

Wilsons Endowed Over Kellet Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	25 th November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	The governing board
Pupil premium lead	Darren Newiss
Governor / Trustee lead	Mr Blake Prince

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14020
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£1000
Total budget for this academic year	£15020

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our evidence informed approach leads us to focus on high-quality teaching, to ensure it 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.

We use the EEF's tiered approach which focuses on high quality teaching, targeted academic support and wider strategies.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, to support good attendance at school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Some of our pupils in receipt of pupil premium have multiple barriers to learning e.g. SEND, persistent absence. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching.

Challenges

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

Challenge number	Detail of challenge
1: Progress	There is a small, key group of pupils in receipt of PP <u>not making expected progress</u> despite interventions.
2: Attendance	The <u>attendance</u> of some pupils with PP is below that of their peers and a greater proportion of them are classed as PA. (4/8 persistent absentees)
3: Multiple barriers	Disadvantaged pupils have <u>multiple barriers to learning</u> including SEND (4/8 pupils), behaviour and historical attendance along with additional, identified social and emotional needs.

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
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Pupils attainment is in line with their peers. Children make at least expected progress through the school.
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To continue closing the gap between whole school attendance and pupils in receipt of pupil premium funding: <i>Attendance to be in line with national and improved attendance for all pupils.</i> Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (4/12)
Disadvantaged children's wellbeing and approach to learning is positive so they are ready for learning.	Pupils express and demonstrate positive wellbeing and approaches to life & learning
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	• <i>SEND needs of pupils are identified early with specialist advice sought and acted on by all staff.</i> • <i>Early help and support from external agencies ensure that family needs are met and do not escalate to CiN or CP.</i>

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: £ £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled afternoon every fortnight for T&L lead to focus on leading on implementing effective high quality teaching and learning	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	1,3
X2 twilights based on active learning, effective feedback and metacognition	feedback +6months metacognition-and-self-regulation	1,3

<i>Pm session of 1-1 support for a staff member from external consultant</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching As explained above.	1,3
Review SEND provision for PP children and ensure needs are being addressed. Additional SENDCo time x1hour weekly	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with small group and one to one interventions. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,3
<i>New Phonics scheme training (3 years)</i>	phonics +5months	1,3

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full-time Teaching Assistants in every class so that targeted feedback and support (learning, social / emotional or behaviour) can be provided on the same day by either the teacher or TA.</i>	teaching-assistant-interventions +4months 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). small-group-tuition	1,3
<i>Use of 1:1 and small group support by an HLTA 4 hours per week</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support 'These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable'	1,3

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

Budgeted cost: £1020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Strengthen parental engagement through regular workshops, shared learning activities in school and tailored materials including videos to support learning at home. Fund</i>	parental-engagement	1,3

<i>teacher release time. E.g. phonics & learning videos on website</i>		
<i>Close monitoring of attendance and timely intervention.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	2
<i>Free breakfast provided for PPG children</i>		2
<i>Suitable equipment purchased to enable wellbeing</i>	Headphones	3

Total budgeted cost: £15020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to a small number of children with PPG in Year 6 we have not published this data, as they could be identified. Current internal data suggests: 50% of the 6 children are on track in reading, writing and maths. <u>Previous Plan Outcomes</u>		
Intended outcome	Success criteria	
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Pupils attainment is in line with their peers. Children make at least expected progress through the school.	T&L improved throughout the year as evidenced by our successful Ofsted report in April 2024. R: 5/8 at EXS W: 4/8 at EXS M: 3/8 at EXS
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To continue closing the gap between whole school attendance and pupils in receipt of pupil premium funding: <i>Attendance to be in line with national and improved attendance for all pupils.</i> Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (4/12)	PP attendance was 92.99% compared to 95.29. Taking out 1 PP child PP was at 96.1%. Attendance has improved for these children last year. Only 1/8 were PA. 5/8 were above avg
Disadvantaged children's wellbeing and approach to learning is positive so they are ready for learning.	Pupils express and demonstrate positive wellbeing and approaches to life & learning	Pupil interviews and discussions with children do indicate they mostly enjoy school and feel safe here.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	• <i>SEND needs of pupils are identified early with specialist advice sought and acted on by all staff.</i> • <i>Early help and support from external agencies ensure that</i>	No children on CP or CiN plans. Agencies are involved if necessary.

	<i>family needs are met and do not escalate to CiN or CP.</i>	
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider