

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wisbech St Mary Church of England Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	
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	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jaynie Lynch, Headteacher
Pupil premium lead	Vicki Bradshaw, Deputy Headteacher
Governor / Trustee lead	Julie Coales, COG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£8,700
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	£949,827 (including PP, Recovery funding, SEN, PE & Sports, EY, UIFSM & Other income streams)

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak 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 use robust, diagnostic data when identifying specific challenges for individual children and groups. When selecting strategies to support children overcome identified challenges, we use those strategies rooted in research with proven track-records.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Quality first teaching is at the heart of our approach, with a close focus on areas in which disadvantaged pupils require the most support and in developing teacher subject and pedagogical knowledge. Research shows that this has the greatest impact on closing the disadvantaged attainment gap. It is important that the intended outcomes are sustainable to improve progress for our disadvantaged pupils.

In addition to in school support, we also acknowledge that for the most disadvantaged children in our school (not always Pupil Premium) additional support outside of the school day is needed to fill gaps in their learning which have grown throughout the pandemic. To this end, and as part of our Recovery planning, we have also identified and set up tutoring as part of the National Tutoring Programme.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the

Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and school context

Wisbech St Mary Church of England Academy is a one-form entry village primary school with an attached Pre-School located in the rural, Fenland village of Wisbech St Mary near to the market town, Wisbech. We cater for children ages 2-11 and are in an area of high deprivation (see figure 1). In recent years, we have grown significantly, which has seen the school move from mixed age to single age classes. Currently, 35% of the children on role are in receipt of the Pupil Premium, however, we know that the number of 'disadvantaged' children, who do not qualify for FSM is higher.

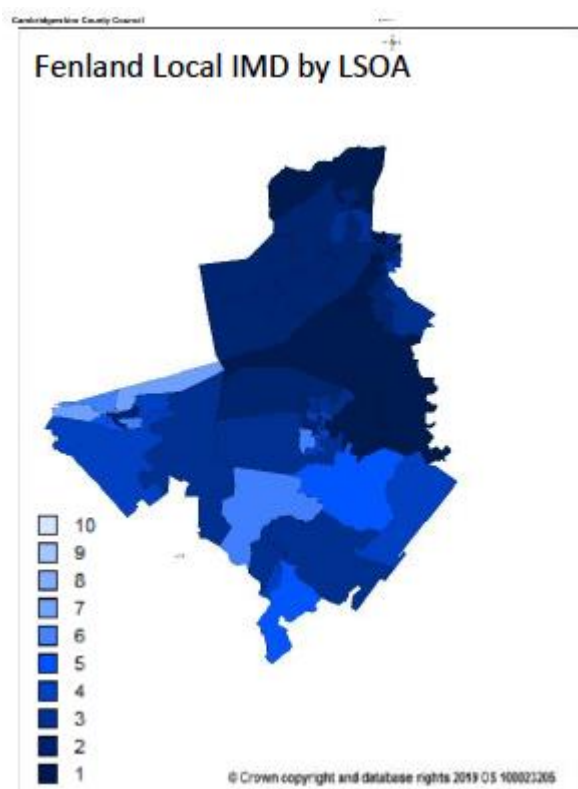


Figure 1. Map of IMD deciles in Fenland

Figure 2 shows the percentage of LSOAs within each decile over the Fenland. The lowest scoring (more deprived) areas are health deprivation and disability, and Education, Skills, and Training.

