

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Waddington and West Bradford Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	<u>5% - 10 children</u> X7 child PP X1 Service children X2 Post Looked After
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 <u>2023/2024</u> 2024/2025
Date this statement was published	2 nd – September 2022 Reviewed in September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Sarah White
Pupil premium lead	Sarah White
Governor / Trustee lead	Year 1 – Joel Hames Year 2 – David Austen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9000 <u>Breakdown</u> £620 for service children £1345 Pupil Premium £7035 Post Looked After children

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	£14,415

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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
- In 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 the 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

School Context

Waddington and West Bradford CE Primary School is an average-sized primary School with 191 pupils on roll in September 2023. This number has increased significantly over the last 5 years when the school was much smaller and had mixed aged classes. This is due to the increased number of houses being built in the nearby town and families needing school places for their children. It is situated in a small farming village on the outskirts of Clitheroe.

Waddington and West Bradford Primary aims to promote a vibrant learning community in which the children thrive in an atmosphere where high standards of behaviour, social manners, personal and academic achievement are paramount. We have a “can do” culture in a climate of high expectations.

The number of children who received Pupil Premium is below national average. The school is based in quite an affluent area where families need more support pastorally rather than financially.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

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

- To use Teaching Assistants to provide small group work focussed on overcoming gaps in learning and additional teaching and learning opportunities provided through trained TAs or external agencies
- 1-1 support where necessary for certain children
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Ensure a smooth transition from primary to secondary and transition internally and into EYFS.
- Providing additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Support the funding of specialist learning software.
- To extend computing provision by reviewing our Computing curriculum to ensure that all children have opportunities for high quality ICT learning.
- Behaviour and nurture support during lunchtimes and after school by providing activities to engage and promote Coates Lane’s values and thus enhance learning.
- To ensure high standards of Phonics teaching across school to ensure that children meet age-related expectations in Reading and Writing.
- To provide an online learning platform which supports learning at home as well as in school

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Attendance in school – emotionally based school avoidance
2	Unable to afford to attend extra-curricular opportunities/visits

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Reading
Progress in Maths	Achieve above national average progress scores in KS2 Reading
Phonics	Achieve above the expected standard in Year 1

Attendance	Ensure attendance of disadvantaged pupils is above 95%
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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: £6,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fast Track Phonics to be purchased to support targeted interventions in KS1 for Phonics (£40) Fast Forward Spelling Programme bought to support spelling in KS2 (£60)	High Quality staff training is essential to follow the principles from the EEF research and best supporting children. Phonics is the basis of all learning and we need to ensure that it is taught effectively so that children have a solid start to school.	1,2
A range of online learning providers to support teaching and learning as well as small group intervention and homework TT Rockstars and Numbots – £248 Accelerated Reader - £4000		1,2,
General CPD and training for staff - £2000	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.	

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly effective teaching assistants used to support children in class and complete interventions/small group work as part of personalised plans.	EEF research	1,2,3

X1 Level 2 TA for 2.5 days a week £6,000		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
£2300 Pay for the following items for PP children: Uniform Water bottles School trips Equipment Clubs/Activities	For many of our pupils, the only time away from home during the year is on school residential. We use our residential trips to promote independence, team-work and build confidence. Year 6 – Tower Wood Outdoor Pursuits Centre Research shows hungry children do not perform as well so we provide food and drink (breakfast as well). We want our PP children to experience the ‘whole’ of school so pay for them to attend after school clubs e.g. sports, drama if they want. Music lessons and After School Clubs are fully funded.	3

Total budgeted cost: £14,400

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.

As a school, we felt that the last 18 months were some of our most successful. We went above and beyond our strategic plan and opened school to all PP children during the lockdowns where they received high quality teaching in small groups which greatly benefitted them. Our relationships with parents improved even more and we worked together to support whole families. Our PP children attended school regularly, were fed and educated and were as well supported as every other pupil.

Externally provided programmes

Programme	Provider
Times Table Rockstars and Numbots	Maths Circle
Accelerated Reader	
Busy Things	Busy Things

Further information (optional)

KS2 data for July 2023

1 child in the cohort received PP for 2022/2023.

They got Greater Depth in all areas.

Subject	% at expected standard	% at higher standard	Progress score	Average scaled score
Reading	87% (73%)	47%	TBC	108
Writing	87% (71%)	13%	TBC	N/A
Maths	90% (73%)	50%	TBC	108
Re, Wr, Ma combined	87% (59%)	10%	NA	NA