



PUPIL PREMIUM STRATEGY STATEMENT

WOLSEY HOUSE PRIMARY SCHOOL



CHAIR OF GOVERNORS: MR M PEATFIELD
HEADTEACHER: MRS H.M. KING
SCHOOL BUSINESS MANAGER: MRS V. SOUTHWELL

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 pupil premium 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	Wolsey House Primary
Number of pupils in school	616 of whom 44 are nursery children
Proportion (%) of pupil premium eligible pupils	31.98%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was originally published	Friday 17 th December 2021
Date that latest statement was reviewed	October 2023
Date on which it was reviewed	July 2022
Date on which it was reviewed	July 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Helen King Headteacher
Pupil premium lead	Helen King and Ginny Southwell
Governor / Trustee lead	Matthew Peatfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year for 2022 -2023	£256225
Recovery premium funding allocation this academic year	£26606
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£282831

Part A: Pupil premium strategy plan

Statement of intent

Wolsey House Primary School is committed to continuously providing the highest quality of provision and raising standards of achievement and progress for all children. The Pupil Premium Funding is a significant amount of additional funding which has been allocated to the school and we are determined to ensure that it has maximum impact on pupil progress and achievement. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and qualitative data is undertaken to ensure that these funds are used for maximum impact. Our decisions about where and how to spend our pupil premium allocation is based on information gathered from our robust self-evaluation procedures and a number of case studies about pupils. One key objective in using the Pupil Premium Funding is to narrow the gap of the progress and attainment between pupil groups. This includes other groups as well as PP i.e. SEND, EAL, LAC. Some children fit into more than one group.

At Wolsey House we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. Some pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential. We are determined to provide the support and guidance they need to help them overcome these barriers. We aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum. We are committed to meeting their pastoral, social and academic needs and to 'closing the gap' between vulnerable children and their peers. The pupil premium funding forms a vital part of this process. This funding helps remove barriers to learning so that all our pupils are given the opportunity to reach their full potential and enables them to fully engage in our curriculum and school life. 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 pupil premium.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money. Common barriers to learning for pupil premium children can be less support at home, poor 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 consider fully the needs of Wolsey House pupils in our decision-making.

Our ultimate objectives are:

- To narrow the attainment gap between pupil premium and non-pupil premium pupils
- For all pupil premium pupils in school to be given the opportunity to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially pupil premium pupils are appropriately and effectively assessed and addressed
- Recognising that not all pupils who receive pupil premium will be socially pupil premium
- Recognising that not all pupils who are socially pupil premium are registered or qualify for free school meals
- Facilitating pupils' access to a broad and balanced education

- Providing alternative support and intervention within the school

When allocating Pupil Premium funding we will follow a needs analysis through which we will identify priority classes, groups or individuals.

Achieving these objectives: The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved
- Providing small group work focused on overcoming gaps in learning and running nurture groups.
- Ensuring that teaching assistants where applicable are used effectively to support pupil premium children
- Small group support - additional teaching and learning opportunities provided for children
- Aiming at accelerating progress, to give the children the opportunity to achieve at least age-related expectations
- Targeting able children on pupil premium and provide opportunities for them to achieve above Age Related Expectations
- Supporting payment for activities, educational visits and experiences
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Encouraging parents/carers to apply for pupil premium where pride, stigma or changing circumstances may act as a barrier
- Ensuring that parents/carers understand the benefits of applying for Free School Meals if applicable before the age of 7. Currently there is confusion because Key Stage 1 children are entitled to Universal Free School Meals

It is the responsibility of the school to explain pupil premium expenditure to parents in the form of an annual statement. This report aims to detail information on how Pupil Premium has been used within school. It will detail the attainment and progress of pupils who are covered by the premium and the intervention that has been supported by the additional funding.

Challenges

This details the key challenges to achievement that we have identified among our pupil premium pupils. Please note, that there has been no change to these challenges – they are still relevant.

