

Pupil premium strategy statement – Wookey Primary School

This statement details our school's use of pupil 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	96
Proportion (%) of pupil premium eligible pupils	27%
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)	2024-25, 2025-26, 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Laurie Davies
Pupil premium lead	Laurie Davies
Governor / Trustee lead	Amy Donald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£841.61
Total budget for this academic year	£36,311.61

Part A: Pupil premium strategy plan

Statement of intent

The challenges children face are varied, even within the small Wookey Primary School community. We want all pupils to make good progress and achieve high attainment across all subject areas, no matter how their background looks or the challenges they face.

When we consider how to use our allocated Pupil Premium funding, we consider the context of our school and any challenges faced by pupils and the local community. Often, barriers to learning for children from disadvantaged backgrounds can be issues around punctuality and attendance, lower levels of support with work at home, less developed language/communication skills, poor access to wider experiences and behavioural issues arising as a result of the circumstances at home or frustrations around learning. Complex family situations can prevent children from accessing learning, being high achievers or experiencing broader opportunities.

Context

Wookey Primary School is situated on the edge of Wookey village, which itself sits just outside England's smallest city - Wells. Children join the school from across our catchment area and beyond, with children coming in from Wells to the East and towards Wedmore in the West. Children live in a range of communities: within the villages and its estates; in farms and more isolated homes in the Mendip Hills or on the Somerset Levels. They walk, ride and cycle to school, with public transport all but unavailable.

We are made up of our preschool - Little Acorns - and four classes in school with 96 children on roll. The proportion of children eligible for Free School Meals (FSM) is generally at or above national average (currently $26/96 = 27\%$). The current national average is 25.9%.

Some of our pupils come from challenging home environments where poor mental health and general wellbeing have a significant impact. A number of our pupils are supported by social workers/Family Intervention Service or are receiving support from our Parent and Family Support Advisor (PFSA). Increasingly we are seeking support from and we refer to the Mental Health Support Team (MHST) or CAMHS. We know that many of our pupils not in receipt of the Pupil Premium Grant also face significant challenges and it is our intention that these children receive the same level of support available as those pupils that are eligible.

We face a monitoring challenge when looking at raw data as our small cohorts (up to 15 per year group) are impacted significantly by even small numbers of changes. When comparing data from year to year, we are often not comparing like for like since we often lose and gain children as cohorts move through the school. We are careful, therefore, to track individuals rather than simply monitoring % progress data.

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To broaden our children's life experiences by providing them with an enriched and wide curriculum.

We combine our carefully-constructed Relational Policy with High-quality teaching in all classes to have the greatest impact on closing the disadvantage attainment gap. This will also benefit the non-disadvantaged pupils in our school.

Principles

- We use High Quality Teaching and the EEF 5-a day to ensure that teaching and learning opportunities meet the needs of all the pupils.
- We regularly assess outcomes, including a specific check of our socially disadvantaged pupils, ensuring that we monitor success of interventions and target support appropriately, and early.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1 Additional needs	Many of our children have SEND, mental health, trauma or emotional needs that prevent them from achieving as well as they can. 90% of these children are also in our cohort of disadvantaged pupils.
2 Outcomes	Our disadvantaged cohorts continue to perform consistently poorly in KS2 SATs (none in 2024 achieved EXS in RWM). We have noticed that children struggle to perform as well in tests as they do in class situations.
3 Attendance	Relatively high levels of absence among our disadvantaged pupils (20% at <95% attendance) impacts significantly on outcomes, particularly when in combination with SEND
4 Oracy	Many (54%) of our disadvantaged pupils have particularly poor oracy skills
5 Phonics and reading	Some poor engagement with reading and phonics is impacting high numbers of our children in receipt of PP funding. The impact of this is felt as they continue through the school, where catching up and narrowing the gap becomes increasingly challenging.
6 Wider opportunities	Access to wider learning opportunities is limited and restricted due to cost - music lessons, paid after school clubs, paid wraparound care, residential visits.
7 Wider family support	Parents increasingly come to staff for support with parenting, wider family issues, their own mental health concerns, finance and work-related issues.

