

# Pupil Premium Strategy Statement – Wisewood Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data   |
|--|--|
| Number of pupils in school   | October 23 Census<br>(Funding for 24-25)<br>165      |
| Proportion (%) of pupil premium eligible pupils  | October 23 Census<br>(Funding for 24-25)<br>55% (91) |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b> | 24-25<br>25-26<br>26-27                              |
| Date this statement was published  | December 202   |
| Date on which it will be reviewed  | September 2025                                       |
| Statement authorised by  | Ben Ramsden -<br>Headteacher                         |
| Pupil premium lead   | Sarah Wales  |
| Governor / Trustee lead  | Lisa Pidd  |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £117, 894 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £ 0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £         |

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils at Wisewood Primary School make good progress and achieve well, irrespective of their background or the challenges that they face. The focus of this strategy is to support our disadvantaged pupils to achieve that goal. This includes pupils who may be classed as vulnerable due to social care involvement or being a young carer and those who are already achieving well.

This strategy will be in place for three years however it will be reviewed annually and amended to meet the changing needs of our context. During the period of this strategy plan, the key priority is the continued development of high-quality teaching with school, focussing on the areas in which the disadvantaged require the most support in order to access the next stage of education - early reading and mathematics. Overcoming these barriers is key to ensuring our pupils are able to access the broad and balanced ABC curriculum, achieving their full potential and being prepared to move onto the next stage of education at the end of Y6.

Our expectation is that all pupils, irrespective of background or the challenges they face, are able to and will become strong readers. This will enable them to read to learn and access the next stage of education, broaden horizons and be interested and interesting citizens. During the period of this strategy, we will be embedding our whole school approach to early reading, ensuring that the strategies of Read Write Inc. are consistently and effectively implemented throughout school.

We also expect all pupils to have a thorough grasp of early mathematics resulting in a deep understanding of number and number relationships, and fluency in addition and subtraction facts and multiplication and division facts.

The evidence shows that the development and consistent delivery of high-quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap whilst simultaneously benefitting the non-disadvantaged pupils. It is implicit in the intended outcomes detailed below, that the attainment of non-disadvantaged pupils will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Typically, attainment on entry at Wisewood Nursery has been below national expectations. This has been evident in Communication and Language, Literacy, Mathematics and Physical Development.</p> <p>The majority of children who attend the Wisewood Nursery continue into FS2.</p> <p>Due to a surplus of school places in the area, children who join us who have not attended our nursery. These children have typically low attainment which is particularly evident in communication and language, physical development and early mathematics.</p> |
| 2                | <p>Disadvantaged children at Wisewood typically have poor literacy and oral communication skills.</p> <p>An increase in Speech and Language referrals and school-based assessments indicate children need support with age appropriate language and vocabulary acquisition.</p>   |
| 3                | <p>There is a high level of SEN at Wisewood, many of whom are also disadvantaged. The number of EHCPs show a larger than average proportion of children with complex additional needs 16% Wisewood (national average 4.8 %) with 23% on the SEN register (national average 13.6%).</p>  |
| 4                | <p>Work with outside agencies, staff voice, and number of children accessing additional pastoral support show that there is an increase in children needing support with developing positive mental health and wellbeing. This means that children are not always ready to learn when arriving at school.</p>   |
| 5                | <p>Mobility. Numbers enrolled at Wisewood are slowing rising due to the significant improvements made in recent years. However due to a surplus of school places in the area school is not full. This has seen a massive increase in mobility and changing demographics.</p> <p>Mobility in 2023-24 was 38.8%. This was the 5<sup>th</sup> highest in Sheffield (out of 132 Primary settings). The Sheffield average was 13.8%.</p>   |
| 6                | <p>Attendance is an issue across Sheffield and Nationally.</p> <p>Whilst the attendance of disadvantaged children has increased over recent years the gap between disadvantaged and non-disadvantaged is only closing slowly. This remains a focus area.</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   |     |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
|---|--|-----|----|------|-----|----|------|-----|-----|------|-----|-----|------|-----|-----|---|
| To continue to improve oral language skills and vocabulary among disadvantaged pupils.  | Assessments and observations indicate significantly improved oral language among disadvantaged pupils.<br><br>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |     |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| To maintain improvements in Reading and consolidate outcomes at KS2.<br><br>(KS2 Reading Outcomes for Disadvantaged Pupils over last 4 years: <table><tr><td></td><td>EX+</td><td>GD</td></tr><tr><td>2019</td><td>40%</td><td>0%</td></tr><tr><td>2022</td><td>73%</td><td>40%</td></tr><tr><td>2023</td><td>73%</td><td>20%</td></tr><tr><td>2024</td><td>90%</td><td>30%</td></tr></table>                   |  | EX+ | GD | 2019 | 40% | 0% | 2022 | 73% | 40% | 2023 | 73% | 20% | 2024 | 90% | 30% | Disadvantaged children make accelerated levels of progress and attain the expected standard by the end of KS2<br><br>A greater proportion of disadvantaged pupils achieve the higher standard in reading at the end of KS2<br><br>All pupils develop a love of reading as they develop through school |
|   | EX+  | GD  |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| 2019  | 40%  | 0%  |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| 2022  | 73%  | 40% |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| 2023  | 73%  | 20% |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| 2024  | 90%  | 30% |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| Sustain the improvements in maths attainment for disadvantaged pupils at the end of KS2.<br><br>(KS2 Maths Outcomes for Disadvantaged Pupils over last 4 years: <table><tr><td></td><td>EX+</td><td>GD</td></tr><tr><td>2019</td><td>30%</td><td>0%</td></tr><tr><td>2022</td><td>60%</td><td>20%</td></tr><tr><td>2023</td><td>80%</td><td>20%</td></tr><tr><td>2024</td><td>90%</td><td>10%</td></tr></table> |  | EX+ | GD | 2019 | 30% | 0% | 2022 | 60% | 20% | 2023 | 80% | 20% | 2024 | 90% | 10% | Disadvantaged children make accelerated levels of progress and attain the expected standard by the end of KS2<br><br>A greater proportion of disadvantaged pupils achieve the higher standard in reading at the end of KS2.   |
|   | EX+  | GD  |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| 2019  | 30%  | 0%  |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| 2022  | 60%  | 20% |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| 2023  | 80%  | 20% |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| 2024  | 90%  | 10% |    |      |     |    |      |     |     |      |     |     |      |     |     |   |
| To develop staff knowledge and expertise to use relational practice and strategies to support children to develop positive mental health and well-being.  | Delivery of Positive Regard training to all staff.<br><br>Workshops / Coffee Mornings linked to Positive Regard held to inform parents of a shared approach.<br><br>The shared language of Positive Regard is taught through a revised PSHE curriculum           |     |    |      |     |    |      |     |     |      |     |     |      |     |     |   |

