



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022-2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wath Victoria Primary School
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 / 2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs D Mackinnon
Pupil premium lead	Mr J Parker
Governor / Trustee lead	Mrs D Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021-22- £165,020 2022-23- 190,315
Recovery premium funding allocation this academic year	2021-22-£17,690 2022-23- £19,440
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	£190.351
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Part A: Pupil premium strategy plan

Statement of intent

At Wath Victoria Primary School we strive to ensure that all pupils make at least expected progress in phonics, reading, writing and mathematics alongside access to a wider curriculum through:

- Quality first teaching
- Targeted, specific academic support
- Inclusive, trauma informed practice and additional access to pastoral support

Our pupil premium strategy plan incorporates these key principals and actions:

- Quality CPD for all staff, by an accredited phonics and early reading provider will ensure consistency and fidelity to high quality teaching and learning across school
- Growth mindset and resilience learning will be re-visited and regularly incorporated into daily opportunities to meet the needs of our pupil premium children
- We will provide a wide range of targeted interventions across all areas of learning and development
- Engage families in all aspects of school life and actively encourage good school attendance in order for pupil premium children to experience all learning opportunities

Promote positive mental health and well being of pupils by offering enrichment experiences both in and out of school which will positively impact our children and increase their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health challenges of our pupil and parents impacts on pupils emotional regulation and ability to access learning. 40 families on formal support but school constantly engages with new referrals.
2	Delayed speech and language of our early years pupils. There are 43 children identified with speech and language issues across early years and key stage 1.
3	Poor phonic knowledge and application into reading. At the end of 2021-2022 there was a 8% difference in pupil premium vs Non-pupil-premium in age related expectations in reading (60%vs 68%).
4	Vocabulary knowledge and use in children and application into writing. At the end of the 2021-2022 school year 50% of pupil premium children achieved age related expectation in writing.
5	Attendance rates falling below school target. Last year's attendance figure was 92.95%.
6	Children's basic needs not being met. 75 children from families currently accessing early help support.

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>1 Have a positive impact on social, emotional and mental health challenges of our pupil and parents to reduce impact on pupils emotional regulation and ensure that the children have the best chance of accessing learning.</p>	<ul style="list-style-type: none"> • PP children with SEMH needs are supported to be able to access learning successfully through early identification and allocation of effective inclusion provision, so that most make progress in line with ARE expectations, and 100% make progress in line with individual expectations • Pupils will show increased levels of resilience and self-regulation in the classroom and at unstructured times. This will be evident through behaviour logs and classroom / playtime observations. Pupils will have developed independent strategies to self-regulate and manage their own emotional dysregulation • Pupils will be confident in their learning and able to demonstrate a growth mindset • Children who find it hard to regulate with be involved in physical regulation groups. • Children who find it difficult to converse with others will • Record My / ABC tracking will demonstrate a reduction in individual dysregulated behaviours • Pupil voice records demonstrates that pupils are happy in school. • The gap between pupil premium and non-pupil premium attainment data will reduce from : Reading-7% Writing-9% Maths-8%
<p>2 A reduction of children with delayed speech and language of our early years pupils. Targets: FS- 75% GLD Year 1 Phonics- 80% Year 1 Reading – 75% Year 2 Phonics- 100% Year 2 Reading- 75%</p>	<ul style="list-style-type: none"> • Good level of development outcomes in speaking and reading will have been will be in line with national averages • Early identification of pupils not on track to reach a good level of development have accessed appropriate interventions and additional support • Children who require access to SALT will have been seen by a speech and language therapist and are supported by accurate staff modelling in school (SLA with NHS) • Environments are language rich • Fidelity to Little Wandle letters and sounds phonics scheme used consistently across school • Staff read a breath of texts on a daily basis, exposing pupils to a wide range of vocabulary, language structures and correct pronunciation of words. • Targeted reading groups to ensure a correctly matched text is used to aid and improve fluency of reading. • Reading fluency strategies are used in a wide variety of reading opportunities across the curriculum • Reading to children is promoted and celebrated with rewards linked to whole school dojo reward system
<p>3 Poor phonic knowledge and application into reading. By the end of 2022-2023 the gap between age related pupil premium vs non-pupil</p>	<ul style="list-style-type: none"> • Fidelity to the Little Wandle phonic scheme • All staff will have engaged in accredited phonic training • Quality first phonic and spelling teaching is evident in all classrooms • Daily interventions in line with the Little Wandle scheme.