Challenge number	Detail of challenge
1	<p>Assessments, data analysis, observations, and discussions with pupils indicate that Pupil Premium pupils are one of the groups with underdeveloped oral language skills and vocabulary gaps. This is evident from Nursery through to Year 6.</p>
2	<p>Assessments, data analysis, observations and discussions with pupils suggest pupil premium pupils are one of the groups that generally have greater difficulties in phonics. This has a negative impact on the development of reading skills.</p> <p>Our assessments and observations since the Pandemic, indicate that the education and wellbeing of many of our pupil premium pupils have been impacted negatively due to the partial school closures to a greater extent than for other pupils. These findings are supported by national studies – it is a national pattern.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Reading. Pupils' learning stamina is not as good as it was pre-Covid.</p>
3	<p>Internal data for 2022-2023 indicates that attainment among pupil premium pupils is below that of non-pupil premium pupils in Maths apart from last year's Year 2 cohort and in Reading and Writing apart from last year's Year 3 cohort.</p> <p>On entry to Reception in 2022 100% of our pupil premium pupils started school below age-related expectations in Number compared to 100% of non-pupil premium pupils.</p> <p>On entry to Reception in 2022 94% of our pupil premium pupils started school below age-related expectations in Reading compared to 97% of non-pupil premium pupils.</p> <p>On entry to Reception in 2022 94% of our pupil premium pupils started school below age-related expectations in Writing compared to 100% of non-pupil premium pupils.</p>
4	<p>Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities indoors and outdoors during school closure. These challenges particularly affect pupil premium pupils, including their attainment.</p> <p>Since 2014 we have observed an increase in teacher referrals for support from the school and other agencies. 27 pupils (17 of whom are pupil premium) currently require additional support with social and emotional needs, 20 (15 whom are pupil premium) receiving small group interventions. We have observed a further increase in the number of referrals post Covid.</p>

Intended outcomes

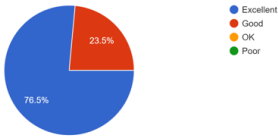
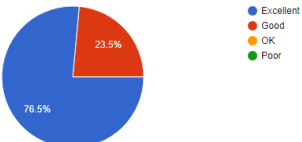
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among pupil premium pupils.	Assessments and observations indicate significantly improved oral language among pupil premium pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment in Reading among pupil premium pupils.	By the end of KS1, 36% of pupil premium children in 2022/23 made the expected standard in reading. 14% of these were working at GDS. By the end of KS2, 50% of pupil premium children in 2022/23 made the expected standard in reading. 17% of these were working at GDS.
Improved attainment in Maths among pupil premium pupils.	By the end of KS1, 47% of pupil premium children in 2022/23 made the expected standard in maths. 8% of these were working at GDS. By the end of KS2, 63% of pupil premium children in 2022/23 made the expected standard in maths. 13% of these were working at GDS.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our pupil premium pupils.	Sustained high levels of wellbeing from 2022 - 2023 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • Children will make improved progress by being able to focus on their learning
To achieve and sustain improved attendance for all pupils, particularly our pupil premium pupils.	Sustained high attendance from 2022-2023 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between pupil premium pupils and their non-pupil premium peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 7.5% and the figure among pupil premium pupils being no different to their peers.
To provide a range of workshops for Nursery and Reception parents/carers to show them how they can support their children in a range of aspects.	Children will benefit from their parents' increased understanding the importance of supporting their children in early reading at home. The percentage of parents (or extended family members) who read at home with their child increases – both reading to the children and hearing the child read where appropriate.

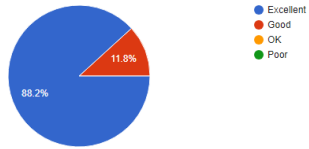
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

