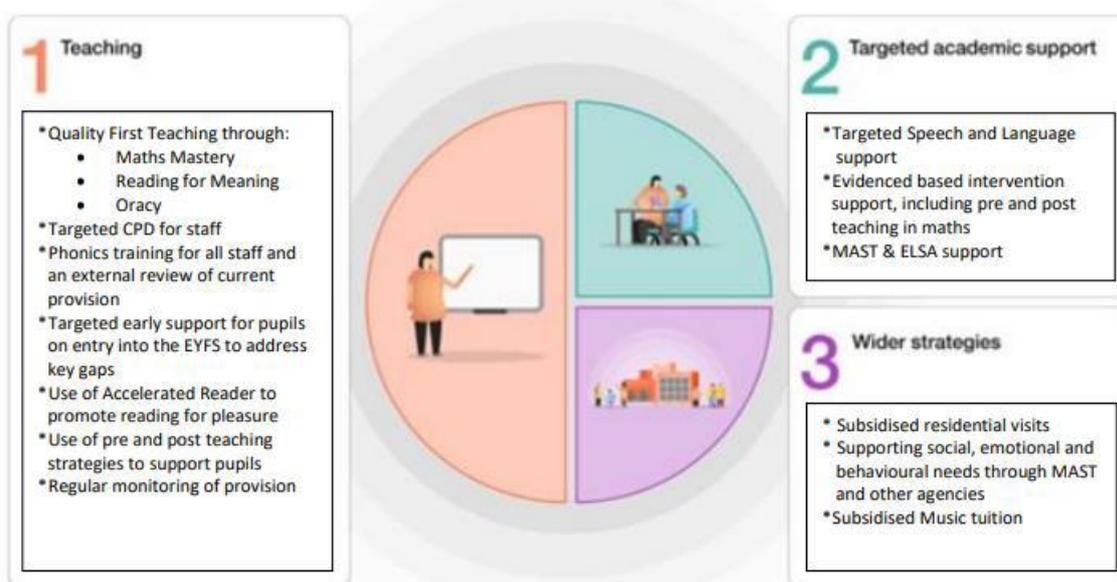


Pupil Premium Strategy

Review and 2021-24 Plan

All members of staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to ‘closing the attainment gap’ between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies.



School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	54%
Proportion of disadvantaged	24%
Proportion of service pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Vicky Broughton,
Pupil premium lead	Vicki Williams & Vicky Broughton
Governor / Trustee lead	Matt Cocking

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101 040
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£101 040

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Pupils are not confident in communicating in writing effectively for a range of purposes and audiences
2	Poor oracy across the curriculum makes it more challenging for disadvantaged pupils to develop the skills they need in order to become life-long learners
3	Significant vocabulary gap on entry to school between those who are eligible for Pupil Premium funding and those who are not and insufficient closing of this gap throughout KS1 and KS2 hinders their achievement broadly.
4	Low attendance (including punctuality) of children impacts on overall attainment.
5	Limited skills within inference and retrieval in reading at Key Stage 2 for disadvantaged learners hinders their ability to become effective readers across the curriculum
6	Parents of disadvantaged children are reluctant to engage in school based activities and find it challenging, at times, to support their child's learning at home.
7	Increased referrals for support with wellbeing and mental health issues
8	Maths attainment is low due to lack of fluency skills
9	Service family mobility

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in referrals for emotional support (school and external agencies) • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 1%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
Engagement	<p>Families are accessing support from teachers and the Parent Support Advisor.</p> <p>School family workshops are attended by an increased number of pupil premium families.</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: £61 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise standards in writing to at least the same attainment levels as non-PP pupils nationally at the end of EYFS and in KS1 and KS2</p>	<p>Writing composition strategies should be taught through modelling and supported practice, and extensive opportunities to practice them.</p> <p>Scaffolding & modelling</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1
<p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Continuation of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>We will fund phonics training and development days to ensure a consistent approach to the teaching of early reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Embedding fluency in reading to secure better comprehension of texts.</p>	<p>There is evidence to support that fluent reading supports comprehension by redirecting cognitive resources to comprehension rather than decoding words.</p> <p>Why focus on fluency? EEF</p>	5

