

Pupil premium strategy statement – Wyken Croft 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	950
Proportion (%) of pupil premium eligible pupils	17% (161 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governors and SLT
Pupil premium lead	Amy Healy
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,510
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£22,185
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£240,695 (School additional contribution of £73)

Part A: Pupil premium strategy plan

Statement of intent

At Wyken Croft Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. The ultimate objectives for our pupils who are in receipt of pupil premium are:

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

24% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention. Our Inclusion leader works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school. She is able to direct specific support both in class and through the use of external agency support. She is also able to provide coaching support to both teachers and support staff to ensure provision is closely matched to need. She has strong links with the pastoral team within school and uses the expertise and guidance of specialist teachers for SEN and EAL where these are also a barrier to learning.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Wyken Croft, we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. In recent years we have seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes an experienced pastoral support manager who works closely with the inclusion team and school counsellor to ensure full support both in and out of school with a joined up approach. Close links with specialist teachers supporting children's specific wellbeing and learning needs ensure that every child can have access to a full and varied

curriculum. It is an essential part of our strategy that pupils are aware of wider opportunities available to them.

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning through our curriculum offer which includes access to outdoor learning, specialist sports coaches and Commando Joe. We enhance our curriculum through the use of trips, visits and visitors. Support is provided through our pastoral support manager and our deputy headteacher who both engage with and support families to encourage and support good attendance in school.

To ensure those pupils in receipt of pupil premium are fully involved and engaged in wider school life.

We know that uptake of extra-curricular activities from pupil premium children is below that of other pupils. As a school we try to ensure a range of opportunities are available for children to develop their passions, explore new ideas and work alongside both their peers and across year groups. Specific Commando Joe sessions and opportunities to be part of school leadership such as young ambassadors, reading champions and maths champions empower and engage pupils. Strong links with partner schools enable children to look beyond opportunities available within their own setting.

Challenges

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

Challenge number	Detail of challenge
1 - Outcomes	There are a small, key group of pupils in receipt of PP not making expected progress despite interventions.
2 – SEND and EAL	Some pupils who qualify for Pupil Premium funding have specific SEND needs and increasing number of children need SALT intervention. A growing number of EAL pupils in the school are requiring individual support
3 - Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.

4 - Pastoral	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn, this is coupled with a lack of parental engagement for these families
5 – Wider curriculum offer	The extended curriculum offer for PP pupils does not always match need and can have financial impact on families. This can lead to engagement and involvement in wider school life being a challenge for some families.

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 ensure the outcomes for pupils at the end of KS2, in receipt of pupil premium, are at least in line with those of peers in school through ensuring high quality teaching is effectively in place, alongside targeted interventions.	PP pupils achieve in line with non pp and progress is accelerated in order to close the gap Increase attainment in: Reading to 76% (previously 61% for PP) Writing to 76 % (previously 65% for PP) Maths to 69% (previously 58% for PP) Combined to 62%(previously 58% for PP)
To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	Progress for SEND pupils is in line with national expectations, with an increased % of SEND pupils achieving ARE at all key stages
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 93%) Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees School Attendance Target 95%
To ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are ready for learning.	Children’s well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.

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: £ 72,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Emotion coaching training sessions</i> (£3000)	<p>Significant challenges with mental health and wellbeing are a barrier to learning for an increasing number of children within our school. (CPOMS logs and caseloads for specialist support staff)</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>	1,2,4
<i>Year group TA support</i> (£45,360)	<p>Large classes with high numbers of SEN and EAL pupils across the school means many pupils require information to be broken down or additional explanations required where there is a language gap.</p> <p>Pre teaching of skills and knowledge will support children in embedding understanding and becoming confident with what they know and can do.</p> <p>Positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	1,2
<i>Ongoing allocation of laptops for home usage</i> (£2000)	<p>A number of families in KS2 are unable to provide devices to support and extend children's learning at home.</p> <p>Technology can be a useful tool to support teaching. It will support pupils' literacy skills, encourage participation and provide opportunities for personal study and scholarship whilst helping to embed the curriculum:</p>	1

	Using Digital Technology to Improve Learning EEF	
<i>Purchase of diagnostic assessments for Reading</i> (£6804)	Data shows that PP pupils at KS2 are not working in line with their peers and need to make accelerated progress to reach their potential. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	1
<i>Oracy CPD</i> (£675)	Evidence from EYFS data shows that communication and language is below other aspects of the curriculum and that this is having a significant impact on the children's ability to make expected progress. 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: Oral language interventions Teaching and Learning Toolkit EEF	1
<i>Standards raising KS1</i> (12,000)	Evidence from internal data shows that a small number of PP children are working slightly below peers in writing. Specific focussed support in this area will provide the necessary scaffolds and confidence to enable these children to make rapid progress. Studies show that small step support, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind: Small group tuition Teaching and Learning Toolkit EEF	1
<i>Clicker training</i> (£2,600)	In school data shows that there are a number of children falling behind their peers in writing. Challenges around PP and SEND are a barrier for some pupils. Evidence shows that use of technology can support pupils in both academic success, engagement and progress. The training staff in the successful use of Clicker will support pupils' literacy skills, encourage participation and provide opportunities for independence within the curriculum. Using Digital Technology to Improve Learning EEF	1

