

Pupil premium strategy statement – Wilbraham Primary School

This statement details our school's use of pupil 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 2022-23	Data 2023-24	Data 2024-25
School name	Wilbraham Primary School	Wilbraham Primary School	Wilbraham Primary School
Number of pupils in school	649	649	626
Proportion (%) of pupil premium eligible pupils	51%	51%	57
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025	2022-2025	2022-2025
Date this statement was published	December 2022	December 2023	December 2024
Date on which it will be reviewed	September 2023	September 2024	September 2025
Statement authorised by	Steve Wheeldon Assistant CEO	Steve Wheeldon Assistant CEO	Steve Wheeldon Assistant CEO
Pupil premium lead	Sarah Ikin	Sarah Ikin	Sarah Ikin
Governor / Trustee lead			

Intended outcome	Success criteria
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Maintain high levels of attendance	Ensure attendance of disadvantaged pupils is above 96%

Funding overview

Detail	Amount – 2022 - 2023	Amount – 2023 - 2024	Amount – 2024 2025
Pupil premium funding allocation this academic year	£416,885	£416,885	£441,040
Recovery premium funding allocation this academic year	£43,645	£43,645	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)			

Challenges

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

Challenge number	Detail of challenge – 2024-25 Key –	Additional Challenges – 2024-25
	<p>Challenge has broadly remained the same and needs to continue to be worked upon</p> <p>Some of the challenge overcome but other challenges arisen – record in the right-hand column.</p> <p>Challenge has been broadly overcome – new challenge arisen which is recorded in right hand column.</p>	

1	Fewer enriching life experiences (as a stimulus for other learning, and making links in learning)- limited experiences which impact on children reaching ARE.	
2	Narrowing the attainment gap across Reading, Writing and Maths	The challenge of narrowing attainment in writing
3	Weaker basic skills on entry into school – communication Low Language levels (SALT ,EAL) 2 nd / 3 rd Generation EAL learners. This is also impacted on by the effects of the national lockdown and lack of access to technology and resources to support learning at home	
4	Requirement of additional pastoral support and intervention to access the curriculum in order to achieve in line with peers	
5	Socio –economic disadvantages- i.e poverty / housing issues	
6	Lack of aspirations and parental involvement – lack of value placed in education Attendance and Punctuality Poor parental engagement in reading at home	Long term holidays

Part A: Pupil premium strategy plan

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. This enables us to implement a blend of short, medium, and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. The pupil premium grant (PPG) is used to ensure that every child receives the best possible quality of education and achieves the highest possible standards.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure that research led practice is used readily to support the teaching of PPG children
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.
- Addressing non-academic barriers to attainment, including attendance, well-being and behaviour.
- Ensuring that the PPG reaches the pupils who need it most.

Our implementation process

In line with evidence about effective implementation, we believe in selecting a small number of priorities and pursuing them with diligence to give them the best chance of success. Our academy development planning is rooted in evidence informed practice; using robust evidence alongside professional expertise to make decisions. We engage in-school monitoring and an annual Pupil Premium review with colleagues from The Aspire Educational Trust to ensure our approach is effective (adapting provision, ceasing or amending interventions that are not having the intended impact).

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our tiered approach

To prioritise spending, we use a tiered approach, to define our priorities and ensure balance.

Our tiered approach comprises three categories:

1. **Teaching** – ensuring high quality teaching for all pupils.
2. **Targeted Academic Support** – evidence informed interventions.
3. **Other Wider Strategies** – addressing non-academic barriers to learning

Achieving these objectives:

The range of provision for this group include and would not be inclusive of:

Teaching Strategies

- Engagement further development of the writing cycle with Director of English (Aspire)
- Engagement in Year group cluster groups with the MAT
- Training to use and develop Herts for Learning Documentation
- Regular focus for training in staff meetings throughout the year on developing the writing cycle
- Staff engagement in joint book looks for in house moderation and MAT moderation sessions.
- Development and implementation of spelling programme from RWInc – Years 2-6
- For all teachers to play active in role in the implementation of whole school, meaningful feedback policy based on the EEF guidance document - Teacher Feedback to Improve Pupil Learning
- To continue to embed explicit metacognition and self regulation strategies into all curriculum areas
- Staff training using Oaks Academy materials to support the teaching of maths
- Engagement in NCETM Maths Hub.
- Using Mastering Number across EYFS and KS1
- Training staff using Mastering Number in KS2
- Use of PIVATS and the Engagement Model to plan individual support for SEND children
- CPD programme to support children with SEND needs within the classroom – ASD, ADHD, Attachment, Dyslexia and SEND EEF guidance report.
- Oracy – developing and embedding a talk curriculum – Voice 21

Targeted Academic Support

- Continued training for TAs - for RWInc in EYFS, BR@P in KS1, fluency / Inference in KS2
- Interventions planned and targeted according to barriers during termly PPMs.
- Monitoring of impact of targeted support.
- Continued implementation of RWI – up front training, follow on support, use of materials, coaching relationships with peers
- Phonics sessions for all children in Y2 and then move to targeted sessions for children who need this
- Targeted phonics sessions across KS2
- Spelling sessions from Year 2-6
- Small group tuition focusing on development of reading skills.
- Daily assessment for same day interventions and individual feedback for these pupils daily.
- Pupil voice to tweak approach used.

