

Pupil Premium strategy statement 2023 – 2024



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged children.

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	Wedmore First School Academy
Number of children in school	145 (excluding pre-school)
Proportion (%) of pupil premium eligible children	9% (16 children)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Shelley Kent
Pupil premium lead	Shelley Kent
Governor / Trustee lead	Lindsey Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18 370
Recovery premium funding allocation this academic year	£0
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	£18 370

Part A: Pupil premium strategy plan

Statement of intent

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

We consider the individual challenges faced by our vulnerable children, such as those children who are adopted or children who are living with challenging family circumstances. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our strategy, with a focus on areas in which disadvantaged children 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 children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to the challenges and individual needs of our disadvantaged children. In order to identify what each child needs, we will:

- Ensure that the needs of children are identified through a range of mechanisms, including assessments, observations of behaviour, and speaking to the children and those that care for them
- Regularly review the progress and performance of all disadvantaged children to ensure that our approaches are impactful and timely
- Ensure that barriers for learning are identified and educational needs accurately assessed so that personalised provision can be put into place
- Continue to improve the quality of teaching and learning in all curriculum areas for all children
- Ensure disadvantaged children are challenged in the tasks and activities they receive in each teaching session
- Adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

We believe in creating opportunities for our disadvantaged children to promote excellent attendance and a strong sense of belonging in our school. This may be thorough extra-curricular activities, support with trips and visitors, additional classroom feedback or school-wide roles and responsibilities.

Challenges

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

Challenge number	Detail of challenge
1	<p>Maths, reading and writing</p> <p>End of year assessments indicate that progress and attainment among disadvantaged children in Year 1 -4 is significantly lower than that of non-disadvantaged children.</p> <ul style="list-style-type: none"> • Reading - 53% of PP met ARE or above compared to 66% non PP • Writing - 40% of PP met ARE or above compared to 58% non PP • Maths - 60% of PP met ARE or above compared to 65% non PP <p><i>Progress:</i></p> <ul style="list-style-type: none"> - Reading - 67% of PP made expected or better progress compared to 78% non PP - Writing - 60% of PP made expected or better progress compared to 79% non PP - Maths - 67% of PP made expected or better progress compared to 80% non PP
2	<p>Phonics</p> <p>Assessments confirm our disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Speech, language and communication</p> <p>Assessments, observations, and discussions with children indicate the speech, language and communication skills of our disadvantaged children are lower than those children from non disadvantaged backgrounds. This has a negative impact on attainment and progress and can lead to a lack of confidence.</p>
4	<p>Cultural capital</p> <p>Wedmore is a rural Somerset village. Opportunities for our disadvantaged learners, such as exposure to a variety of different cultures, beliefs, experiences, viewpoints etc can be limited. Therefore, we strive to help foster a love of learning in the broadest sense; with a focus on developing the resilience, enriching through experiences, as well as instilling a sense of aspiration for the future.</p>
5	<p>Challenging family circumstances</p> <p>Our assessments, observations and discussions with children and families have identified social and emotional issues for many children, notably due to unstable family circumstances (including poor health of parents/pupil, marital breakdown). These challenges particularly affect our disadvantaged children, including their attainment, stability and structure at home, and their parents' engagement with school.</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
<p>Improved reading, writing and maths attainment and progress among disadvantaged children.</p>	<ul style="list-style-type: none"> • PP outcomes in 2023/24 show that all children make expected or better progress from their starting points, and an increased % of disadvantaged children meet the expected standard in reading, writing and maths • The school to have embedded a guided reading strategy in Reception class and KS1 and a consistent whole class reading strategy in KS2 • KS1 Phonics Screening outcomes show that at least 90% reach the expected standard in both PP and non-PP groups • The school to have reviewed and updated the Talk for Writing approach to ensure progression and closer links with class topics through model texts • Marking & feedback policy enables pupils to respond to feedback immediately and understand the processes of editing & improvement • PP lead uses data termly to evaluate success/effectiveness of strategies and reports to Governing Body. • Pupil Progress Meetings include challenging conversations about disadvantaged learners • Where relevant, Class Teachers will regularly record and monitor provision for PP children on the school's Graduated Response Provision Maps within Provision Map system. • Children with SEND will be closely monitored through their ILP cycles • Volunteers are used to provide extra reading opportunities for disadvantaged children • Parents are fully engaged and informed of our approach to reading and value its importance enabling their children to thrive.

