

# Wrangle Primary School



## Pupil Premium Strategy



# 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   | Wrangle Primary School |
| Number of pupils in school  | 66                     |
| Proportion (%) of pupil premium eligible pupils                         | 51.52%                 |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023              |
| Date this statement was published                                       | September 2022         |
| Date on which it will be reviewed                                       | September 2023         |
| Statement authorised by   | Tiffany Hebron         |
| Pupil premium lead  | Tiffany Hebron         |
| Pupil premium governor lead   | Stuart Pinchbeck       |

## Funding overview

| Detail  | Amount                    |
|---|---------------------------|
| Pupil premium funding allocation this academic year       | £34625 and £4820 = £39445 |
| Recovery premium funding allocation this academic year    | £3806.25                  |
| Pupil premium funding carried forward from previous years | £0                        |
| Catch-up funding carried forward from 2020-21             | £0                        |
| <b>Total budget for this academic year</b>                | <b>£ 43251.25</b>         |

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention that all pupils at Wrangle Primary School, regardless of their backgrounds or the challenges they face, make good progress and strive to achieve well across all subject areas. It is the implementation of the pupil premium strategy to support disadvantaged pupils to achieve that goal.

We carefully consider the common barriers to learning for disadvantaged children can be - but are not always – when planning how we implement our spending of the Pupil Premium Funding. Barriers in our setting include: less support at home, weak language and communication skills, lack of confidence and some behaviour challenges.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the one-to-one intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

### *Ultimate objectives:*

- Disadvantaged pupils will make expected or better progress in reading, writing and maths.
- The social and emotional development of disadvantaged pupils will have improved.

### *Achieving these objectives:*

- All of our chosen approaches relate to improving outcomes in reading, writing and maths or the social and emotional development of disadvantaged pupils

In 2022-23, in addition to the pupil premium, we will use the recovery premium for specific activities to support pupils to catch up for lost teaching over the previous academic years. We will spend the funding in the best way for our cohort and circumstances and will prioritise support for pupils according to their need. Like the pupil premium, we will use the funding to support a wider cohort of pupils than those who attract the funding. We will direct recovery premium spending where the need is greatest.

The range of provision the Governors consider making for this group include and would not be limited to:

- To allocate additional teaching assistants with dedicated hours providing small group work with an experienced TA or HLTA focused on overcoming gaps in learning
- 1-1 support for pastoral work
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, with the ambition of moving children to at least age-related expectations.
- Pay for activities, educational visits, equipment, experiences and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <b>Gaps in learning</b><br>Although the number of pupils is not significant in each year group, our internal assessments indicate that attainment in the core subjects among disadvantaged pupils is slightly below that of non-disadvantaged pupils.  |
| 2                | <b>Emotional, social and behavioural issues for some disadvantaged pupils.</b><br>Our invention and re-introduction of the Emotional Literacy (ELSA) assessments and observations indicate that the wellbeing of many of our disadvantaged pupils has been exacerbated by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. |
| 3                | <b>Vocabulary gap for some disadvantaged pupils.</b><br>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.   |

|   |   |
|---|---|
| 4 | <b>Attendance on visits/trips/experiences of some disadvantaged pupils is lower than non-disadvantaged peers.</b> |
|---|---|

## 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  |
|---|---|
| All disadvantaged pupils will make good progress.                               | Disadvantaged pupils will achieve above national average progress scores in KS2 Reading, Writing and Maths.   |
| The social and emotional development of disadvantaged pupils will be maximised. | The social and emotional development of disadvantaged pupils will have improved. This will be measured via ELSA assessment improvements from baseline to July. Pupil survey and staff surveys will also reflect this. |

## 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

Budgeted cost: £0

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |

### Targeted academic support

Budgeted cost: £25671.90

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>One-to-one and small group tuition:</p> <ul style="list-style-type: none"> <li>Leaders to provide targeted support teaching, to improve outcomes for children.</li> <li>Intervention teacher employed four mornings per week.</li> <li>Additional teaching assistants to work in year groups</li> <li>Teaching assistants to provide specific additional support for identified pupils.</li> </ul> | <p>Small group tuition has an average impact of four months' additional progress over the course of a year (EEF).</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/smallgroup-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/smallgroup-tuition</a></p>   | 1,3,                          |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>  | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teachinglearning-toolkit/phonics-tutorial">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1                             |

|   |   |      |
|---|---|------|
| Provide additional support for pupils with special educational needs and/or disabilities.<br><br>Additional STT allowance | EEF's five evidence-based recommendations to support pupils with SEND:<br><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send">https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send</a>                     | 1, 3 |
| White Rose Maths and Numbots, TT Rockstars<br><br>Provide additional support for pupils in mathematics                    | Evidence from EEF's guide to good Mathematics teaching<br><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</a> | 1    |

## Wider strategies

Budgeted cost: £17579.35

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Curriculum focus on, and learning mentor time allocated to, the social and emotional learning and wellbeing of pupils | Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel</a> | 2                             |

|  |  |   |
|--|--|---|
| Purchase of equipment and provision including experiences, trips and uniform | Previous reviews of Pupil Premium strategies have shown this an effective method to work closely with families and to support the development of opportunities for pupils that would not have otherwise been afforded to them. | 4 |
|--|--|---|

**Total budgeted cost: £43251.25**

## 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 2021 to 2022 academic year.

Teacher assessments were used throughout the year based on standardised teacher tests and moderated teacher assessments.

As with national results, the pandemic appears to have had a greater impact on disadvantaged pupils overall but not in all year groups. We undertook baselines to see where there were gaps in learning to support with the planning of interventions. At the end of the summer term 12-week intervention cycle, all pupils made excellent progress from their starting points.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

### Externally provided programmes

| Programme             | Provider          |
|-----------------------|-------------------|
| Numbots               | Maths Circle Ltd. |
| Times Table Rockstars | Maths Circle Ltd. |
| Spellzone             | Spellzone Ltd.    |
| White Rose Maths      | Trinity MAT       |