

Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of Pupil Premium (and Recovery Premium) funding for the 2023 to 2024 academic year. This funding is 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, plus the effect that last year's spending of pupil premium had within our school. The overall strategy plan covers the academic years 2021/2022 to 2024/2025.

School Overview

Detail	Data
School name	Wildmoor Heath School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	8% (16 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Clare Vincent Head Teacher
Pupil premium lead	Colette MacManus SLT
Governor / Trustee lead	Ean Lexton Chair of Governors

Funding Overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£13,100
Recovery premium funding allocation this academic year	£1,296
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	£14,396

Part A: Pupil Premium Strategy Plan

Statement of intent

At Wildmoor Heath, we have high aspirations for all our children. We are a fully inclusive school and all pupils access our complete curriculum. Our pupils in receipt of the Pupil Premium Funding may face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers. At Wildmoor Heath, we aim for all children, including those who receive Pupil Premium funding, to achieve their full potential to become successful learners, responsible citizens and confident individuals. High-quality teaching is at the heart of this approach, with a focus on areas which disadvantaged children require the most support. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum, building the foundations needed to succeed at secondary school and beyond.

From their first day at Wildmoor Heath, learners are taught how to read through our Systematic Synthetic Phonics Programme. They have the opportunity to achieve in mathematics, with regular maths mastery sessions and they are given the scaffolding and support required to be successful in writing. Vocabulary is made explicit in all lessons, with some children receiving relevant word mats or pre-teaching of vocabulary as required. Children with emotional needs are supported by our Emotional Literacy Support Assistant (ELSA) and throughout their time at Wildmoor Heath, children are given a range of experiences from outdoor learning, sports coaching, learning a musical instrument and other educational and extra-curricular activities.

Challenges

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

Challenge number	Detail of challenge
1	Following conversations with families, emotional well-being has been affected following the Covid pandemic.
2	Throughout lockdowns, reading speed and fluency has hindered reading comprehension for some children.
3	Writing skills remain below age-related expectations, notably stamina and the ability to write independently, as well as spelling skills.
4	Mathematical fluency and mastery of number facts is not secure.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2021-2022 to 2024-2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure all disadvantaged children have access to emotional and mental health support, to help overcome any barriers to learning.	Improved engagement in learning, by addressing well-being issues and implementing specific measures such as: ELSA work, daily breakfast, support with uniform, equipment, homework, external clubs etc.
To ensure all children are given the appropriate support to 'keep up' with phonics and reading.	100% of children passing the phonics assessment by the end of Year 2. Achieve/exceed the national average progress score in KS2 reading in 2021/2022 and beyond.
To ensure all children are given appropriate scaffolds and support to become successful writers across the curriculum.	Achieve/exceed the national average progress score in KS2 writing in 2021/2022 and beyond.
To ensure all children have accurate and speedy knowledge of number facts to assist in their mathematical understanding.	Achieve/exceed the national average progress score in KS2 mathematics in 2021/2022 and beyond.

Actions for 2023-2024

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: £8,500

Activity	Evidence that supports this approach	Challenge no. addressed
Senior Leaders continue to provide regular in-house training and support for staff to ensure teachers use Quality First Teaching, using the 'Five-a-day' principles identified by the EEF (explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping and using technology) to ensure all children are able to 'keep up' with their year's curriculum.	<i>"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."</i> EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement/planning/1-high-quality-teaching	2, 3, 4

Embed the DfE validated Systematic Synthetic Phonics programme Little Wandle to secure stronger phonics teaching for all pupils.	<i>"Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils."</i> EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Mathematics Subject Leader to participate in the NCETM Maths Mastery programme, to share with teaching staff and develop a stronger approach to maths mastery across the school.	<i>"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."</i> EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	2, 3, 4

Targeted academic support

Budgeted cost: £2,500

Activity	Evidence that supports this approach	Challenge no. addressed
Termly suite of reading assessments to inform targeted intervention and daily reading for disadvantaged children, identifying the specific barrier to reading from the assessments (phonics/decoding, fluency/speed, vocabulary, comprehension). Build pupil confidence.	<i>"Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored."</i> EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 2
Staff to provide appropriate scaffolds, particularly vocabulary across the curriculum, to allow disadvantaged children to achieve. Ensure scaffolds are reduced/removed as appropriate to support independence. Build pupil confidence.	<i>"Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported."</i> EEF https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1, 2, 3 & 4

