

Pupil premium strategy statement – Wookey 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	97
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Andrew Marsh
Pupil premium lead	Laurie Davies
Governor / Trustee lead	Amy Donald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,450
Recovery premium funding allocation this academic year	£3,408
Pupil premium funding carried forward from previous years	£216
Total budget for this academic year	£42,074

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who also have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school.

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 all children, including those children identified as disadvantaged, are challenged in the work they are 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 ensure high expectations for 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	Emotional support to ensure children are able to learn
2	In-class support to avoid need for intervention outside the classroom, improving outcomes as part of high quality teaching and reducing stigma or perceived stigma of leaving the class for support

3	Engagement of families to ensure strong partnership with home maximises learning outcomes
4	Practical support with uniform, equipment or transport
5	Participation in all school enrichment activities
6	Children require ongoing support following impact of Covid combined with other disadvantage

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 outcomes academically	A higher proportion of our eligible children (without additional SEN) meet EXS by the end of the year.
Children feel safer and happier in school therefore more able to learn	Children and families report better levels of wellbeing in relation to school. Teachers assess this via Motional, questionnaires and observations.
Increased access to enrichment	Eligible children take part in all activities they choose.
Improved attendance	Identified children have attendance in line with national average as a result of targeted communication.

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.

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

Budgeted cost: £39,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Motional intervention and resources</i>	Motional is an evidence-based intervention used by over 1000 schools.	1,6
<i>Class based support staff providing focused interventions / small group tuition</i>	EEF teaching and learning toolkit	1,2,6

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support for PP children to attend residential. Subsidised (50%)</i>	Many families say that they would not be able to afford for the children to attend without the subsidy.	5
<i>Admin support</i>	Parents who are not engaged via the normal routes due to economic factors (hours of work, access to technology) and social factors (confidence, historic anxiety over education) are more able to engage when people are able to make relationships with them and make direct contact. This is time consuming and <i>admin personnel give a significant amount of additional time to build these relationships, especially to maintain strong contact with families where attendance is an issue or where parents do not give permissions/order lunches etc.</i>	3, 4, 5
<i>Improved access to clubs after school and in holidays</i>		5,6

Total budgeted cost: £ 42,074

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact/review
Improved learning behaviours among disadvantaged pupils	All children will show greater engagement and resilience in their learning	Resilience and engagement has improved but the need is ongoing. Mental health and wellbeing support has been identified as a priority.
Improved progress made by disadvantaged children with significant SEN	Children will make increased progress in specific curriculum areas.	SEN provision has been dramatically improved and interventions are being targeted more specifically towards individual needs.
All children will be able to access paid extracurricular activities provided by the school	Conversations will be held with parents as required and support given as needed.	The uptake for this offer was good. Many of our eligible children continued to have positive interactions with school and peers over the holidays. All eligible children went on the residential trip.

Further information (optional)

Additional allocation from other budgets will be targeted towards and impact some of our PP children. This will be in the form of:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for training in evidenced-based approaches (Motional, trauma informed practice, relational policies).	<p>All of the training we undertake is approved by registered bodies. We check the evidence base and feedback available for all CPD attended by staff.</p> <p>Motional is an evidence-based intervention used by over 1000 schools.</p> <p>Trauma informed and relational approaches are being supported and championed by Somerset County Council.</p>	1
<i>ELSA training (and ongoing supervision requirement in subsequent years)</i>	ELSA is a research-based, educational psychology led intervention for promoting the emotional wellbeing of children and young people.	1