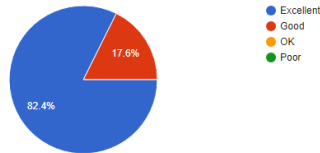
This table provides information about the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Activity	Outcome
Progress in Reading KS2	Pupil Premium (PP) pupils made less progress when compared with non-PP pupils in Reading (-1.88/ 0.41). This represents a progress gap of 2.29. We will continue to aim to decrease this gap over the course of our 3-year strategy with the addition of the range of strategies and resources.
Progress in Writing KS2	Pupil Premium pupils made less progress when compared with non-PP pupils in Writing (-1.44/0.39). This represents a progress gap of 1.83, we will continue to aim to decrease this gap over the course of our 3 year strategy with the addition of the range of strategies and resources.
Progress in Mathematics	PP pupils made less progress when compared with non-PP pupils in Maths (-1.36/0.54). This represents a progress gap of 1.9, we will continue to aim to decrease this gap over the course of our 3 year strategy with the addition of the range of strategies and resources including working with the NCETM and Number Sense.
Phonics Y1	70% of all pupils passed the Year 1 PSC compared with 75% Nationally. 56% PP pupils passed compared with 80% Nationally.
Attendance	Attendance of disadvantaged pupils was 91.5%, whilst this is lower than the desired 95% attendance it was only 2.6% lower than that of non-disadvantaged pupils. 28.9% of the PP cohort were persistent absentees compared with 11.6% of non-disadvantaged pupils. Reducing PA of disadvantaged pupils remains a key focus of the school's PP strategy.
Develop parental skills and knowledge in supporting children in early reading through improved parental engagement.	<p>How do you rate the clarity of the purpose of the workshop?</p>  <p>How would you rate the clarity and relevance of the aims of the workshop?</p> 

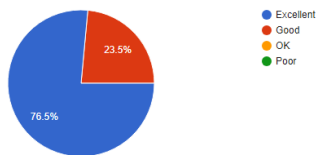
How would you rate the information provided in the workshop?



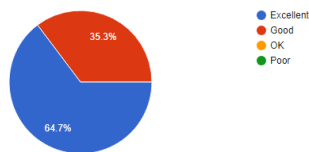
How would you rate the teachers' knowledge about the information that they gave you?



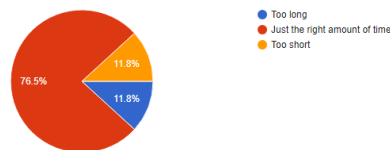
How would you rate the visual aids and resources used by the teachers in the workshop?



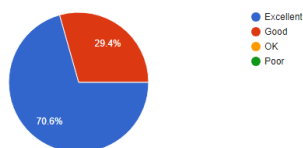
How would you rate the pack given to you at the workshop?



How would you rate the amount of time that was allocated to the workshop?



How would you rate the ideas you were given to support your child with learning to read and write?



These are examples of the positive feedback from parents and carers :

- All of it
- Being able to see my son within the school environment
- It was so help to teach my daughter
- Presentation
- Ideas on how to help your kid improve reading skills and communication skills, how to help him gain more vocabulary with daily communications
- The kids have more time to learn and socialise with other kids
- Being able to go to the school and seeing what your children get up to.
- Names of the colours
- Everything .
- Collaboration between the teachers
- I enjoyed listening to the breakdown of activities and how we can incorporate them at home.
- Have used examples given and found them very useful.
- How the children were included in the workshop.
- Everything was well organised and great presented!

Funding overview – 2023 - 2024

Detail	Amount
Pupil premium funding allocation this academic year for 2023 -2024	£272085
Recovery premium funding allocation this academic year	£26970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£299055

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 2022 to 2023 academic year.

Previous Performance Measures End of Key Stage 2 2023. **Provisional Data.**

One of the school's constant priorities is to improve the performance of our disadvantaged pupils and we aim to ensure that the gap closes between their attainment and progress and is at least in line with the non-disadvantaged pupils nationally.

2023	Percentage at expected or higher (% at higher standard)			
PP – 32 children of the cohort	Reading	Writing	Maths	Combined
School Disadvantaged	69%	53%	75%	
National non-disadvantaged	80%	75%	78%	
Progress (school)	-1.88	-1.44	-1.36	
Progress (national)	0.41	0.39	0.52	