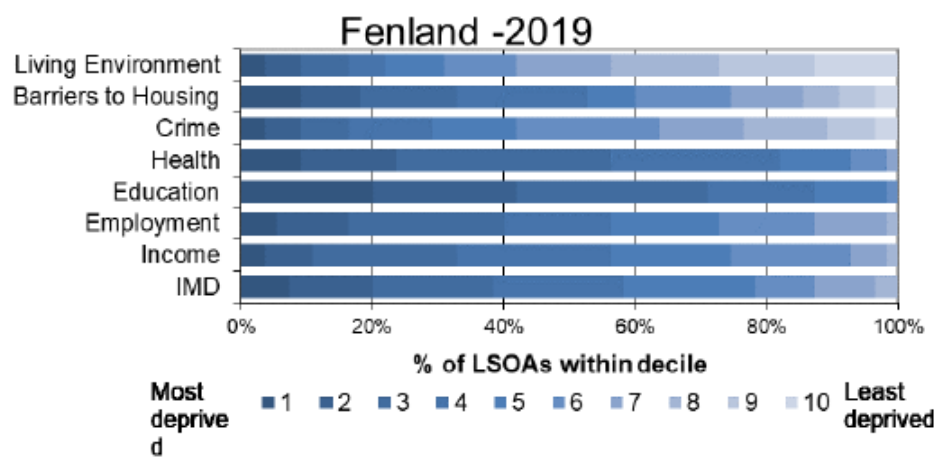


Figure 2. Fenland LSOAs national decile by individual domain

Challenges

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

Challenge number	Detail of challenge
1	Emotional/social/behavioural difficulties which impact on pupils' ability to focus on learning, including lack of independent skills in learning/resilience
2	Fluency and automaticity in maths
3	Poor language and communication skills • Speech and language are low on entry • Word gap • Early reading/phonics is low on entry • Not reading widely or for pleasure Writing (poor spelling and grammar)
4	Lack of opportunities and life experiences
5	Social difficulties experienced by families including housing, finance, domestic violence, and parental anxieties.
6	Lack of parental engagement and/or understanding around importance of primary education
7	Poor literacy and basic maths skills of parents

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
Children to become more focussed on learning including being perseverant, resilient and showing a good attitude towards their independent learning.	Sustained high levels of progress by 2023/24 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in learning, particularly among disadvantaged pupils • quantitative data across all subjects show that at least 65% (based on NA combined for 2019) of disadvantaged pupils met the expected standard
Children to become more fluent with basic facts to support their learning and to apply in wider contexts.	KS2 maths outcomes in 2023/24 show that at least 79% (based on NA in 2019) of disadvantaged pupils met the expected standard.
Children's reading and writing attainment to improve among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that at least 73% (based on NA in 2019) of disadvantaged pupils met the expected standard. KS2 writing outcomes in 2023/24 show that at least 78% of disadvantaged pupils met the expected standard. 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.
Children have increased opportunities to participate in a range of life experiences thus increasing their aspirations and engagement with school.	Sustained high levels of engagement by 2023/24 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Children have support for social factors which may impact on their academic performance.	• Increased engagement with the EIFW. • Intervention groups to support different needs within cohorts of children.
Parental support and understanding of the importance of education thus increasing their progress and encouragement to strive for success.	Sustained high levels of engagement by 2023/24 demonstrated by: • Parental uptake of workshops. • Increased participation with Reading café, work showcases and bedtime story events • Increased engagement with social media and Class Dojo • Increased engagement with home learning activities • Increased attendance of parent consultations
Increase in parental confidence in English and maths to support children with their learning at home.	Sustained high levels of engagement by 2023/24 demonstrated by: • Parental uptake of workshops. • Increased participation with Reading café, work showcases and bedtime story events • Increased engagement with social media and Class Dojo • Increased engagement with home learning activities

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition sessions for children and self-regulation	Supported by the EEF	1
Powerful words to support vocabulary	We have seen improvements in the children's written vocabulary after implementing the first stages of Powerful Words. This project is ongoing and requires more elements to be added to the programme. This has proven itself and effective and essential part of our English teaching.	3, 5, 7
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Sounds Write to support phonological knowledge	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 5, 7
High quality texts	Immersing the children in rich literature allows them to broaden their thinking and vocabulary. Giving all children access to these texts, in school, means that everyone gets these opportunities and it is not left to chance.	3, 5, 7
Talk4Writing to support writing and cross curricular writing	We have been using the Talk4Writing approach and have seen it has had a significant impact on all of the children's writing. As the programme continues to evolve, we have been attending training and continue to buy supporting resources. This in turn will continue to support the development of the children's writing.	3, 5, 7
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 5, 7

Fluency programme to support automaticity	Ensuring the children have dedicated time to improve their times tables and their number facts. This ensures the children have the basic skills and firm foundations to apply to more complex problems including reasoning and problem solving.	2, 5, 7
PKC subscription	A broad and balanced curriculum allows children to achieve their full potential. It is important that all children are able to experience this. The subscription allows us to supplement our curriculum and give the children the highest quality in the classroom and beyond, as well as developing teacher's subject knowledge.	4
Training for teachers (Direct coaching model)	Ensuring teachers have the best and most up to date subject knowledge is key. This training time allows for bespoke training and team teaching to ensure the children are getting the best learning opportunities.	2, 3

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equine facilitated learning (small group sessions for vulnerable children)	Research shows that animal assisted learning can help children who have a range of social and emotional challenges. Having supported children in this in previous years we have seen a positive impact on attendance, speech and other areas.	1, 4, 5
Block therapy	Training a member of staff to deliver this therapy is vital. It allows children to learn social skills in a fun way which allows them to learn from their peers.	1, 4, 5
Sensory circuits	Sensory circuits is an evidence-based practice which allows children to complete mini activities to help them to become more organised and achieve the 'right' level of alertness to help prepare their minds for learning.	1, 4, 5
Express yourself!	This programme has support some of our most anxious children in school. It	1, 4, 5

	has allowed them the opportunity to take part in activities that have helped them to address anxieties in a safe and non-threatening environment.	
Release for most qualified pre and post teach and interventions	After trialling this intervention, it has proved invaluable. It allows for bespoke support with the teacher who has the most subject knowledge. It allows misconceptions to be addressed and support to be given in a timely manner.	1, 2, 3, 6, 7
ELKLAN	Training has begun with staff for our school to become a Communication Hub. This will allow us to support the children who come to our setting with low speech and language. This will cover the training, release for staff and the resources required to deliver the programme.	3, 6, 7