- Identified children to attend additional before and after school individual and small group sessions.

- Ongoing assessments to priorities next steps, with communication between tutor and teacher.
- Use of pre-teaching as part of tuition sessions.

- Small group pre-teach and booster sessions for identified year 6 children
- Speech and language therapist employed for two days a week to work with identified children and develop staff training.
- 1:1 interventions and group interventions focusing on language development, use of language and social skills

Wider Strategies

- Forest School - 2 days per week for identified children - onsite and at Alderley Edge
- Bespoke provision to support children with SEMH needs.
- Free breakfast club open to all pupils.
- Education Case workers who work on bespoke programmes of support for children as needs are identified
- Subsidized trips and residentials
- New book bags for all children
- Parent workshops
- Parent sessions – stay and read, stay and count etc
- Attendance officer and Vice Principal to support core families and improve school attendance

3 Year Plan – updated 2024-25

Three Year Plan

At AET, our ambition is to improve outcomes of socially and economically disadvantaged pupils and reduce the variation between disadvantaged and non-disadvantaged groups. Our priorities for our disadvantaged pupils align with our school improvement plan that is written to combat our whole school targets to improve the quality of teaching and learning across the school and increase the rates of progress in English, mathematics and a range of other subjects

Our priorities are to ensure that we do this are:

AIM 1: To close the gap in attainment between pupil premium children and our non-disadvantaged children.

AIM 2: To ensure that pupil premium children with SEND make good or better progress from starting points.

AIM 3: To ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged 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: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review or new activities
<p>Used last year but did not work and will not use this year.</p> <p>Some elements worked and others didn't – review in far right column.</p> <p>Used last year and worked well – continue to use this year.</p> <p>No highlight means new activity / research etc. for 2024-2025</p>			

<ul style="list-style-type: none"> • Writing - to implement a clear writing process in KS2 and KS1 using the Herts for Learning Documentation to create and develop enthused and confident writers. • Engagement in GD MAT clusters groups with the Director of English • Engagement in year group clusters and moderations with the MAT • Internal book looks and moderation • Regular focus of staff training throughout the year • Development of Reading for Pleasure across school linked into Fluency teaching • Reading – redesigned the reading curriculum for all year groups • Spellngs – RWInc spelling scheme from Year 2 -6 • Training for TAs - for RWInc in EYFS, BR@P in KS1 and Fluency / Inference in KS2 • Ensuring that books sent home match the correct phase and that classroom libraries contain books that the children can read 	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. As a result we will moderate and train all of our staff to ensure consistency off judgment</p> <p>EEF- Literacy (+5 months) - Literacy The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p>	<p>1, 2, 3 and 6</p>	<p>Director of English to support in all year groups to continue to redesign the writing cycles</p> <p>Internal book moderation to take place with Literacy team and each year group team</p> <p>School to invest in new books for KS2 using pupil voice library to be created and focus with parents on reading at home through workshops and investment in book bags</p>
<ul style="list-style-type: none"> • Maths - staff training and coaching to continue using Oaks Academy materials • Termly meeting with Maths Director – planning in team • Engagement with year group cluster • Engagement with year group clusters and moderations • 1:1 planning and coaching with Maths Lead and SLE for Aspire on a weekly basis • Direct teaching and paired teaching across all phases • Lead teachers in R, Y1 and Y2 to ensure that the NCETM Mastering Number Maths Project is effective in securing children’s number sense and will engage with the NW maths hub. 	<p>EEF- Maths .- Improving Mathematics in the Early Years and Key Stage 1</p> <p>Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders</p>	<p>1, 2, 3 and 6</p>	<p>Continue all areas to embed this year.</p>