Review and evaluation of the PP Funding

In 2022 – 2023

- A Book Scrutiny in Maths and Writing identified that pupils had made good progress
- During and post lockdowns one of our highest priorities was the support we provided for families relating to their health and wellbeing needs, this has continued. Staff at all levels and in various roles provided and facilitated support for social, emotional, medical and financial needs.
- We are continuing to ensure that the success of our phonics programme is sustained by ensuring 100% of our staff (teachers and support staff) have received comprehensive training and that resources are updated. We have also trained and recruited additional personnel to implement necessary group and 1:1 interventions 1. In Maths and English – these are Catch Up Literacy and Numbers Count: 2. EAL interventions
- Teaching pupils in smaller groups continues to have a positive impact on improving attainment and the pupils are better prepared for the external tests and for transition to the secondary school. Catch Up Literacy continues to have a positive impact on accelerating pupils' progress in reading as well as enhancing their self-confidence and self-esteem. Introduction of teaching pupils in small phonic groups or individually continues to have an impact on improving attainment and the pupils are better prepared for the Phonic Test than in previous years.
- There has been an increase in numbers of pupil from other countries who have no prior knowledge of English. Many of their parents/carers have little or no knowledge of English. These Pupil Premium EAL pupils cannot access the Curriculum when they start because they do not understand English therefore this can be a barrier to their learning. Employing an EAL teacher/coordinator continues to have a significantly positive impact on their engagement in the Curriculum, progress and attainment. As a consequence of this support the EAL pupils have been given the vocabulary and skills to participate in discussions
- Prior to the Pandemic one of our priorities was to bridge the gap in the attainment between PP and non-PP pupils. An analysis of data highlighted that this needed to extend to other groups – SEND, EAL, LAC – initiatives had been implemented and their impact was positive. We move children to intervention groups through regular tracking of progress. This tracking enables leaders at all levels and teachers to intervene immediately and match pupils' needs with specific provisions/ interventions. At times this can involve changing the focus groups assigned to teaching assistants.
- The Pupil Premium Funding also enables the school to offer a range of Curriculum enrichment activities which proved successful in developing pupils' confidence, and in boosting self-esteem. The use of the Pupil Premium Funding in subscribing to Number Count, Number Sense and Times Tables Rockstars, for instance, contributed to the consistently improving standards in Mathematics.
- PP funding was used effectively to hire a taxis for PP children e.g. 1. A taxi for a child on the SEND register which ensured that the child was able to go to a swimming pool for swimming lessons 2. Taxi for children who were finding it challenging to come to school (the latter spend also ensured that their percentage attendance continued to be good as they were at risk of being described as Persistent Absentees
- Supported two LAC children – purchased resources that they needed

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of the Rising Stars standardised diagnostic assessments.</p> <p>Training for new staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas for development of each child and will support teaching staff in ensuring that the children receive the appropriate additional support through interventions or teacher instruction.</p>	<p>2, 3</p>
<p>Further embedding oracy activities (Voice 21 strategies) across the school curriculum. The aim is to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. To embed and further develop dialogic activities through Talk Partners, group/class discussion.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Training for new staff who have taken up post at the school.</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>1</p>
<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 key elements of guidance in school and to implement Mastery in Maths through the East Midlands Maths Hub resources and CPD.</p> <p>This continues in 2023 – 2024 with training for existing staff and those another set of training being provided for staff who have recently taken up post at the school.</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>3</p>
<p>Support PP children with high needs and those with SEMH needs through employing specialist SEND staff and an</p>	<p>Extensive evidence associating improved childhood social and emotional skills to improved outcomes at school and later</p>	

<p>Emotional Literacy Specialist Assistant (ELSA). A range of approaches will continue to be implemented and embedded into routine school practice. This will be supported by professional development and training for staff.</p> <p>There are two classes that cater for SEND/SEMH children, the Foxes and the Owls. N.B. Some SEND and SEMH children are in mainstream classes.</p>	<p>in life, e.g. improved academic performance, attitudes, behaviour and relationships with their peers.</p>	
--	--	--

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

Budgeted cost: £101242

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to build on our resources for Reading e.g. purchasing reading books, story books and other resources related to Reading will be purchased and used to enhance Reading development and the children's interest/love of Reading.</p> <p>Teaching Assistants employed to teach CatchUp Literacy and provide additional phonics sessions for those who require further support.</p> <p>Continue with our subscription to Accelerated Reader, an electronic programme to improve children's engagement, interest, progress and attainment in Reading.</p> <p>Time for the Reading Leads to monitor the effectiveness and impact of these.</p> <p>To purchase additional licences for LEXIA because it is very effective for all children but especially PP children.</p>	<p>Our data over time indicates that the children's improved reading development has a positive impact on the children's learning in other areas of the curriculum.</p> <p>Based on EEF findings a focus on developing and enhancing English skills improves progress by:</p> <ul style="list-style-type: none"> ➤ six months in Oracy ➤ five months in Phonics ➤ six months in Reading comprehension <p>Other evidence from the Rising Stars tests, Phonic Screening assessments, CatchUp intervention, teacher assessments show that the range of strategies has had an impact and is evidence of a focus on the aim for high attainment and quality first teaching for all.</p>	<p>2</p>