<p>premium will have reduced. Currently 9%</p>	<ul style="list-style-type: none"> • KS2 catch up programmes and intervention groups ran by the most skilled members of staff • All PP children (without SEND) will pass the KS1 phonics screening test • Children who did not pass phonic screening will complete the phonic program. • Children will access books linked to their phonic teaching. • Children will be in target reading groups with texts based closely to their reading level to aid fluency and comprehension. • Children will have targeted 1-1 and small group reading sessions for fluency and comprehension as required.
<p>4 Vocabulary knowledge and use in children and application into writing. Whole school target of 60% of pupil premium children reaching age related expectations in writing.</p>	<ul style="list-style-type: none"> • Discrete teaching of vocabulary throughout school • Enhancement opportunities through pupil specific, tracked programs will be evident (Bedrock / Nelli / talking tables) • Pupils will have access to the targeted academic vocabulary language displays throughout school • KS2 TLR vocabulary leader in post and has effectively guided teaching and learning practice • A comprehensive reading spine ensures language rich texts are used across the curriculum • BEDROCK progress scores will show children making progress in vocabulary retention and application. • Improvements in writing attainment across school from 54% with pupil premium group significantly improving from 50%
<p>5 Attendance rates falling below school target and national numbers. School target 96%</p>	<ul style="list-style-type: none"> • Attendance rates at the end of the year will be 96% or above • Persistent absenteeism will have been targeted within the early help attendance matters pathway • All staff promote and reward good attendance rates, including whole school attendance celebrations • Pupils attitudes to attendance and punctuality have improved • School will engage with and take support from the trust attendance group. • Monitor and target latecomers to improve punctuality.
<p>6 Ensuring that children's basic needs not being met.</p>	<ul style="list-style-type: none"> • Every pupil in school will have access to a healthy breakfast • Staff will support families in need of food, clothing and basic equipment • All pupils will feel equipped to learn • All pupils will have engaged with and enjoyed curriculum enrichment activities

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £112185.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of :</p> <ul style="list-style-type: none"> • 1x HLTA trauma informed, positive regard specialist. • x CLA specialist learning mentor • x Pupil welfare manager • Mental health lead – SLT member <p>All to support SEMH needs across school</p> <ul style="list-style-type: none"> • AHT out of class 2 days each + FS lead one day. <p>To support teaching and learning of pupils and be on call for SEMH when required.</p>	<p>EEF research states that Self-regulation and metacognition had a very high impact for very low cost based on extensive evidence.</p> <p>EEF Metacognition and Self-Regulated Learning</p>	<p>1,5</p>
<p>Whole school English inset based on writing, vocabulary, phonics and reading.</p> <p>Phonic CPD analysis and follow on training, tracking and monitoring led by phonic lead with release time when needed.</p> <p>EYFS staff Nelli training led by EYFS leader (1/2 day release weekly)</p> <p>Reading leader appointment (1/2 day release)</p> <p>Early reading team established</p> <p>All to lead on the implementation of phonics and reading teaching and learning across school</p> <p>TLR project based on implementing the teaching of vocabulary and designing a bespoke curriculum around this.</p>	<p>OFSTED research states that phonics should be the only strategy used to teach reading.</p> <p>The Reading Framework published in July 21, this is focused on teaching the foundations of literacy.</p> <p>Reading Framework July 21</p> <p>English hub audit. School based data analysis shows that vocabulary understanding limits pupils ability to answer inference questions in KS2.</p> <p>EEF – Oral language intervention +6/ Reading comprehension+6 / phonics +5 - very high impact for very low cost based on extensive evidence.</p> <p>Oral Language Interventions</p> <p>School based data analysis of EYFs baseline results show a gap in communication.</p> <p>Communication and language approaches(2021)</p>	<p>2,3</p>

<p>ROSIS (local authority) professional development to access subject leader meetings, moderation and support.</p> <p>Recruitment and support of ECT. 1 X TLR position based on coaching to support ECT and other staff members. 1X ½ day HLTA cover to support this Subscriptions to support development of staff</p>	<p>EEF supporting effective professional development 2021.</p>	<p>3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £67828.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching for all pupils through research based practice and following Rosenshines principles of instruction. CPD is targeted based on feedback from coaching sessions and the needs of the school at the point. Children in all groups will receive regular teaching from the class teacher.</p> <p>Purchase of top up Little Wandle resources.</p>	<p>EEF guide to pupil premium, tiered approach - teaching is top priority The EEF Guide to the Pupil Premium</p> <p>Sutton trust – Quality first teaching has a direct impact on student outcomes Sutton Trust School Funding and Pupil Premium</p>	<p>1,2,3,4,5,6</p>
<p>2 X support staff adding additional capacity to deliver -</p> <ul style="list-style-type: none"> • Nelli intervention • Bedrock programme • Talking tables across EYFS • Nessy intervention • Times Tables Rockstars • Target support of same day intervention to stop children falling behind and support of children towards reaching end of key stage expectations.3X HLTA afternoon. • Speech and language(external) • Fusion learning support 	<p>DFE catch up finding criteria – schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected Recovery Funding Premium</p> <p>EEF – Oral language intervention +6 months - very high impact for very low cost based on extensive evidence. Oral Language Interventions</p> <p>EEF - small group tuition +4 months. Small Group Tuition EEF</p> <p>EEF Mentoring.</p> <p>There is a direct link between a pupil’s vocabulary knowledge and their academic achievement. Previous targeted support has been effective in improving pupil premium attainment.</p>	<p>2,3,4</p>