|   |   |
|---|---|
|   | <p>and reinforced through assemblies and daily interactions.</p> <p>Children recognise when they are struggling with their own mental health and have a toolkit of strategies to apply and / or the confidence to seek adult support.</p>   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The gap between the attendance of different groups of pupils is closed.</li> <li>• Whole school attendance is above the Sheffield average and is at least 97%</li> <li>• Strong partnerships are made with professionals in the Inclusion and Attendance Team and the Complex Inclusion and Learning Service (CILS) so that children who were previously persistent absentees are no longer.</li> </ul> |

## Activity in this academic year

This details how we intend to spend our pupil 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 |
|---|---|-------------------------------|
| Use of a DfE validated Systematic Synthetic Phonics programme (RWI) to secure stronger phonics teaching for all pupils. All staff to be trained in this approach. Regular CPD and assessment opportunities. | 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:<br><br>Phonics   Toolkit Strand   Education Endowment Foundation   EEF   | 1, 2                          |
| Staff to complete Speech and Language audit to inform an ongoing programme of CPD delivered by Step Forward Psychology  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a><br><br><i>'Communication and language approaches typically have a very high impact and increase young children's learning by seven months.<br/>Positive effects have been identified on early language and literacy skills. When selecting strategies it is important to consider outcomes.<br/>Staff are very likely to benefit from training or professional development to use programmes and approaches successfully.'</i><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> | 1, 2, 3                       |
| Enhancement of our maths teaching and curriculum planning in line with the new  | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery</a><br><br><i>'Mathematics Mastery by Ark Curriculum Plus is a whole-school approach to teaching mathematics. It aims to raise</i>  | 1, 3                          |