Wider strategies

Budgeted cost: £7,020

Activity	Evidence that supports this approach	Challenge no. addressed
Dedicated ELSA provision for disadvantaged children when needed.	<p><i>"Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways."</i> EEF</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	1
Improve communication with families facing challenges; to improve some children's attendance and readiness to learn. Provide parental information workshops for reading and maths to improve parents support of their children's learning at home.	<p><i>"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year."</i> EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1

Total budgeted cost: £18,020

Part B: Review of Outcomes

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020/2021, 2021/2022 and 2022/2023 academic years.

All disadvantaged children attended residential and other extra-curricular trips, where possible and access to ELSA sessions where needed. Our **internal assessments** during 2020/2021, 2021/2022 and 2022/2023 show that quality first teaching with additional scaffolds and specific interventions for pupils has been successful for a number of disadvantaged children achieving the expected standard or higher in reading, writing and maths.

Pupil Premium Children Internal Data

2020-2021: 13 children in total

No. & % of PP children	Reading Start of Year 2020-2021	Reading End of Year 2020-2021	Writing Start of Year 2020-2021	Writing End of Year 2020-2021	Maths Start of Year 2020-2021	Maths End of Year 2020-2021
EXS+	7 58%	10 77%	5 38%	7 58%	4 33%	8 62%

2021-2022: 8 children in total

No. & % of PP children	Reading Start of Year 2021-2022	Reading End of Year 2021-2022	Writing Start of Year 2021-2022	Writing End of Year 2021-2022	Maths Start of Year 2021-2022	Maths End of Year 2021-2022
EXS+	4 50%	4 50%	2 25%	2 25%	3 38%	3 38%

2022-2023: 9 children in total

No. & % of PP children	Reading Start of Year 2022-2023	Reading End of Year 2022-2023	Writing Start of Year 2022-2023	Writing End of Year 2022-2023	Maths Start of Year 2022-2023	Maths End of Year 2022-2023
EXS+	4 44%	6 67%	2 22%	4 44%	4 44%	6 67%

End of Key Stage 2 2020-2021: 5 children

No. & % of PP children	Reading	Writing	Maths
EXS+	5 100%	3 60%	5 100%

End of Key Stage 2 2021-2022: 2 children

No. & % of PP children	Reading	Writing	Maths
EXS+	1 50%	1 50%	1 50%

End of Key Stage 2 2022-2023: 2 children

No. & % of PP children	Reading	Writing	Maths
EXS+	2 100%	1 50%	1 50%

In 2020-2021 and in 2021-2022, 100% of Y1 and Y2 children passed their Phonics Awareness Check (**internal data**). There were no Pupil Premium children taking the PAC test in 2022-2023.

All Key Stage 2 disadvantaged children increased their **reading speeds** (wpm):

Child	Autumn Reading Speed	Summer Reading Speed
A	82	126
B	28	43
C	36	64
D	140	171
E	148	169
F	102	106
G	104	110

All Key Stage 2 disadvantaged children increased their **spelling scores**:

Child	Autumn Spelling Score	Summer Spelling Score
A	10	13
B	3	4
C	1	6
D	17	26
E	9	11
F	5	7
G	2	5

Most Key Stage 2 disadvantaged children increased their **arithmetic scores**:

Child	Autumn Spelling Score	Summer Spelling Score
A	0	3
B	1	7
C	7	9
D	6	10
E	7	13
F	10	28
G	6	9

Externally Provided Programmes 2023-2024

Programme	Provider
Maths Premium Resources	White Rose Maths Hub
Maths Mastery Resources	NCETM
Phonics Planning and Resources	Little Wandle
Reading Scheme	Little Wandle (KS1) / Collins Big Cat (KS2)
RE Scheme	Discovery
RHE/PSHE Scheme	Jigsaw
Computing Scheme	Purple Mash
Music Scheme	Get Set 4 Music
Physical Education Scheme	Get Set 4 PE