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed fluency and to access Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	8
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group or individual interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	5
<p>Mentoring and school-led tutoring opportunity for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 5, 8

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

Budgeted cost: £14 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour approaches, such as Trauma Informed Schools, with the aim of developing our school ethos and improving behaviour across school and reducing referrals to mental health services.</p> <p>Funding MAST service to enhance the provision available.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 7,</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>School staff to provide opportunities to invite parents into school through class-based activities, assemblies, parent workshops and coffee mornings.</p>	<p>EEF have evidence to show that parental engagement makes a difference to attainment by building relationships, providing practical strategies and tailoring communications to provide positive dialogue about learning</p> <p>EEF Parental Engagement</p>	<p>6</p>
<p>Service children will access support as soon as they need it. They will be invited to attend extra-curricular clubs to form friendships and Military Kids Club will be offered</p>	<p>The measures put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary, advise. This enables them to achieve and progress without any</p>	<p>9</p>

<p>as a weekly after school club.</p> <p>Service families will be supported through times of transition.</p> <p>Service families will be invited into school to engage with other service families to build their community links.</p>	<p>disadvantage due to parental service.</p>	
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Total budgeted cost: £102 000

Pupil premium strategy statement

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.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service pupils attended MKC Heroes sessions weekly.</p> <p>Service children are supported by ELSA trained staff when needed. Whole school Trauma Informed practice training was delivered and two members of staff are Trauma Informed Practitioners.</p> <p>PSA intervention is utilised when needed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>This means that when parents are on deployment, children and their families are supported socially and emotionally. They start to build a network of friends who are in similar family set ups to themselves which is important for their sense of belonging and identity at Widewell.</p>

	Emotional needs can be met in a well informed and timely manner as we have trained staff to support when needed.
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Further information (optional)

122 PP

75 SC

Aim	Impact
<p>All children to reach ARE in Y1 PSC, KS1 and KS2 SATs regardless of their background</p>	<p>PSC</p> <p>73% pass rate; PP 80%</p> <p>KS1</p> <p>Combined: All 54%, PP 44%</p> <p>Maths: All 68%, PP 69%</p> <p>Reading: All 64% PP 63% (+1 GDS PP)</p> <p>Writing: All 54% PP 44%</p> <p>KS2</p> <p>Combined: All 61% PP 47%</p> <p>Maths: All 71% PP 64.7%</p> <p>Reading: All 84% PP 82%</p> <p>Writing: All 65% PP 53%</p>
<p>All children to access extra curricular opportunities</p>	<p>Clubs at school are well attended-61 of 121 children accessed after school clubs, 19 of those attended 2 or more.</p> <p>7 children had a subsidy on their residential and 1 child has subsidised music lessons. All PP recipients are offered a reduced rate for trips and visits.</p>

Service children to build relationships with others who share similar backgrounds and experiences	19 Service children attend MKC Heroes club. They were able to access activities based on their specific, social and emotional needs during these sessions.
All children to be supported emotionally at school	Emotional needs are quickly identified and support given by trauma informed staff who have all received Trauma Informed training. Additionally, to this, senior leaders have attended Trauma Informed training for leaders, we have one fully trained practitioner and one who is currently in training. Children are also referred to MAST when appropriate and have accessed therapeutic support through this service. This enables our children and families to be supported when they most need it.
Service children and families to be supported through transitions of arriving and leaving school	PSA support is offered to all new to the school families, initially by telephone and then face to face if required. Transition packs are available for families when joining, moving or when parents leave for deployment. This means that they are supported as they move to a new location and sometimes new educational system.
Progress in Reading	+1.9
Progress in Writing	-0.6
Progress in Mathematics	+0.5
Phonics	Y1 73% Y2
Other - Attendance	91.64%

