

Pupil premium strategy statement – Wray with Botton Endowed Primary School

This statement details our school's use of pupil premium (and recovery 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	56
Proportion (%) of pupil premium eligible pupils	5.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	10 November 2022
Date on which it will be reviewed	10 November 2023
Statement authorised by	Anne Phillips
Pupil premium lead	Anne Phillips
Governor / Trustee lead	Stewart Lawrenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6205
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£8205

Part A: Pupil premium strategy plan

Statement of intent

Wray Primary School is a small rural school which currently has a very low number of pupil premium pupils.

We aim to ensure that pupils be given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support and through a broad and balanced curriculum. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support.

The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils undertaken termly through assessment and pupil progress meetings between the Headteacher and class teachers. Through pupil premium funding we ensure we have in place; whole-school approaches that impact on all pupils, focused support to target under-performing individuals and groups of vulnerable/ disadvantaged pupils. Specific support targeting pupil premium pupils.

We have a dedicated staff team which ensures the Pupil Premium funding impacts positively on achievement, attendance and emotional and pastoral care. The Headteacher is responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Headteacher alongside the staff team regularly evaluates the outcomes of pupil premium children compared to other pupils in school and also in line with their projected age-related progress to ensure the correct strategies and provision are in place.

Challenges

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

Challenge number	Detail of challenge
1	Lack of progress in (one of or a combination of) reading, writing and maths line with the projected development and or in line with the expected standard for their age group as identified through monitoring and assessment

2	Due to successive lockdowns and the general stresses caused by the Covid-19 pandemic, the emotional health and well-being of individuals and cohorts has been negatively impacted.
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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 ensure the progress of pp children in reading, writing and maths in line with the progress expected for that child and or in line with year group expectations.	Provide time though staffing of teaching assistants to ensure that children are accessing support for 1:1 reading and small group work in writing. The progress of PP children to be closely monitored through tracking, assessment and pupil progress meeting to ensure that this is at least in line with the 2 expected standard for their age group and in some cases above the expected standard.
Ensure Emotional health and wellbeing needs of pupils are addressed both on an individual and cohort basis.	Pupils to have an awareness of their emotional health and wellbeing. Pupils to have access to pastoral support as and when required and also within structured programmes both in class, in small groups and on a 1:1 basis.

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: £2120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate a learning mentor to the pupils	EEF Teaching and Learning Toolkit (+6), Small group tuition (+4)	1,2

to ensure wellbeing, provide emotional security 10 mins per day + training for member of staff = £2120		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5001

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fund TA for 45 mins per week supporting individual reading and small group writing work 15 mins 3 x per week = £654 per pupil Reading resources to support progress	EEF Teaching and Learning Toolkit (+6), Small group tuition (+4) EEF Teaching and Learning Toolkit (+5)	1
Provide small group maths interventions for disadvantaged pupils falling behind age related expectations 2 x 20 mins sessions with TA = £633 per pupil 30 mins bi-weekly with teacher = £380 per pupil	EEF Teaching and Learning Toolkit (+5), Small group tuition (+4)	1

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

Budgeted cost: £1084

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting emotional health and wellbeing in class sessions and	Reading Horizons – 2017 EEF Teaching and Learning Toolkit metacognition and self-regulation +7	1,2

also through lego therapy and in 1:1 sessions = £284		
Improving resilience, stamina and problem solving which are areas of weakness following lockdowns through lessons on mental wellbeing = £400	EEF Teaching and Learning Toolkit (+4)	1,2
To further enhance provision and attainment in the wider curriculum through curriculum planning and subject leadership = £400	EEF Teaching and Learning Toolkit (+5)	1

Total budgeted cost: £8205

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the nature of the need of our pupils being predominately social and emotional it is very difficult to assess the impact; however, through discussion in pupil interviews and with parents the sessions provided have helped the children to understand their own needs in terms of well-being and mental health. Children were able to articulate how to self-regulate and better understand how to address and understand their own needs. Increased TA support in reading and writing has helped to ensure that children are making at least expected progress and in some case accelerated progress.