<ul style="list-style-type: none"> For all teachers to play active in role in the development of whole school, meaningful feedback policy based on the EEF guidance document - Teacher Feedback to Improve Pupil Learning Engage and lead the MAT Research School cluster group for metacognition and long-term learning. To embed explicit metacognition and self regulation strategies into all curriculum areas 	<p>EEF - (+7 Months) Metacognition</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>EEF (+6 Months) – Feedback</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes (+6). Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p>	<p>1, 2, 3</p>	<p>Continue all areas to embed this year.</p>
<ul style="list-style-type: none"> CPD - focus on the development of the schools approach to the Engagement Model for specific children Further training in bespoke assessments for SEND children including PIVATS, Standardised assessments and Cherry Garden Assessment Training links to be developed with specialist school network for specific staff 	<p>EEF - Special Educational Needs in Mainstream Schools</p> <p>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</p> <p>Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.</p>	<p>1, 2, 3, 4 and 6</p>	<p>Continue all areas to embed this year.</p> <p>SEND CPD programme to be offered to all staff across 2024-25 with a focus on supporting children with SEND needs within the classroom</p>
<ul style="list-style-type: none"> Further development and embedding of the Oracy Curriculum across school led by Oracy Champion Oracy Lead and Oracy Champions to continue to deliver bespoke Oracy training programme to all teachers and TA's through staff meetings and INSET 	<p>Consideration of any relevant new research, for example from the EEF and Ofsted.</p>	<p>1, 2, 3, 5 and 6</p>	<p>School to continue with the Voice 21 programme</p> <p>Oracy Champions working across the Trust</p>

<ul style="list-style-type: none"> Establish team leaders, with the support of the Oracy Champions across each phase from the core Oracy team to model and support other teachers and TA's at the point of learning and with daily classroom practice To set goals for a 6 month review and then reflect on this for each classroom, phase and whole school impact - shared with the governors, Trust Team and whole school team. Oracy Champions to coach and model staff across their phase Maths team and Oracy Lead to work together to develop dialogic teaching in maths with a focus on problem solving Oracy Lead to continue to work alongside English Director from Aspire to facilitate training, share good practice and support Oracy development across Trust schools 			
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review or new activity
<p>Used last year but did not work and will not use this year.</p> <p>Some elements worked and others didn't – review in far right column.</p> <p>Used last year and worked well – continue to use this year.</p> <p>No highlight means new activity / research etc. for 2022-2023.</p>			

<ul style="list-style-type: none"> • Individual intervention programmes for targeted children for phonics and early reading skills. • Individual programmes of reading support for identified children - BR@P, Lexia • Small group tuition focusing on development of reading skills. • Y3 and Y2 additional booster sessions with a teacher • Phonics sessions for all children in Y2 and then move to targeted sessions for children who need this from October half term • Helicopter Stories and RLP • Effectively identify the gaps in pupil knowledge through individual assessments, pop tests and data analysis - this will be discussed at termly PPM's • Small group TA/teacher interventions in maths and English in year 1-6 • Teacher led interventions to focus on misconceptions from the taught sessions • WELLCOMM assessment to be used and supported by speech and language assistant across nursery and reception from September 2024 • Lexia development across school – use of skill builders and specific lessons across KS2 – teacher input for this 	<p>EEF (+4 Months)- Small Group Tuition</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>EEF (+2 Months)- Lexia Core 5</p> <p>EEF (*4 months) Teaching Assistant Interventions -</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has on average a +4 month progress impact.</p>	<p>1, 2, 3, 4, 5 and 6</p>	<p>Year 2 and 3 – focus on children who still need phonics support throughout the year with Assistant Principal leading on this</p>
<ul style="list-style-type: none"> • Identified children to attend additional before and after school individual and small group sessions. • Ongoing assessments to priorities next steps, with communication between tutor and teacher. • Use of pre-teaching as part of tuition sessions. 	<p>EEF (+4 Months)- Small Group Tuition</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1, 2, 3, 4, 5 and 6</p>	<p>This will be focused on year 6 children</p>

	Small group tuition will focus on the children in year 2, 3, 5 and 6 throughout Autumn Term		
<ul style="list-style-type: none"> Speech and language therapist employed for two days a week to work with identified children and develop staff training. Development of Communication Friendly classrooms Individual and group speech and language interventions in place across school including - Colourful Semantics, Lego Therapy, Blanks Occupational Therapist employed ½ a day per week to work with identified children and develop staff training Use of Flash Academy to support SEND and EAL children 	<p>EEF - Special Educational Needs in Mainstream Schools</p> <p>In addition to good teaching for all pupils, some pupils will need specialist intervention, often delivered by a trained professional. The SEND Code of Practice advises that when ‘a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil’s area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.</p> <p>EEF - Using Digital Technology to Improve Learning</p>	2, 3 and 4	From September 2024 we will employ a speech an language therapist for 1 day every other week – focus on quality first teaching strategies and OAP.