<p>Improved oral language skills and vocabulary among disadvantaged children.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, outcomes from SLC focus tasks and ongoing formative assessment. • Classroom displays include vocabulary which is referred to in lesson time and used at home during conversations about learning • Knowledge organisers are used effectively to revisit and embed 'expert language'. These are used as part of pre-topic teaching to develop language acquisition and enhance understanding. • PP and non-PP children use the same breadth of language/vocabulary • Regular quizzes/recaps/games are used to improve meta cognition and move learning from short to long term memory in all areas of the curriculum • Whole school Talk 4 Writing approach will provide children with a bank of new vocabulary/stories to build, year on year, their oral language skills and communication • All children will be exposed to many opportunities to use presentation / appropriate speech and language skills, eg celebration assembly
<p>To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children, through enhancing their cultural capital and exposure to the wider world.</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2023/24 demonstrated by: <ol style="list-style-type: none"> 1. qualitative data from student voice, student and parent surveys and teacher observations 2. a significant improvement in structures and routines at home, including punctuality and attendance at school 3. a significant increase in participation in enrichment activities, particularly among disadvantaged children • Strong relationships are built between home and school and the families of our disadvantaged children • Where relevant, children will be monitored via the school's SDQ (Strengths and Difficulties Questionnaire) assessments • Children benefit from weekly Fantastic Fridays, including a Forest School session each term • Attendance of children is at 95% and in line with their peers

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.

Quality First Teaching

Budgeted cost: £8370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Build strong relationships in class (pastoral care), eliminating unconscious bias, establishing individual pupil interests, welcoming children positively every morning.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice</p> <p>EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-children DfE</p>	5
To ensure teachers and support staff are trained to use a range of adaptive teaching strategies to meet the needs of all learners	<p>Using the “Five a day” approach can have a positive impact on children with SEND</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p>	1,2
To build upon our use of the mastery approach to learning throughout our curriculum, and provide effective feedback to all children as part of Quality First Teaching provision	<p>Education Endowment Foundation indicates effective feedback (verbal or written) can make gains of 8 months progress for a pupil and will enable children to articulate their successes and next steps clearly, drawing upon their metacognition skills to find pathways of success.</p> <p>EEF Feedback Supporting-the-attainment-of-disadvantaged-children DfE</p> <p>Revisiting and repetition strengthens neural pathways.</p> <p>EEF Metacognition Supporting-the-attainment-of-disadvantaged-children DfE</p>	1, 2, 3, 4

<p>Use standardised diagnostic assessments (eg. Phonics. PIXL, NCETM Maths) and rich questioning.</p> <p>Train staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF assessment</p> <p>Supporting-the-attainment-of-disadvantaged-children DfE</p>	<p>1, 2, 3, 4</p>
<p>Continue to embed a strong Phonics curriculum, using Unlocking Letters and Sounds, an agreed DfE SSP programme.</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 children:</p> <p>EEF Phonics</p> <p>Supporting-the-attainment-of-disadvantaged-children DfE</p>	<p>3</p>
<p>Pre-topic teaching and pre teaching for lessons materials are composed to support children access to the curriculum and combat language acquisition barriers. Use of Learning Challenge Curriculum</p>	<p>EEF suggests that oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms</p>	<p>4</p>

Targeted academic support

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for children who are falling significantly behind the expected standard for their age phase.</p> <p>Immediate phonics intervention sessions targeted at children who require further phonics support following daily SSP sessions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, 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>EEF Phonics</p>	1, 3
<p>Use Talkboost intervention for EYFS children to enable children to develop their SLC skills</p>	<p>Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention. Language delay can significantly impact children's attainment. Many of these children have the potential to catch up but only if they receive timely intervention.</p> <p>Talk Boost - Integrated Treatment Services</p>	4
<p>Provide each PP pupil with regular teacher mentor time 1:1 support.</p> <p>PP Mentors will use 1:1 targeted session to engage in quality conversation, weekly, and time to address individual learning targets, which will be reviewed and monitored by CTs and PP Lead every term (x6).</p>	<p>A professional, personal and effective relationship built between staff member and PP child to listen to their needs, provides encouragement and advice.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>EEF One to one tuition</p>	1, 2, 3, 4, 5
<p>Provide staff with relevant CPD, including:</p>	<p>When staff gain expertise and are well informed in how to deliver a new approach or program, then children will benefit.</p>	1, 2, 3, 4

