

## 2023 2024 Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	James Wolfe Primary
Number of pupils in school	732
Proportion (%) of pupil premium eligible pupils	219 (31%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2023
Date this statement was published	November 2021
Date on which it will be reviewed	This version reviewed Autumn 2023 Next strategy statement written in Autumn 2024
Statement authorised by	Victoria Gallagher
Pupil premium lead	Richard Cowley
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£332,435
Recovery premium funding allocation this academic year	£36,597
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£369,032

# Part A: Pupil premium strategy plan

## Statement of intent

- All pupils, including our disadvantaged, to achieve at least in line with national measures in attainment and progress. To support our disadvantaged pupils and their families through provision and allocation of resources to meet their needs, including well-being, leading to good levels of attendance, engagement and fulfilment of potential.
- The key principle of our strategy plan is to remove any potential barriers to ensure all pupils, including disadvantaged, achieve well. We do this through a combination of quality first teaching, targeted intervention, pastoral care and cultural experiences that enrich children educational pathway.

Our strategy has a focus on:

- high-quality teaching, interventions, and bespoke support for children and families, and pupils gain confidence to engage fully in their learning.
- the development of a teaching and learning and diverse curriculum to ensure aspirational, high quality and relevant teaching and learning with consistency across phases and sites.
- the emotional well-being of the children and their families to feel happy and supported in school, and their well-being is at the centre of everything we do.
- opportunity for all. We want them all to have access to a wide range of enrichment activities and ultimately, reach their full potential so they can confidently move on to the next phase of their education (secondary school).
- physical and therapeutic support for our families and children

## Challenges

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

Challenge number	Detail of challenge
1	Pupil premium children have lower oral, language skills, reading and writing skills than other pupils.
2	To ensure attendance is high for all children including disadvantaged and Pupil Premium children.
3	Pupil premium children are more likely to have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.

4	There is a clear link between pupil premium and SEND children. Many of the PP children are also on the school's SEND register.
5	Pupil premium children often have significant social and emotional needs and fewer strategies for maintaining positive mental and physical health.

## 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><b>Challenge 1</b></p> <p>Pupils are learning in line with their year group key objectives and identified gaps are being addressed through quality first teaching and effective deployment of additional resources.</p>	<p>Achievement of all pupils, including the disadvantaged, is at least in line with national measures.</p> <p>Pupils requiring targeted speech and language therapy support are identified, assessed and in receipt of appropriate support.</p>
<p><b>Challenge 2</b></p> <p>Barriers to good attendance are identified and families are supported to overcome these.</p>	<p>Reduction in number of persistent absentees</p>
<p><b>Challenge 3</b></p> <p>Pupil premium children are more likely to have limited experiences outside of school, limited experience of further education and therefore lower aspirations for the future.</p>	<p>Children are able to talk confidently about their learning and the purpose of their learning within the curriculum.</p> <p>Children demonstrate good attitudes to learning and have raised aspirations for their future.</p> <p>Children apply for leadership positions across different subject areas.</p> <p>There is good participation in activities and after-school clubs by PP children and their enrichment opportunities</p>
<p><b>Challenge 4</b></p> <p>There is a clear link between pupil premium and SEND children. Many of the PP children are also on the school's SEND register.</p>	<p>Additional barriers for PP and SEND pupils are reduced and pupils make good progress from their starting points and progress is in line with others.</p>
<p><b>Challenge 5</b></p> <p>Children are happy and confident in school. Any concerns or worries are provided with an outlet; they are shared in a safe environment and overcome through effective work and strategies.</p>	<p>SEMH pathways / Place2be feedback shows the impact of the intervention on identified children.</p> <p>Pupil voice about wider school experiences show positive engagement and enjoyment.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adapted synthetic phonics approach training for staff in EYFS, KS1 and year 3	The EEF Teaching and Learning Toolkit clearly states that “The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year.” <a href="#">Phonics   EEF</a>	1, 4
1:1 and small group tutoring	The EEF Teaching and Learning Toolkit states that “the average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.” <a href="#">Small group tuition   EEF</a>	1,4
School-wide immersive theatre experience	We aim to organise a curriculum that is engaging for all learners. We supplement this through visits and visitors. Approaches that teachers can use in the classroom/school to replicate some out-of-school experiences.	1,2 & 3
Comprehensive CPD programme	<a href="#">DFE document Standard for teachers’ professional development.</a> <a href="#">Effective Professional Development   EEF</a> Research shows that high-quality CPD for teachers has a significant effect on pupils’ learning outcomes (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students,2020)	1,2,3,4,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition Little wandle YES! Tutoring	<a href="#">EEF toolkit shows</a> <ul style="list-style-type: none"> <li>• <b>Small group tuition:</b> moderate impact for moderate cost (+4 months)</li> <li>• <b>One-to-one tuition:</b> moderate impact for high cost (+5 months)</li> <li>• <b>Reading comprehension strategies:</b> high impact for very low cost (+6 months)</li> </ul>	1 & 4
Interventions (Maths and English) Little Wandle Maths for Life		1
Intervention led by HLTA's and specialist teacher		4
PHaB testing		4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated member of SLT and Admin to lead on attendance. StudyBugs used effectively across school	Time spent learning in school is the biggest key to success. Higher attendance is proven to lead to higher attainment.	2
Place2Be and learning mentor works with identified children and families to improve well-being and engagement	<a href="#">EEF toolkit shows</a> <b>Social and emotional learning activities:</b> moderate impact for moderate cost. (+4 months)	5
Funded breakfast club places for those who would benefit from the provision	Pupils benefit from a structured start to the school day with all the benefits this has on attendance, learning and well-being	1,2 and 3
Funded Nursery places that support vulnerable families,	Vulnerable families have improved attendance due to wrap-around support. Identified children have a strong start to their school careers.	2 and 3
Funded extra-curricular activities including	<a href="#">EEF website page on enrichment shows:</a>	1,2 and 3

sport, individual instruments and singing tuition	Enrichment activities may not directly impact attainment but may have other benefits. It is best to offer such enrichment activities as extra to curriculum-linked activities.	
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

**Key Stage 2 Results 2022**  
 % of pupils at the expected standard or above by deprivation factors

Subject		No. of pupils	No. of pupils ARE+	James Wolfe	LA	National
RWM	Not Disadvantaged	71	56	79%	75%	65%
	Disadvantaged	31	18	58%	53%	43%
Reading	Not Disadvantaged	71	62	87%	83%	80%
	Disadvantaged	31	22	71%	69%	62%
Writing	Not Disadvantaged	71	60	85%	82%	75%
	Disadvantaged	31	21	68%	64%	55%
Maths	Not Disadvantaged	71	59	83%	84%	78%
	Disadvantaged	31	20	65%	65%	56%

**Key Stage 1 Results 2022**  
 % of pupils at the expected standard or above by deprivation factors

Subject		No. of pupils	No. of pupils ARE+	James Wolfe	LA
RWM	Not Disadvantaged	68	51	75%	66%
	Disadvantaged	33	23	70%	47%
Reading	Not Disadvantaged	68	53	78%	76%
	Disadvantaged	33	24	73%	59%
Writing	Not Disadvantaged	68	51	75%	70%
	Disadvantaged	33	23	70%	50%

<b>Maths</b>	<b>Not Disadvantaged</b>	<b>68</b>	<b>54</b>	<b>79%</b>	<b>76%</b>
	<b>Disadvantaged</b>	<b>33</b>	<b>25</b>	<b>76%</b>	<b>58%</b>