

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Wilberforce Primary
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24 <i>Year 3 of 3 year plan</i>
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Seamus Gibbons, Executive Headteacher
Pupil premium lead	Kim Cooper, Head of School
Governor / Trustee lead	Clemmie Stewart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,095
Recovery premium funding allocation this academic year	
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	£65,095

Part A: Pupil premium strategy plan

Statement of intent

- An excellent education and the highest expectations for all, regardless of background or barriers to learning.
- The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
- High-quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'.
- The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
- The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of Key stage outcomes are a by-product of this approach.

Challenges

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

Challenge number	Detail of challenge
1	Small selection of Pupil Premium pupils are persistently absent.
2	Some Pupil Premium children in EYFS begin school with language skills below that 'typical' for their age.
3	Some children who are Pupil Premium and SEND in KS2 are not making as much progress as their peers
4	Some Pupil Premium children lack the enrichment and cultural experiences that non-Pupil Premium children experience
5 (added in 2022/23)	Some children who are PP in KS2 are not meeting ARE in writing.

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
Children's attendance has improved and PA is below national average.	For those pupils identified – has their attendance improved?

	<p>Have parents met with HSLO and agreed Attendance Contract?</p> <p>Has the targeted support had an impact on level of persistent absence?</p> <p>Are reports fed back in regular attendance meetings?</p>
Children make accelerated progress with their language development in EYFS.	<p>Have all meet the teacher meetings included questions about speech and language needs?</p> <p>Is the support assistant supporting PP pupils to develop their communication skills?</p> <p>Has training been provided to both staff and parents?</p> <p>Are language/communication skills being appropriately assessed?</p> <p>Has the SENCO attended meet the teacher meetings and nurseries and ensured early intervention?</p>
Children in KS2 who are Pupil Premium and SEND make good progress against their starting points.	<p>Has the SENCO supported class teachers to support children with identified SEND?</p> <p>Are class teachers supporting children who are Pupil Premium and SEND effectively?</p> <p>Are children with SEND being appropriately assessed?</p>
Children make good progress in developing their artistic skills	<p>Are all Pupil Premium children accessing excellent art teaching?</p> <p>Are outcomes strong for all pupils?</p>
Children have access to enrichment and cultural experiences.	<p>What enriched opportunities have Pupil Premium children experienced?</p> <p>What impact has this had on their learning?</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: £41,983.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language development in EYFS (CPD from School SaLT) to close the language gap	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2 and 3
Additional SEND support for those pupils who are on SEND register and identified as PP	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2 and 3
Experienced Support Staff in EYFS and KS1 to support language development	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	2
CPD and targeted support to teachers of Quality First Training	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	2, 3 and 4
Cultural and Artistic Educational Visits planned for and reviewed	OEAP Guidance: Year 6 School Journey Termly visits to support learning in the classroom	5

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

Budgeted cost: £3,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Speech and Language interventions (Welcomm and SaLT)	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	2 and 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,021.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral and Home School Liaison Officer to target support to PP families with persistent absence or at risk of becoming PA.	EEF Teaching and Learning Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1
School Trips funded to build cultural capital for PP pupils.	OEAP: children and young people learn to be healthy and stay safe; children and young people learn to enjoy and achieve; children and young people learn to make a positive contribution and achieve economic wellbeing.	5

Total budgeted cost: £65,095

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. Year 2 of a 3 year plan.

Children's attendance has improved and PA is below 10%.

- Attendance for pupils at Wilberforce is higher than the national average: 93.9% (NA 93.7%). Attendance is continuously improving and was above 96% for the last two months of the academic year.
- Due to small pupil numbers, the physical number of pupils who are absent is less than 15 children and every single pupil has made excellent progress and responded extremely well to any intervention by the school.
- Persistent absenteeism is lower than the national average: 15.3% (NA 19.4%). All PA children have made progress and most were not PA for the final months of the academic year.
- There is no significant gap between groups of learners in attendance
- All PA children have a positive narrative and have improved attendance.

Children make accelerated progress with their language development in EYFS.

- In 2021/22, baseline Wellcom assessment showed that 40% of children were below expected standard for language development. NELI intervention completed through the year and 80% of children achieved GLD in 2021/22.
- In 2022/23, the baseline Wellcom assessment showed that 62% of children were below expected standard for language development. NELI intervention completed through the year and all children achieved their typical language score at the end of the year.
- Continue to use Wellcom to baseline assess all new starters and ensure accelerated progress and gap continues to close.

Children in KS2 who are Pupil Premium and SEND make good progress against their starting points.

- A2E SEND Assessment programme embedded which enables small steps in progress to be measured for children with SEND.
- SENCo support for class teachers ensures teachers understand children's individual needs and know how to support them in class.
- All PP and SEND children have made an average 3 bands progress against their starting points.
- This support needs to remain in place with a greater focus on bringing attainment to ARE.
- Attainment of PP premium children at the end of KS2 for both progress and attainment was above the NA.

Children make good progress in developing their artistic skills

- Art curriculum embedded ensures that children's outcomes show progression of art skills and techniques.
- Children's knowledge of artists has improved.
- CPD support from Art Subject Leader from cluster school ensures teachers are teaching high quality art lessons.
- Specialist resources for art room enable curriculum to be taught effectively.

Children have access to enrichment and cultural experiences.

- Trips and experiences are mapped out across the year, ensuring all classes have opportunities throughout the year for external enrichment and cultural experiences. As a result children are developing their cultural capital and this background knowledge is contributing to their high attainment in reading which was +6 at the end of KS2.
- Trips are planned meaningfully to supplement the learning in the classroom. This deepens learning and supports children to strengthen their schemas in the different disciplines.
- Partnerships made with projects such as The Bach Choir for children to experience performing with professional musicians.
- Trips have included Tower of London and Southend Beach for EYFS, Kew Gardens and St Pauls Cathedral, Earthquake exhibit at the Natural History Museum and Sacred Texts at the British Library.
- Residentials have been funded for children who require this providing them with cultural capital.

Some children who are PP in KS2 are not meeting ARE in writing.

- 82% of children achieved ARE at the end of KS2. These were externally moderated and validated as excellent outcomes.
- 88% of PP children in Year 3 achieved ARE in writing.

- Bedrock reading resource has developed the vocabulary of pupils which is impacting positively on their writing.

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
NA	