Rapid Phonics Talk 4 Writing NCETM PIXL PP Lead Network Talk Boost	Supporting-the-attainment-of-disadvantaged-children DfE NFER – High Quality Teaching for All / Deploying Staff Effectively	
Review specific pupil need every term (x3) through school identification and recording systems, including and Provision Map (part of Edukey), to ensure provision is effective and meaningful. These records will be reviewed by Headteacher / SENDCo and be communicated regularly with parents.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for children with low prior attainment. EEF Parental Engagement	1, 2, 3, 4

Wider strategies

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribute towards opportunity to attend an enrichment club or musical tuition, school trips or visitors and transport. School uniform offered cost free from the school pre-loved shop, free access to PTFA events.	Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF) To ensure children are ready to learn and are well supported for schooling.	5
Staff make contact with identified families. Targeted phone calls before enrichment activities and/or Parents Evening appointments	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. (EEF) Strengthened link between home and school	5
Staff to identify disadvantaged children who need regular check ins / emotional	Social & emotional learning interventions are shown to improve SEL skills and are	1, 2, 3, 4

<p>support. Introduce Zones of Regulation and set up a sensory space for all children to access support and decompress. Top up Forest school for identified disadvantaged children.</p> <p>Targeted Support and project work with The Space</p>	<p>therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional selfregulation, both of which may subsequently increase academic attainment. Has an average impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p>	
<p>Development of outdoor learning opportunities for all years and throughout the year as part of Fantastic Fridays</p>	<p>The benefits of the outdoor classroom are clearly not confined to students. Teachers noted improved relationships with students, personal development in the teaching and curriculum benefits.”</p> <p>Dillon et al, 2005, Engaging and Learning with the Outdoors: The Final Report of the Outdoor Classroom in a Rural Context Action Research Project, Reading, NFER.</p> <p><u>Benefits of Teaching Outdoors & Outdoor Learning Teach Outdoors</u></p>	

Total budgeted cost: £18 370

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 children in the 2022 to 2023 academic year.

<u>Attainment</u>				
<u>Pupil premium children</u>				
	Significantly below	Working towards	At expected	Greater depth
Reading	7%	27%	40%	13%
Writing	7%	40%	33%	7%
Maths	7%	20%	60%	0%
<u>Non pupil premium</u>				
<i>Summer 2023 data</i>	Significantly below	Working towards	At expected	Greater depth
Reading	2%	16%	48%	18%
Writing	1%	25%	48%	10%
Maths	1%	17%	50%	15%
<ul style="list-style-type: none"> • Non pupil premium children outperform pupil premium children in reading, writing and maths. • The biggest gap is in writing- 40% of pupil premium children are at or above expected, this figure is 58% in non pupil premium children with more children being at greater depth. • The smallest gap is in maths - 60% of pupil premium children are at or above expected with no children working at greater depth. This figure is 65% in non pupil premium children with 15 children working at greater depth. (More pupil premium children working at expected standard than non pupil premium). 				

Progress

Pupil Premium children

<i>Progress data between Autumn 2022 to Summer 2023</i>	Less than expected progress	Expected progress	More than expected progress
Reading	7%	47%	20%
Writing	13%	53%	7%
Maths	7%	47%	20%

Non pupil premium children

<i>Progress data between Autumn 2022 to Summer 2023</i>	Less than expected progress	Expected progress	More than expected progress
Reading	6%	60%	18%
Writing	5%	64%	15%
Maths	5%	61%	19%

- Non pupil premium children make more progress than pupil premium children in reading, writing and maths
- The biggest gap is in writing- 60% of pupil premium children made expected progress or better, this figure is 80% in non pupil premium children
- The smallest gap is in reading- 67% of pupil premium children made expected progress or better, this figure is 78% in non pupil premium children

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
Unlocking letters and Sounds	Ransom

Further information (optional)

Pupil Premium makes a significant contribution to the strategies outlined in this report but does not necessarily meet the totality of the cost for each individual aspect. The difference is met from general annual grant school funding.