staff have a whole school target linked to ordinarily available strategies, a personal target and a leadership target where appropriate. PMRs have been routinely reviewed and staff are working well to achieve these targets.</p> <p>Higher level of accountability and ownership across the school.</p>

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Appropriate interventions in place to ensure all PP/service children receive bespoke interventions in line with their academic journey, in order to close their gaps.</p>	<p>Teaching Assistant interventions – EEF +4 months</p>	<p>Challenges 1, 2, 3 and 6</p>	<p>MITA point 5 and 6 have been a focus this academic year: 5. use Tas to deliver high quality one-to-one and small group support using structured interventions. 6. adopt evidence-based interventions to support Tas in their small group and one-to-one instruction.</p> <p>LSAs have been supported by the SENCO and ECC SEND team to identify and deliver interventions. LSAs understand how to deliver high quality interventions and “what a good one looks like”. During the Summer term, we saw interventions begin to build a cyclic picture which should be continued into the autumn term. Summer provision map demonstrates where progress was made.</p> <p>Next steps – timetabling (managing the time LSAs have to consistently deliver interventions), embed tracking (ensuring baseline and endpoints are used to maximise the impact of the next cycle of interventions).</p>
<p><i>Covid catch up for KS1 where the greatest gaps were identified.</i></p>	<p>Small group tuition – EEF +4 months</p>	<p>Challenge 6</p>	<p>For the cohort taking their SATs in 2022, they were offered booster phonics, maths and reading sessions after school in year 2 as well as 1-1 tutoring in school for all to access.</p> <p>For the cohort taking their SATs in 2023, they were offered booster phonics, maths and reading sessions after school.</p> <p>Children in these cohorts have made accelerated progress, particularly in reading for example in 2022-2023 0% were on track to reach age related and during their SATs 60% made age related expectations.</p>
<p><i>LSA cost centre.</i></p>	<p>Teaching Assistant interventions – EEF +4 months</p>	<p>Challenges 1, 2, 3 and 6</p>	<p>As a school, we strive to provide quality first teaching and recognise the importance of having LSAs in the classroom. Therefore, most of the PPG funding is spent on staffing. The LSAs are an invaluable resource who not only support PP children, but the whole class. LSAs have worked closely with the SENCO this year to support the children with the biggest needs/ most vulnerable within the classroom. The LSAs have taken ownership of the tracking of their intervention sessions and report back to teachers.</p> <p>‘Maximising the Input of Teaching Assistants’ training remains a priority to embed and to ensure the way LSAs are used makes the biggest impact on children’s learning.</p>

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Therapeutic Mentor 1 day per week.	Social and emotional learning – EEF +4 months	Challenge 1	<p>In response to the needs of the PP children and disadvantaged children, we have employed a Therapeutic Mentor 1 day per week. This has been an invaluable resource for many children across the school, including a large number of PP/ SPG children who benefited from both weekly and adhoc support. Some of the difficulties include separation anxiety, major life changes, trauma, vulnerable children and bereavement. Nurture and trauma recovery focused interventions. Developing emotional literacy, sense of self and belonging. Using creative activities and small world play therapeutically. Developing children’s understanding of how their brain works in order to develop internal resources to deal with stressors.</p> <p>As a result, pupils feel supported and feel ready to learn when in the classroom due to self- and co-regulation strategies they have learnt in their individual or group sessions.</p>

<p><i>Behaviour consultant</i></p>	<p>Behaviour interventions – EEF +4 months</p>	<p>Challenge 3</p>	<p>We have continued to develop the Moving On Up approach to behaviour management and have implemented Talking For A Purpose. Low level disruption in class reduces the quality of learning time. The impact is that Teachers and LSAs no longer have to spend time following up on poor behaviour choices instead of supporting children.</p> <p>Parents were offered an opportunity to take part in Talking for a Purpose parenting course. This enabled parents to use strategies used in school in the home setting to enable consistency for our most vulnerable children.</p>
<p><i>Inclusion on school trips and residential</i></p>	<p>Kingswood Residential</p> <p>Additional funds available if needed for trip/educational contributions</p>	<p>Challenge 5</p>	<p>We ensure PP children are able to access all trips and visits through providing contributions.</p> <p>No children have been excluded from trips or experiences due to non-payment. This has ensured every child accesses the same rich curriculum.</p>

The Following Wider Strategies have been implemented over the past 3 years but were not on the initial strategy.