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

Budgeted cost: £ 86,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>EAL package of support to be developed</i> (£11,548)</p>	<p>Slightly higher than national % of EAL children within the school (currently 27%) means we must offer a language rich curriculum. Those children arriving in KS1 and KS2 require access to basic skills in language acquisition through 1:1 or small group support in order to access the full curriculum offer.</p> <p>An increasing number of Newly Arrived children coming into KS2 with little or no English require a bespoke curriculum offer.</p> <p>A specifically developed programme to ensure key language acquisition, with support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2</p>
<p><i>Additional TAs in Year groups where there are a disproportionate amount of children with SEND and PP</i> (£35,184)</p>	<p>Support to be provided in class for those children with specific SEN needs which are a barrier to learning with curriculum adaptations, scaffolds and structures provided to support teaching staff in developing their practice.</p> <p>Small step support, targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p><i>Y3 Phonics and reading recovery programme daily</i> (£5,112)</p>	<p>School assessment shows children to be performing at lower than expected standards in reading and phonics in Y3 (summer term data)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. 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>	<p>1</p>

<p><i>Development of a space to facilitate movement breaks</i> (£14,745)</p>	<p>An increasing number of pupils requiring sensory support and movement breaks based on specialist teacher advice from CCT and SEMHL</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, there are also the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>Physical activity EEF</p>	<p>1,4</p>
<p><i>Weekly homework support sessions</i> (£12,000)</p>	<p>Feedback from families shows that families are struggling to provide the necessary support to a small number of pupils. Class teachers are available in upper KS2 in order to support and guide pupils where parental support is a challenge including those children with limited access to quiet spaces.</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1</p>
<p><i>Additional EPS hours</i> (£3,000)</p>	<p>An increasing number of children are requiring additional support and assessments from specialist support teachers. The significant difficulties faced by a small number of pupils are having a negative impact on learning, attendance and wellbeing.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1,2,4</p>
<p><i>Speech and Language support sessions</i> (£4,485)</p>	<p>A significant number of pupils in Early Years and KS1 have delayed or limited speech. As a school, we recognise the impact that this can have on children's learning. Providing a specialist teacher to assess and support both children and staff enables early intervention. Studies show that language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>Literacy EEF</p>	<p>1, 2</p>

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

Budgeted cost: £ 82,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School counsellor</i> (£9,994)	An increase of those children requiring support with their mental health and wellbeing. This has been shared via parental referrals and also through the work children do with our pastoral support team. The SEND team have seen a significant increase in the number of CAHMS referrals made. The School counsellor provides weekly opportunities for children to talk through worries and concerns based on a 6 week block of support following on from in school learning mentor support. Improving Social and Emotional Learning in Primary Schools EEF	4
<i>Pastoral manager and Deputy Headteacher with responsibility for attendance</i> (£28,844)	Many families do not understand the impact that time away from school has on their child's learning. Persistent absenteeism and lateness for PP is below school target (95%) Attendance interventions rapid evidence assessment EEF	3, 4
<i>Learning mentor allocation to include 1:1 work with children and family links</i> (£6,254)	Parental communication shows that families value having a specific link member of staff who could support them with any difficulties. Having a specific link ensures work done in school can be followed up at home. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3,4
<i>Financial support for trips and visits, including residential</i> (£5,625)	Feedback from families through the pastoral team shows that financial difficulties are having a significant impact on uptake. Widening opportunities for pupils learning outside the classroom and beyond the range of life experiences can provide a love of learning. Physical activity EEF	1, 5
<i>Commando Joe bespoke sessions</i>	Challenges around teamwork and collaboration of a small number of	5

<p>(£11,500)</p>	<p>pupils in Y3 is having a detrimental impact on the year group. (CPOMS log)</p> <p>A bespoke package created by Commando Joe is able to focus on the core skills needed for our pupils to develop the core school values.</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><i>Specialist sport coaches – lunchtime offer</i></p> <p>(£9,500)</p>	<p>Feedback from children was that provision and support across lunchtime was an area they wanted to be enhanced further.</p> <p>There is evidence that involvement in sporting activities, in addition to increasing health and well-being, may also increase pupil attendance.</p> <p>Physical activity EEF</p>	<p>4,5</p>
<p><i>Review of extra-curricular offer including lunchtimes to ensure coverage of a range of activities</i></p> <p>(£1,500)</p>	<p>Increased opportunities across lunchtimes and afterschool for children to experience a range of activities (Chess, street dance, Pod cast, Lego, Drama, choir, brass group)</p> <p>As well as being valuable in itself, arts participation can have a positive impact on education outcomes when the interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	<p>4,5</p>
<p><i>Support with wrap around care</i></p> <p>(£4,038)</p>	<p>An increase in working parents with low incomes has meant many families have been struggling to provide adequate childcare.</p> <p>Studies show that breakfast clubs not only support with providing a healthy meal, but also have social and educational benefits.</p> <p>Magic Breakfast EEF</p>	<p>4,5</p>
<p>Contingency fund for acute issues.</p> <p>(£5,000)</p>	<p>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.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £ 240,768

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP	All	PP	All	PP	All	PP	All	PP	All	PP	All
Reading	85%	71%	67%	61%	54%	70%	48%	62%	58%	64%	61%	77%
Writing	69%	63%	51%	57%	50%	63%	56%	69%	55%	55%	65%	77%
Maths	85%	78%	67%	68%	50%	66%	63%	70%	65%	65%	58%	70%
Combined	69%	62%	52%	54%	42%	57%	44%	56%	48%	49%	58%	62%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Tables Rock Stars	
Ed Shed	
Language Link	
Accelerated Reader	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.