

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Wymeswold C of E Primary School
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	8.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2025
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	J Scallon
Pupil premium lead	J Scallon
Governor lead	B White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14800
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14800

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is for all pupils to make good progress and achieve their potential across all subjects, regardless of any individual challenges that they may face. We have designed our pupil premium strategy to support children to achieve from their own individual starting points.

We have considered the needs of pupils in our school and any challenges or barriers to learning that they may face.

First and foremost, children will receive high quality teaching, addressing the needs of children and identifying gaps in learning through teacher assessment and formal assessment. We are also planning more focussed support for groups of children. We know that this strategy was very successful last year and hope to employ this again. By adapting the curriculum and providing resources and manipulatives we will be able to enhance the curriculum provision for children.

We know and understand the importance of wellbeing and that affect that this can have on children's learning and needs. We will be responsive to any challenges or needs that arise and work with children to help them achieve their potential.

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading, writing, maths and phonics
2	Lower progress in reading, writing, maths and phonics
3	Wellbeing and self-confidence lower than peers
4	Attendance levels lower than peers
5	Speech and language difference
6	Children have the same opportunities as 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
Increased attainment and progress in reading, writing, maths and phonics	Children are reaching their potential in all areas, and have made progress from their individual starting points
Group attendance is at national average	Children are attending daily
Wellbeing is high priority	Strategies are in place to increase wellbeing are in place where necessary
Phonics	Extra phonics sessions where necessary
Speech and language have improved across the group, including vocabulary and oracy	Interventions are in place to increase oracy
Children have the same opportunities as their peers	Children have had the chance to attend trips and have resources as their peers

## 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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff provide quality first teaching with high expectations for all	<p>Quality First Teaching provides all children with the best opportunity to learn. Teachers give high quality feedback to children, which can increase their attainment across the curriculum</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>Teachers also plan mastery activities for all, making sure that all children are suitably challenged.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/ 1-2-1 intervention	<p>Small group tuition to support gaps in learning identified by the class teacher, this may be through diagnostic or teacher assessment and observation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group sessions may be in reading and comprehension strategies, maths, writing or phonics.</p>	1,2,5
1-1 reading sessions	Individual reading in KS2, with focus on comprehension and understanding.	1,2

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing strategies, in school strategies, and counselling if necessary	<p>Routes to resilience, Every Amazing Breath and other wellbeing initiatives used to increase understating of individual mental health. If a specific need is identified further support will be sought, such as counselling.</p> <p>Play therapist to work with some children in school.</p> <p>Specific wellbeing activities/ equipment to meet individual need</p>	3,4, 6
Costs towards trips, visits and extra-curricular session part paid for	Going on trips and visits helps all children to children to develop confidence and self-belief and have shared opportunities as their peers.	3,6
Contingency fund for acute issues	Small amount set aside to respond quickly to any needs that have not yet been identified	

**Total budgeted cost: £3000**

## 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.

Intended outcome	Success criteria
Increased attainment and progress in reading, writing, maths and phonics	Children are reaching their potential in all areas, and have made progress from their individual starting points
Group attendance is at national average	Children are attending daily
Wellbeing is high priority	Strategies are in place to increase wellbeing are in place where necessary
Phonics	Extra phonics sessions where necessary
Speech and language have improved across the group, including vocabulary and oracy	Interventions are in place to increase oracy
Children have the same opportunities as their peers	Children have had the chance to attend trips and have resources as their peers
<p>Impact (please note – at the start of the academic year 2022 we had one child in receipt of Pupil Premium, as the year progressed this rose to four children, therefore only one child had support for the whole academic year)</p> <p>Increased attainment and progress in reading, writing, maths and phonics</p> <p>All children have made progress from their individual starting points. Children benefitted from quality first teaching with additional group work where necessary.</p> <p>Assessment information shows that the group of children made at least expected progress across the year. The children benefitted from small group intervention to support their individual needs, such as writing, handwriting, phonics and maths. Some children also benefitted from additional individual reading time.</p> <p>For children with attendance issues, we worked with families to help reduce the barrier to enable children to be able to attend school. We also engaged with external agencies to ensure families had support where necessary. This meant that, other than bouts of illness, attendance was high for the group of children.</p> <p>Some children have benefitted from small group discussions/ individual work aimed to increase oracy and vocabulary. These interventions have promoted vocabulary use and sentence formation, syntax and expression.</p>	

Funding has been used for children to attend the same trips as their peers. These include day trips and residential visits. Children were also purchased equipment and items to use within school and at home to make children feel the same as their peers and be able to engage their interests and skills.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information (optional)

Wellbeing is being supported in school using a DfE grant to train a senior mental health lead.