<i>Little Troopers</i>	<p>Service pupils took part in a wellbeing & mindfulness workshop. This gives service pupils the tools to manage the challenges they face in their lives.</p> <p>Little Troopers have offered additional sessions which are themed throughout the year which have been shared and cascaded to our military families.</p>
<i>After School Provision working with Army Welfare Service and Community Development Worker</i>	<p>Children had the opportunity to participate in activities to support the wider curriculum at a reduced cost. Activities are engaging and tailored towards the interest of our pupils.</p> <p>Enrichment activities offered included:</p> <ul style="list-style-type: none">- STEM- Art- Board games- Easter <p>This has nurtured and supported a better relationship between the school and the military base.</p>
<i>Community Links</i>	<p>The school have developed strong links with the church and the Padre from camp. They have facilitated assemblies and activity days to provide the children with support for managing unique situations. A workshop was held at the end of the spring term whereby all PP and Service pupils participated in artistic and dramatic sessions to express their thoughts.</p>

Attainment of PP cohort compared to the non-PP and whole cohort 2022-23,

This table shows pupils “Just At” or above on Sonar.

	Reading			Writing			Maths		
	PP/SPG	Non-PP	Cohort	PP/SPG	Non-PP	Cohort	PP/SPG	Non-PP	Cohort
Year 1 (5 pupils)	33%	100%	60%	33%	50%	40%	33%	100%	60%
Year 2 (10 pupils)	50%	100%	60%	16%	50%	30%	50%	100%	70%
Year 3 (4 pupils)	0	100%	50%	0	100%	50%	0	100%	50%
Year 4 (4 pupils)	66%	0	50%	0	0	0	66%	0	50%
Year 5 (11 pupils)	71%	100%	81%	42%	50%	45%	28%	100%	55%
Year 6 (9 pupils)	60%	50%	55%	40%	50%	44%	40%	75%	55%

The table above shows the percentage of PP children who attained Age Related Expectations by the end of the year, compared to the year group as a cohort and the non-PP group. As a school, we dive deeper into this data to look at the individual’s attainment in line with their previous baseline and background. It is significant to note that the data is significantly skewed, particularly in 2022-23 due to the low numbers in cohorts and the transient nature of the cohorts. The data picture and predictions has changed hugely from September to July.

In year 6, our PP and service pupils performed better than our non-pp children for reading. In year 4, our PP and service pupils performed better than our non-pp children for maths.

When looking at data, it is analysed alongside a narrative to ensure the full picture is strategically analysed.

Statutory assessment Points:

Foundation Stage ELG		
	PP (5)	Cohort (7)
Word Reading	60%	57%
Writing	60%	57%
Number	60%	57%
Expected in all areas	60%	57%

Phonics Screening 2022-23		Phonics Screening 2022-23 RETAKE	
PP/SPG (3)	Cohort (5)	PP/SPG (6)	Cohort (7)
33%	60%	83%	85%

End of Key Stage 1 SATs		
	PP (6)	Cohort (10)
Reading	50%	60%
Writing	16%	30%
Maths	50%	70%

End of Key Stage 2 SATs		
	PP/SPG (5)	Cohort (9)
Reading	60%	55%
GPS	60%	66%
Writing (TA)	40%	44%
Maths	40%	55%

Measuring Impact and Monitoring

Gaps are beginning to close, however, due to the transient nature of the school these are not always comparable year on year or even term on term. For example, the school predicted 80% with 10 pupils in the 2023 phonics screening check in the autumn term, however at the time of the assessment in June, Wimbish Primary had 5 pupils in 2023. Consequently, this has an impact on the schools' outcomes.

Throughout the year, the impact of the Pupil Premium is monitored and shared with stakeholders including staff, Governing Body and parent/carers.

- Termly Target Tracker data drop, analysed by teachers, subject leads and SLT to dive deeper into PP children. This data drop leads to Class Improvement Meetings where vulnerable children are discussed and action plans are devised.
- Moderation of work includes at least one PP child per class.
- Regular meetings with therapeutic mentoring to monitor progress and suitability of intervention – at class teacher level and leadership.
- NT has made calls to families to gain feedback and offer additional support, regular TAF meetings in place for our most vulnerable families.
- Termly monitoring of NfER assessments to monitor and track progress.