	EEF research for parental engagement = +4 months. Encouraging parents to engage with reading (using modern technology) Parental Engagement EEF	
Reading leader to enhance the whole school reading spine with the pupils. Purchase of identified texts.	Centre for Literacy in Primary Education states that the use of high quality books within the reading curriculum is at the heart of a schools successful approach to engage and support children to become motivated and independent readers	4

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

Budgeted cost: £29741.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced cost = Access to after school clubs, trips, residentials, on site experiences – including music lessons	Pupil / parental voice - pupil premium pupils want to engage in experiences OFSTED research (2019) emphasis given to all pupils gaining cultural capital but especially those identified as pupil premium Ofsted Research	6,1
Cultural capital experiences promoted throughout the curriculum = PPA time for HLTA's PSHE, RE, Music curriculum leads.	OFSTED framework, schools knowledge of aspirations and life outcomes for local residents. Sutton trust – parent power Parent Power - Sutton Trust	
Food /clothing available free of charge	EEF evaluation report = breakfast clubs boost attainment. Magic Breakfast EEF	
Development if attendance lead to identify target groups of children, including the PP group, to prioritise focus support.	DFE – School attendance guide Rotherham – Early help school attendance matters pathway.	
Referral to educational psychologist	EEf behavioural interventions- early identification for best results.	1
Inclusion team staff support pupils in a nurturing, trauma informed mentoring sessions. Including monitoring attendance. Purchase of identified materials through initial assessments	Public health England - promotion of schools supporting the mental health and well being of pupils. DFE Guidance Support for Schools Research carried out for the Governments Green paper (2017) Summary evidence that trains and supported staff can have the same impact as a trained therapist	1

	when delivering programmes for mild to moderate mental health issues.	
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Total budgeted cost: £

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.

Whilst 2021/2022 saw a return to the normal school day and structure, the effects of COVID-19 were still present and this was particularly evident in staff and staff absence impacted, at times, on the ability to implement targets as we planned.

Target 1-To promote engagement in learning by addressing social, emotional and mental health issues in order for pupil premium pupils to be more resilient in all aspects of school life.

Last year saw a positive shift in learning behaviours of children that we had targeted in respect to target one. These children have shown increased time in classroom, academic achievement and the ability to self-regulate themselves in structured and unstructured times. Children accessed socially speaking program ran by the school child welfare manager and physical regulation sessions (15 children) ran by the sports coach. Our school continually adapts who access extra-provision based on need and new children who join the school. Record my is used by school effectively to highlight patterns of behavior and target support as needed. The school ran a range of after school clubs and conducted pupil voice with target children to offer clubs that children would be interested. This was to try and improve children's attitude towards school and give a sense of belonging. 57% of pupil premium children accesses an after school club.

Target 2- To enhance speech and language opportunities within early years, including early identification of speech and language needs.

Children were been effectively identified and targeted with SALT provision. Alongside this, fidelity to the Little Wandle program has ensured that children are accessing quality phonic provision and making progress in line with school targets. This target is ongoing as newly starting children present with the same issues. Children who did not make progress in line with age-related expectations in early years will access provision in key stage 1 to try to read age-specific expectations.

Target 3- To improve pupil premium pupils' phonic knowledge and application of this into reading.

Fidelity to one scheme of worked ensured a consistent approach to phonics teaching was evident across school. This has led to an increase in the amount of children who passed the phonics screening check in comparison to the previous. However, 100% of pupil premium children did not pass the check as was the target. The allocation of CPD time to ensuring that all staff gained the accredited training ensured that quality provision was provided across school. At the start of the year 21 KS2 pupil premium children were still at phonic learning level. By the end of the year only 3 of these children remained needing phonic teaching. This will continue next year to support those new to year 3 children who are still accessing phonics. This target is ongoing as newly starting children present with the same issues. Purchase of the linked big cat phonic books has allowed us to match the phonic skills with the phoneme that is being taught at that time. This has allowed for targeted application of new learning which has had a positive impact

Target 4- To develop pupil premium pupils' understanding of a broader range of curriculum related vocabulary to allow successful access to the school curriculum

Bedrock program accessed by children three times a week gives children to tailored vocabulary

linked to their level of reading. The data showed that on average children made an improvement from pre to post testing of 31%. The company BEDROCK deem 15% to be a good level of progress. Vocabulary is carefully planned into the wider curriculum subjects with is overseen by both subjects leaders and the vocabulary lead for school. Books were purchased to ensure that children have exposure to high quality texts in a broad range of subjects.

Target 5- To improve the attendance rate and punctuality of pure pupil premium children in line with national averages

School had a set target of 96% attendance for the school year including non-pupil premium children. In the school year 2021-2022, the whole school attendance was 92.95% with pupil premium attendance being 91.36%. Whilst both these numbers fall below school target it is important to note that the gap between whole school attendance and pupil premium attendance had reduced.

Target 6- To support pupil premium families in meeting basic care needs

Every child in school had access to a breakfast to ensure that they are ready to learn. Children who are at high risk to not being ready to learn with basic needs met are targeted by pastoral staff as they walked into the school building. Pastoral staff in school helped families in need of food banks, clothing and basic equipment.

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
Fusion Learning Support	Fusion
Positive regard	Positive Regard

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)