|  |  |         |
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| Ark curriculum. 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).   | <i>attainment for all pupils and close the attainment gap between pupils from low-income families and their peers. The independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months' progress compared to other pupils in comparison schools.'</i>  |         |
| <p>The enhancement of our Early Mathematics teaching through the use of the 'Number Sense' maths programme.</p> <p>This will result in a deep understanding of number and number relationships, and fluency in addition and subtraction facts and multiplication and division facts.</p> | <p>Children benefit from moving beyond counting in ones to solve addition and subtraction facts.</p> <ul style="list-style-type: none"> <li>• Systematic teaching of derived fact strategies is effective for all, including children identified as low attainers.</li> <li>• Using a derived fact strategy approach is the best way to commit addition and subtraction facts to memory.</li> <li>• We have an innate ability to process quantities visually. We can use this to support our learning of addition and subtraction facts.</li> <li>• Developing an understanding of part whole relationships supports fluency in number facts.</li> <li>• Teaching derived fact strategies leads not only to fluency in number facts, but also to an understanding of number relationship.</li> <li>• The automatic retrieval of basic maths facts is critical to solving complex problems.</li> </ul> <p>For further details and academic references see:<br/> <a href="https://numbersensemaths.com/research-principles">https://numbersensemaths.com/research-principles</a></p> | 1       |
| Embedding the use of 'Walkthrus' (formative assessment) with all staff to support the delivery of quality first teaching to all pupils.  | <p>A professional development programme built using WalkThrus is supported by:</p> <ul style="list-style-type: none"> <li>• Evidence from cognitive science which provides a clear model for learning</li> <li>• Evidence from the study of effective professional development through the books and materials from prominent researchers and cognitive scientists including – Dylan William, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst.</li> </ul> <p><i>'The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus – based programmes can deliver all the mechanisms: build knowledge, motivate staff, develop teaching techniques and embed practice.'</i></p>   | 1, 2, 3 |

|   |   |      |
|---|---|------|
| Members of SLT to become Positive Regard Specialist Practitioners and deliver CPD for all staff to continue to embed relational practice. | <a href="https://www.sciencedirect.com/science/article/abs/pii/S0140197115001001">https://www.sciencedirect.com/science/article/abs/pii/S0140197115001001</a> | 3, 4 |
|---|---|------|

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

| Activity                                | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Breakfast Clubs / Booster for Y6 pupils | <a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a><br><br><i>'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.'</i><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 6, 1                          |
| Breakfast club for the next             | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#:~:text=EEF%20Summary&amp;text=Our%20updated%20evaluation%20found%20that,pupils%20in%20Key%20Stage%202">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast#:~:text=EEF%20Summary&amp;text=Our%20updated%20evaluation%20found%20that,pupils%20in%20Key%20Stage%202</a> .  | 6                             |
| Phonics Boosters                        | <a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start">https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start</a><br><br><i>'Children in schools who were offered RWI phonics made, on average, one month's additional progress in reading compared with those in the control group.'</i>  | 1, 2                          |



|                                   |  |         |
|-----------------------------------|--|---------|
| Number Sense                      | <p>Children benefit from moving beyond counting in ones to solve addition and subtraction facts.</p> <p>Systematic teaching of derived fact strategies is effective for all, including children identified as low attainers.</p> <p>Using a derived fact strategy approach is the best way to commit addition and subtraction facts to memory.</p> <p>We have an innate ability to process quantities visually. We can use this to support our learning of addition and subtraction facts.</p> <p>Developing an understanding of part whole relationships supports fluency in number facts.</p> <p>Teaching derived fact strategies leads not only to fluency in number facts, but also to an understanding of number relationship.</p> <p>The automatic retrieval of basic maths facts is critical to solving complex problems.</p> <p>For further details and academic references see:<br/> <a href="https://numbersensematics.com/research-principles">https://numbersensematics.com/research-principles</a> </p> | 1       |
| Speech and Language interventions | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.'</i></p>  | 1, 2, 3 |

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

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Engagement with the Positive Regard Practitioner programme.</p> <p>SLT to train to be Specialist Practitioners.</p> <p>Practitioners be trained in ways to increase protective factors and 'safety cues' in the school culture to prevent adverse childhood experiences from becoming long-term mental, physical and societal health</p> | <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | 3, 4                          |

|  |   |      |
|--|---|------|
| problems. They will support targeted intervention with individual children but also focus on changing whole school cultures to be mentally healthy for all.  |   |      |
| <p>All children will feel part of the wider school community and a sense of belonging at Wisewood Community in line with their non-disadvantaged peers</p> <ul style="list-style-type: none"> <li>• Access to subsidised trips</li> <li>• Access to free breakfast club</li> <li>• SATs breakfasts for Y6 pupils</li> </ul>  | <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme/</a>                                       | 4, 6 |
| <p>The appointment of an EWO to assist Leaders to work with families to ensure that attendance of disadvantaged children stays in line non-disadvantaged children</p> <ul style="list-style-type: none"> <li>• Daily welfare checks for children not attending</li> <li>• High-five club to motivate/ improve attendance for PA's</li> <li>• MAST support</li> </ul> | <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a> | 6    |

#### Part B: Review of the previous academic year

Please see separate document 'Pupil Premium Plan 2021-24 – Evaluation

Available at:

[Pupil Premium Reports - Wisewood Community Primary School](#)