

Pupil premium strategy statement – Wimbish Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	44
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Nichola Pickford
Pupil premium lead	Lizzie Beecroft-Sullivan
Governor / Trustee lead	Alison Weir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20370
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£-
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20370

Part A: Pupil premium strategy plan

Statement of intent

Wimbish Primary Academy joined Anglian Learning on the 1st September 2023. The school was last inspected in May 2022 and was judged Good.

The school is close to the local Army Barracks and as such serves part of that community. The school has had a turbulent time over the past couple of years and pupil numbers have dropped significantly. There are currently only 48 pupils on roll in September 2023. In July 2022 there were 91.

Our 3 Golden Rules that sit alongside our values are

- We Respect
- We Care
- We Learn

Key priorities at the start of the 2023/24 academic year are as follows.

- To develop SEND analysis and provision.
- To develop the use of a therapeutic behaviour approach to ensure a safe, calm learning environment for all.
- To improve engagement and communication between staff and families to support children's learning and well being.
- To improve outcomes in reading, writing and maths
- To improve the quality of teaching and learning across the school
- To improve the teaching of phonics and outcomes relating to this
- To develop a challenging, engaging and coherent curriculum

Challenges

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

Challenge number	Detail of challenge
1	School has academized (September 2023) with entirely new leadership and teaching staff; partial consistency within support staff
2	Some children's behaviour for learning shows that they are not yet ready to engage fully with curriculum

3	Record keeping and accuracy of pupil premium register prior to academisation
4	Tracking of academic attainment prior to academisation
5	Academic outcomes and teaching/learning prior to academisation
6	Engagement of some parents/carers is inconsistent

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
Ensure there is an accurate register of children entitled to PP or Service Premium	PP register and service premium register will be accurate and representative of the school population
Implement a consistent, effective and therapeutic behaviour approach to ensure learning for all through the training of all staff in STEPS.	<ul style="list-style-type: none"> - New behaviour policy drawn up and training delivered to staff - Staff will receive training on therapeutic behaviour approach (December 2023) with top-ups planned across year - Consistency in behaviour management will begin to be evident across the school - Consistent classroom routines and effective classroom management.
There is consistency in approach to planning, delivery and expectations in teaching and learning	<p>Staff are trained in delivery of the curriculum and supported through regular developmental work; Training on use of The Write Stuff in English (Jane Considine) across the whole school (November 2023)</p> <p>Use assessment schedule (see assessment timetable) to include reading, writing, mathematics, foundation subjects, GL NGRT, NGST and Progress Tests</p> <p>High quality, targeted interventions are in place to support closing the gaps and identified barriers for the Summer term 2024</p>
Data is interrogated to identify gaps and support is given to pupils, where needed to ensure progress in learning is made and outcomes in reading, writing and maths improve.	Use assessment schedule (see assessment timetable) to include reading, writing, mathematics, foundation

	<p>subjects, GL NGRT, NGST and Progress Tests</p> <p>Pupil progress meetings are held to enable teachers and leaders to ensure support is directed and targeted at the point of need</p>
<p>Improve communication and engagement with parents to ensure all parents feel valued, supported as part of the school community and engaged in supporting their children's learning and wellbeing.</p>	<p>Develop effective community links.</p> <p>- work with Army Welfare Officer on Barracks,</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Jane Considine The Write Stuff training to be accessed by all teaching staff and support delivered by English lead</i></p>	<p>https://www.dropbox.com/scl/fo/uopea9eust0iclmuupa03/h?dl=0&rlkey=dd52razctwkhmehn0k17g7t5j</p>	<p>1, 4, 5</p>

<p>= Jane Conside e subscrip tion £2749</p> <p>DHT / English lead modelling time - around 2hrs per week * average teacher hourly wage with on-costs £44.20 * 38 weeks in school = £3359.20</p>		
<p><i>Develop mental work delivered to support high quality teaching across the school (DHT)</i></p> <p>DHT / development al work time - around 2hrs per week * average teacher hourly wage with on-costs £44.20 * 38 weeks in school = £3359.20</p>	<p>https://www.tandfonline.com/doi/abs/10.1080/19415257.2018.1529611</p>	<p>1, 4, 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>GL Assessment battery (NGRT, NGST, GL Progress Tests for English and Maths) to be completed across the school</i></p> <p>Budget £2000</p>	<p>https://committees.parliament.uk/writtenevidence/45954/html/</p>	<p>1, 3, 4 , 5</p>
<p><i>Specialised assessments to be completed for pupils whose standardised assessments highlight specific need (e.g. YARC, Sandwell, PhAB)</i></p> <p><i>Budget £500</i></p>	<p>https://committees.parliament.uk/writtenevidence/45954/html/</p>	<p>1, 3, 4 , 5</p>
<p><i>Once pupils are accurately assessed, interventions to be planned for Summer Term; training for staff on specific evidence-based interventions</i></p>	<p>https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</p>	<p>1, 3, 4 , 5</p>

<p><i>(determined based on needs identified)</i></p> <p>TA time - around 15hrs p/wk * average TA hourly wage pay £13.25 * 13 weeks in school</p> <p>£2583</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Training for staff on Therapeutic Thinking (STEPS)</i></p> <p>average teacher hourly wage with on-costs £44.20 *6hrs *5</p> <p>+</p> <p>average TA hourly wage pay £13.25 * 6hrs * 2</p> <p>£1485</p>	<p>https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-services/cambridgeshire-steps</p>	2
<p><i>Increase profile of school and develop relationships with families and wider communities through frequent "Meet SLT" dropins; welcome events, subject specific cafes</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 6

<i>Dropins half termly</i> average teacher hourly wage with on-costs £44.20 *12hrs * 2members staff £1060.80		
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Total budgeted cost: £ 20455.40

Part B: Review of the previous academic year

Owing to the fact that the school has recently academized and is under new leadership, this document will not include a review of previous strategy/spending.

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.