



Wrekin View Primary School and Nursery

Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	478
Proportion (%) of pupil premium eligible pupils	24.9% (108 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2027/2028
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Fiona Atherton, Headteacher
Pupil premium lead	Paul Kilburn, Assistant Headteacher
Governor / Trustee lead	Dave Cadwell, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£177,000

Part A: Pupil premium strategy plan

Statement of intent

Wrekin View Primary School is steadfastly committed to ensuring high levels of progress, attainment, and engagement for all our disadvantaged children. Regardless of their background and starting points, pupils will be supported, nurtured, and provided with all the tools needed to participate successfully in all areas of school life and the wider community. Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We passionately pursue the following overarching objectives:

- All disadvantaged children will make good or better progress, and their attainment will be at least in line with that of their peers.
- Gaps in knowledge and skills will be forensically identified and closed through precision teaching.
- All disadvantaged children will have access to school clubs and enrichment opportunities throughout the academic year.
- Barriers to learning will quickly be identified individually and as a cohort and strategically planned for.
- Disadvantaged children will develop high aspirations for their education, future learning and role within broader society.

How does our pupil premium strategy plan work towards achieving those objectives?

Our strategic plan is carefully formulated, considering our learners' needs and emerging needs. This includes the children who start with us in Wrekin Giants as two-year olds, at the start of the autumn term. We then engage with the high-quality provision and research findings from the Educational Endowment Foundation, ensuring that our provision is well researched, proven to be effective in support of learners and is sustainable for the future, ensuring that the funding will have far-reaching impact rather than only being of use for a single year. The plan is regularly reviewed alongside pupil progress and attainment meetings with class teachers, to ensure it is effective and produces quality outcomes for our children.

The fundamental principles of our strategy plan

- Successfully identifying and responding to the challenges our children face
- Promoting strong academic performance for all learners
- Promoting engagement and opportunities in all areas of school life
- Raising aspirations for all learners
- Pursuing well-researched interventions that produce a legacy for future work.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception in September 2023, no PPG children are at the expected standard in reading compared to 37% of non-PPG. This gap narrows to the end of KS2.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception in September 2023, 65% of our disadvantaged pupils arrive below age-related expectations compared to 43% of other pupils. This gap narrows to the end of KS2.</p>
4	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closures</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
5	<p>Our assessments (including wellbeing survey and half-termly Child Outcome Rating Scales (CORS), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 31 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs and are receiving either one-to-one support or small group interventions.</p>

6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 0.1% lower than for non-disadvantaged pupils.</p> <p>13.4% of disadvantaged pupils have been 'persistently absent' compared to 13.8% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that 83% of PPG children achieved age related expectations compared to 89% non-PPG children. In the previous academic year 74% of PPG achieved age related expectations compared to 97% non-PPG children.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that 89% of PPG children achieved age related expectations compared to 94% non-PPG children. In the previous academic year, 70% of PPG children achieved age related expectations compared to 94% non-PPG children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing in 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.1% (based on 2023-24). • the percentage of all pupils who are persistently absent being below 13.4% and the figure among disadvantaged pupils being no more than 0.4% lower than their peers (based on 2023-24).
To enable pupils to access wider experiences and provide support for families in need to address areas of need and potential poverty	All disadvantaged children will attend at least one club / additional enrichment activity each year. Planning and tracking will evidence a wide range of experiences for every child.

<p>-Vulnerable children engaging in wider life experiences (music and art opportunities) -Children's engagement with high quality experiences tracked through Insight.</p>	
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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: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NFER assessments used termly in from Y1 upwards</p> <p>£3000</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>Talkboost for KS1 and KS2</p> <p>£2400</p> <p>Oracy curriculum being introduced in school 2024/2025</p> <p>Training and resources</p> <p>£8000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Replacement books for pupils</p> <p>£5000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2, 4</p>

<p>Annual RWI training for new and all staff delivering phonics across KS1 and phonics interventions in KS2</p> <p>£2000</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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).</p> <p>Numbersense training for all staff</p> <p>£1660</p> <p>Kate Burton training on reasoning and problem solving with all staff across the year</p> <p>£6000</p>	<p>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:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>ELSA training for staff within school</p> <p>£2000</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>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>5</p>
<p>Supporting the recruitment and retention of teaching staff, for example providing cover time to undertake professional development such as NPQs</p> <p>£10,000</p>	<p>Menu of approaches: Using pupil premium guide for school leaders</p> <p>https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf</p>	<p>All</p>

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

Budgeted cost: **£91,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>3 times a weeks (5mins 1-to1 sessions) phonic booster sessions targeted for children to pass PSC at end of Year 1 or who didn't pass at the end of Year 2.</p> <p>£10,000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Booster and Intervention staff directed to support identified pupils</p> <p>£34,000</p>	<p>Targeted academic support for children who are not making good progress.</p>	1,2,3,4
<p>HLTA time allocated to support underachieving children</p> <p>£14,000</p>	<p>Targeted academic support for children who are not making good progress.</p>	1,2,3,4
<p>Counselling Support</p> <p>£12,000</p>	<p>A co-ordinated and evidence-informed approach to mental health in school leads to improved student wellbeing, which in turn, can improve learning</p>	5,6
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Listen with Lucy and Listen with Lola in Wrekin Giants and Nursery</p> <p>£5000</p> <p>Diddance delivered once a week for 6 weeks</p> <p>£1000</p>	<p>Oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 4