Activity	Evidence that supports this approach	Challenge number(s)
<p>The attendance officer will monitor PP children's attendance and punctuality and ensure that she is aware of their needs. Close monitoring and actions will be tailored to each child and their family. The attendance officer, SENDCO and behaviour mentor will designate time to link with families with the aim to ensure that children attend school and that punctuality of some PP children improves. Rewards and incentives are in place to promote high % of attendance and punctuality.</p>	<p>DfE research has shown that low attendance has a negative impact on children's progress, attainment and outcomes.</p> <p>Poor school attendance is a significant problem in the UK. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. The EEF have undertaken research – more information is available on their website - click here</p>	<p>5</p>
<p>To continue to provide workshops and deliver presentations with the aim to develop parental skills and knowledge in supporting children in early reading through improved parental engagement.</p>	<p>The EEF guidance report reviews the best available research to offer schools and teachers four recommendations to support them in engaging parents in their children's learning. Parents & carers play a vitally important role in supporting their children's learning and levels of parental engagement are consistently linked to better academic outcomes. The EEF's Teaching and Learning Toolkit suggests that parental engagement can lead to a child's learning gaining +3 months during the course of a year. The importance of parent engagement in children's learning is widely acknowledged and evidence suggests that it benefits children e.g. in the development of Literacy and Maths skills, an improvement in school attendance and in reducing the achievement gap. The EEF have undertaken research and further information is available here</p>	<p>1, 2, 3, 4, 5</p>
<p>Subsidised visits/visitors, experiences and extra-curricular activities for PP children, e.g. PP pupils' educational visits and swimming costs</p>	<p>We include this in our PP Strategy because PP pupils do not have access to as many activities which promote cultural capital. If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part. Areas where PP pupils are supported: Transport to swimming lessons. Residential visits where financial support may be offered to cover some costs. Visits out of school and visitors in to school – fully supported.</p>	
<p>Contingency fund for acute issues</p>	<p>From our experience and the experiences of schools similar to ours a contingency fund is needed to respond quickly and effectively to needs that have not yet been identified.</p>	<p>All</p>
<p>Breakfast Club</p>	<p>We provide a Breakfast Club for PP children. A range of food is available and the children have access to a variety of play equipment.</p>	<p>All</p>
<p>After school club</p>	<p>We provide a range of after school clubs for PP children.</p>	<p>All</p>

Total budgeted cost: £252865

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
White Rose Science	White Rose
Timestables Rockstars	Maths Circle Ltd.
White Rose Maths	White Rose
Purple Mash & Mini Mash	2 simple
Tapestry	Tapestry
LEXIA Core5 Reading	LexiaUK
Catch Up Literacy	Catch Up
ALS Letters and Sounds previously KTC Phonics	Ann L. Smalberger Phonics
Accelerated Reader	
Numbers Count	
Number Sense	
Language Angels	
Get Set4PE	Get set for education
Charanga Music	
Engaging Eyes	
PIVATS	
KAPOW Art and D&T	
Widgit	

Service pupil premium funding (optional) One Service Child - £310 Review 2022-2023

Measure	Details
How did you spend your service pupil premium allocation last academic year? An academic mentor was employed and supported the child in Literacy.	The service child has access to free breakfast club and free termly afterschool clubs.
What was the impact of that spend on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Reading – The child's reading age was 9y 5m in Autumn 2022 and 11y 4m in Summer 2023. He ended the year 'at expected'. • Writing – The child made progress • Maths – The child's maths age was 9y 6m in Autumn 2022 and 9y 11m in Summer 2023. He had made 5 months of progress.