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Renew or new challenge
<p>Used last year but did not work and will not use this year.</p> <p>Some elements worked and others didn’t – review in far right column.</p> <p>Used last year and worked well – continue to use this year.</p> <p>No highlight means new activity / research etc. for 2022-2023.</p>			

<ul style="list-style-type: none"> ● Caseworker support for vulnerable children and families across school, including parenting and supporting SEMH ● Attendance officer to support core families and improve school attendance ● The parental engagement of families will be increased through early intervention, close working with all agencies and additional in-school support. <ul style="list-style-type: none"> ○ Coffee Mornings ○ Working alongside Surestart and Education Case Workers ○ Volunteer parent readers ● All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement. ● Subsidized trips and residential. ● Free breakfast club open to all pupils. ● Magic Breakfast introduced from January 2024 – Extend the offer of food across school -focus on punctuality and hungry children 	<p>EEF (+3 Months) – Parental Engagement We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> ● approaches and programmes which aim to develop parental skills such as literacy or IT skills; ● general approaches which encourage parents to support their children with, for example reading ● the involvement of parents in their children’s learning activities; ● more intensive programmes for families in crisis. 	<p>1, 4, 5 and 6</p>	<p>Attendance for PP children is a challenge – Vice Principal to focus on improving attendance, engaging with families and relaunching attendance incentives</p> <p>Reading at home – school to focus on reading at home with parental engagement – invest in new book bags for all children, hold parental workshops about the importance of reading, parental sessions within the classrooms on a half termly basis to be reintroduced, middle leaders to support PP children and parents with engagement of reading at home</p>
<ul style="list-style-type: none"> ● Forest school days and half days with identified children from across school. ● SEMH support through Education Case Workers, Forest School Leads and behaviour lead. ● SEMH interventions - bespoke and focusing on CBT, Self esteem and Resilience, bereavement, anxiety and worries ● Mental Health First Aiders available for pupils 	<p>EF (+4 Months) - Social and Emotional Learning</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>1, 4, 5 and 6</p>	<p>SEND CPD programme to be offered to all staff across 2024-25 with a focus on supporting children with SEND needs within the classroom</p>

Total budgeted cost: £ 440,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes – 2023– 2024 review period

Teaching Strategies

- All teachers received training on the writing cycle, Oaks Academy, Mastering Number, small step maths progression, RWI and Metacognition throughout 2023-24
 - Small steps of progress pedagogy seen in each class
 - Staff confidence in delivering RWI across phases has grown and more staff are now trained in the programme
 - Staff implemented the metacognitive strategies within in the classroom and across the curriculum to help children know and remember more

Targeted Support

- The staffing was deployed effectively across KS1 and Year 6
- Targeted support through the teacher small group model showed impact on progress and attainment – as did the tuition programme for small group SATs boosting
- Year 6 additional support was used for the class teacher to target specific children in smaller groups in addition to the Maths and English lessons – this led to an increase in all subjects of children on track to be ARE by the end of summer term
- High quality small 1:1 and small group tuition for phonics in EYFS and KS1 - implemented in Spring 2 and Summer term across Reception and KS1. In Summer term phonics introduced to nursery cohort which has had a positive impact
- Targeted additional teacher support in summer term across all areas of GLD to ensure children attained GLD by the end of reception
- Daily readers and Lexia were implemented with success - 100% of the children who use the Lexia programme made progress in reading - this was measured via the levels of improvements and also through YARC assessments (where applicable)
- The use of Flash Academy supported EAL/SEND PP learners - this has had a positive impact on the children's confidence and English language development.
- Small group bespoke literacy and maths groups continued across KS1 and KS2 to support the small step progression of SEND children with targeted and specialist support - all children made expected progress when tracked via PIVATS
- We continued to employ SALT directly in school. Additional TA and teacher training took place to ensure they have access to the most up to date training packages and increased sessions on the timetables across KS1 for identified children with SALT needs - the impact of this support has been more children receiving targeted interventions and some of the children have now been discharged with age appropriate skills or long term strategies for support within the classroom

Wider Approaches

- Children returned to school showing signs of anxiety and struggled to settle needed additional mentoring support to ensure they accessed their learning and re-established relationships - Children were identified on a termly basis from CPOMS, Pupil progress meetings and observations within the classroom and on the playground. 1:1 sessions, small group sessions and whole class support were put in place. The children will continue to be supported by the welfare and inclusion team into Autumn 2024
- Forest Schools – over 60 children accessed the session in 2023-24
- The school also made 18 referrals to CAMHS and M Thrive for further additional specialist support and 12 children were offered appointments via M Thrive
- Breakfast Club continues to be free on a daily basis and over 140 children attend each day