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equine facilitated learning (whole-class wellbeing sessions)	Research shows that animal assisted learning can help children who have a range of social and emotional challenges. We have supported the Year 6 children through access to this programme for their mental health and wellbeing. Year 6 can feel daunting and next steps seem scary but this helps them to talk about these things through support with the animals.	1, 4, 5
Parental engagement on social media	Our parents have been very vocal about how much they love activities being shared on social media. Teachers have been sharing at least one post per week on social media. We also use Class Dojo to share class specific information. This platform also allows parents to contact teachers, share successes and work.	4, 5, 6, 7
Book reviews on newsletter	Book recommendations are shared on the newsletter to support parents with book choices. These are also purchased and added to the library.	3, 6, 7

	This means that all children have access to these recommended reads.	
Family café (with focus – maths, reading, writing)	Family cafes are a fantastic opportunity to share something new with the class and parents. It encourages the parents to attend school and enjoy activities with their children. Parents have loved attending as the activities are all planned and resourced and it allows them to spend quality time with the child in attendance of that class.	2, 3, 4, 6, 7
Work showcases	This event is another opportunity for parents to attend school. It gives them an opportunity to see the work that has been produced by the children (and the standard they should expect at home)! The children can show their parents the work which they are proud of thus increasing parental engagement and knowledge of the importance of primary education.	4, 6, 7
Family workshop – English and maths for parents	These workshops are organised to help support parental skills in curriculum areas. This in turn helps to support the children at home and increase awareness of the importance of primary education.	6, 7
Bedtime stories	This is a less formal workshop which models to parents how to enjoy reading with their children. This is an interactive session where we share books and enjoy unpicking stories altogether. This event is combined with a Book Fair where staff are on hand to help parents select books that are age appropriate for their children. Parents who attend are given book tokens to spend at the fair.	3, 4, 6, 7
Training for staff (DSL, mental health, counselling)	Increase in children and parents/carers experiencing anxiety and other diagnosed MH concerns as well as general anxiety around the pandemic. 2 years+ waitlist for crisis intervention (MH) in our locality and little early intervention. Staff can support families to prevent serious MH crisis points and to ensure children do not become school refusers. Higher than average number of vulnerable and disadvantaged children in our local area. Staff are	5

	well trained in being able to identify and then support families in need.	
Breakfast club	School facilitates Breakfast Club on site. This is free of charge for our most vulnerable children. This has proven to improved attendance with all children and has a high uptake. In addition, we have seen a measurable improvement in children's readiness for and engagement in the day's learning as they have eaten before lesson and have had a calm and safe place to get mentally ready for school.	5
Attendance team	Regular attendance at school is vital to allowing children to achieve their potential academically and holistically. Since the creation of an attendance officer, we have seen a drastic improvement in whole-school attendance and specifically in that of vulnerable groups.	5

Total budgeted cost: £76,665

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 2020 to 2021 academic year.

Disadvantaged pupil progress scores for last academic year at the end of KS2 (Internal Data submitted to the Trust)

Subject	Progress
Reading	+1.07
Writing	+0.5
Maths	+0.64

Disadvantaged pupils achievement for last academic year at the end of KS2 at and above expected standard (Internal Data submitted to the Trust)

Subject	% at expected standard	% above expected standard
Reading	65%	29%
Writing	65%	14%
Maths	65%	29%

52% of the year group were identified as Disadvantaged and two of the children in the cohort had significant special educational needs (working two and three years below age-related expectations). The attainment gaps between the remaining group and the rest of the cohort decreased significantly, with an 8%pt gap on the combined RWM measure in 2021 compared with 23%pt gap in 2018, for example. The attainment of the Disadvantaged group* was above national on nearly all of the measures, and was above national at the higher standards in some of the measures.

*Excludes two children with additional special educational needs

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
PE and Games	POSH and Witchford
X Tables Rockstars	TT Rockstars
Play Therapist	YPCS
Therapeutic Approach to Behaviour Management	Cambridgeshire STEPS
Equine Facilitated Learning	Berry Fields Facilitated Learning (AP)
Piano Tuition	Cambridgeshire Music Service

Counselling	Embrace and Matthew Project
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