High quality resources and equipment to support academic progress £15,000	Improving literacy and Key Stages 1 & 2. Purchases of high-quality texts to improve comprehension as the building blocks to reading.	1,2,3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£46,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. £3000	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance /support officers to improve attendance. Red book training for Deputy Head, NAP and Office manager Termly local authority attendance meeting. Weekly EWO meeting to target support for vulnerable families £10,000	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues. £3000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Purchase of specialised programmes which focus on	Targeted pupils improved engagement, awareness of healthy	All

<p>Social Emotional Learning and are targeted at students with particular social or emotional needs.</p> <p>Training of staff to develop school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Purchase resources for wet playtimes.</p> <p>Learning mentor to develop bespoke behaviour plans and programmes to suit individual children's emotional needs.</p> <p>Learning mentor to support teachers to apply these strategies into the day-to-day teaching and learning environment. Learning mentor provision in school to support pupils with the most challenging behaviour in school. £20,000</p>	<p>relationships with peers and are able to apply strategies to support their emotional self-regulation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Use of the programmes baseline and exit data. <p>As a result of regular learning walks and impromptu drop-ins by senior leaders and priority partner, evidence over time shows impact on pupils' learning behaviours. Transitions to be carried out in a calm, measured manner.</p> <p>Wet playtimes managed in the classroom – drop-ins etc. Evidence: pupils playing cooperatively in a calm classroom environment.</p> <p>Evidence: monitoring documents Evidence: pastoral plans and case studies.</p> <p>Evidence: pastoral plans and case studies.</p>	
<p>To provide priority access to curriculum and extra-curricular activities for disadvantaged pupils.</p> <p>Pupil music provision to be funded. £10,000</p>	<p>Wider curriculum provision to include educational visits and visitors into school. Concrete experiences to facilitate learning. Support pupil engagement - attendance</p> <p>By encouraging and involving children in wider school activities, this will encourage their attendance, enjoyment and engagement in school and lead to improved outcomes.</p>	<p>4, 5, 6</p>

<p>Developing a wider participation in the daily life of school; particularly the families of disadvantaged pupils. Parent workshops to be organised for focus areas: Maths – the four operations, times tables etc. Phonics – RWI and early reading strategies</p>	<p>High parental attendance and engagement - feedback slips to indicate parental engagement.</p>	<p>5 and 6</p>
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Total budgeted cost: £177,000

Part B: Review of the previous academic year 2023-24

Outcomes for disadvantaged pupils

90% of disadvantaged pupils (18/20 pupils) achieved the phonics screening check standard compared to 93% of non-disadvantaged pupils (38/41 pupils).

KS1 reading: 73% of disadvantaged pupils achieved age related expectations compared to 84% of non-disadvantaged pupils (11% difference).

KS1 reading: 20% of disadvantaged pupils achieved greater depth compared to 32% of non-disadvantaged pupils (12% difference).

KS1 writing: 67% of disadvantaged pupils achieved age related expectations compared to 80% of non-disadvantaged pupils (13% difference).

KS1 writing: 27% of disadvantaged pupils achieved greater compared to 25% of non-disadvantaged pupils (2% difference).

KS1 maths: 80% of disadvantaged pupils achieved age related expectations compared to 89% of non-disadvantaged pupils (9% difference).

KS1 maths: 20% of disadvantaged pupils achieved greater depth compared to 48% of non-disadvantaged pupils (28% difference).

KS2 reading: 83% of disadvantaged pupils achieved age related expectations compared to 89% of non-disadvantaged pupils (6% difference).

KS2 reading: 40% of disadvantaged pupils achieved greater depth compared to 50% of non-disadvantaged pupils (10% difference).

KS2 writing: 94% of disadvantaged pupils achieved age related expectations compared to 91% non-disadvantaged pupils (3% difference).

KS2 writing: 28% of disadvantaged pupils achieved greater depth compared to 47% of non-disadvantaged pupils (19% difference).

KS2 maths: 89% of disadvantaged pupils achieved age related expectations compared to 94% of non-disadvantaged pupils (5% difference).

KS2 maths: 44% of disadvantaged pupils achieved greater depth compared to 45% of non-disadvantaged pupils (1% difference).

KS2 combined R, W and M: 79% of disadvantaged pupils achieved age related expectations compared to 83% of non-disadvantaged pupils (4% difference).

KS2 combined R, W and M: 22% of disadvantaged pupils achieved greater depth compared to 34% of non-disadvantaged pupils (12% difference).

Externally provided programmes

Programme	Provider