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
A significantly improved focus on early reading and phonics will be put in place, with high numbers of staff hours given to reading with children in school, phonics catch-up and keep-up sessions and regular communications with home to improve reading outcomes in YR-2.	% of pupils passing their phonics check in Y1 will be at least in line with the national average. Time and staffing allocated to catch-up phonics will be significantly reduced due to reduced need, allowing more staff time for high quality teaching of wider curriculum subjects.
High levels of oracy will be evident in our disadvantaged pupils, supporting confidence, sophistication and fluency in writing.	Attainment in written work will be significantly improved in both quality and quantity.
Children do better in formal tests at KS2. We are looking at whether a historic issue around this is anxiety about testing/test environments	Children perform as well in national KS tests as they do in class situations (Teacher assessment and SATs results are aligned).

or lack of test practice, both of which we will address.	
Engagement of families in their children's learning will improve, emphasising the value of education and motivating children to have high expectations for their futures.	<p>Opportunities for families to visit classrooms, speak to school staff and celebrate their children's work will be increased.</p> <p>Parent engagement in meetings, visits and school events will be high amongst our cohort of disadvantaged children.</p> <p>Attainment will be raised to broadly in line with national averages as a result of higher levels of family engagement.</p>
Ensure that the children in receipt of PP have access to the same wider learning and extended schools opportunities as the wider school cohort.	All PP children will have had the opportunity to participate in after school clubs, residentials, music lessons or trips and visits - cost has not been a barrier to participation.
Close monitoring of absence and timely conversations, letters and processes in place to significantly improve attendance, supporting outcomes.	Interventions and support put in place is effective due to regular attendance of the children, ensuring consistency of approach and well-planned curriculum aims are learned as planned.
Parents and families are supported in a wider context to reduce pressures on families which would otherwise impact upon the outcomes of the children.	School becomes a hub for support, where parents request our help in facilitating visitors who can give training and guidance around the most pressing issues faced by our families. This is supported by school through the provision of a space and, if appropriate, school staff to look after children while parents attend these sessions.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational Policy: <ul style="list-style-type: none"> ongoing training and time to revisit this so ensure consistency of approach 	<p>Relational Policy has been written in conjunction with our LA Education Psychologist.</p> <p>Substantial amount of research into the effectiveness of building positive relationships with children. Findings have included that positive adult-child relationships in schools can improve: pupil</p>	<p>1 Additional needs</p> <p>2 Outcomes</p> <p>3 Attendance</p>

<p>supports children to be ready and able to learn.</p> <ul style="list-style-type: none"> • EP time to support communication of the policy to parents 	<p>effort; academic results; pupil and staff wellbeing; school environments (calmer for all); persistent absences and absence in general; pupil engagement, respect, behaviour and sense of belonging</p> <p>https://www.gov.scot/publications/behaviour-scottish-schools-research-report-2023/</p> <p>https://www.aati-reescentre.education.ox.ac.uk/projects/timpson-schools-programme/</p> <p>EEF – improving behaviour in schools (2019)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p><i>Whole school and teacher CPD on High Quality Teaching techniques</i></p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p> <p>EEF Blog 5-a Day</p>	<p>2 Outcomes</p>
<p><i>Staff meeting time to support CPD on use of and ideas for diagnostic testing, particularly in wider curriculum subjects to monitor effectiveness of teaching and new curriculum design.</i></p>	<p>Careful use of diagnostic testing can identify need, support interventions and monitor progress. EEF</p>	<p>2 Outcomes</p>
<p><i>Time for coaching and observations to support consistent whole school approaches towards high quality teaching and relational behaviour approaches. Time for observation of others to coach and model.</i></p>	<p>Approaches suggested by LA curriculum support, including Responsive Coaching, supported by senior staff completing CPD to develop their approaches.</p>	<p>2 Outcomes</p>
<p><i>CPD for office and SLT staff</i></p>	<p>New attendance policy in place. Time and training needed to support new procedures and attendance champion training.</p>	<p>3 Attendance</p>
<p><i>Phonics training by our phonics provider</i></p>	<p>Conclusions of audit by English Excellence Hub focus on training and organisational adjustments to enhance our provision of quality phonics teaching. Training should be given to all staff by the approved phonics scheme provider directly.</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>5 Phonics and reading</p>

	Phonics Teaching and Learning Toolkit EEF	
<i>School staff and peripatetic music staff to offer piano, flute or brass sessions. We currently offer this to our LKS2 class through Somerset music, we have support staff who are teaching early piano to individuals, we fund some music lessons. We would like to fund other whole class instrumental lessons and are looking for providers/training to deliver this.</i>	Lots of studies espouse the benefits of learning a musical instrument (musicalpursuits , Kumon , British Psychological Society).	6 Wider opportunities
<i>Monitoring time to review wider curriculum outcomes to assess effectiveness of teaching and new curriculum design. Curriculum designed to include opportunities for children to broaden their awareness beyond the immediate area and the experience and cultures they encounter here.</i>	Careful use of diagnostic testing can identify need, support interventions and monitor progress. EEF	6 Wider opportunities

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

Budgeted cost: £24604

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TAs are directed to work with children in need of additional support to access the curriculum or reach expected (EXS or GDS).</i>		1 Additional needs
<i>Lessons are planned to ensure all children receive high quality teaching, with support staff allocated to support</i>		2 Outcomes

<i>individuals at risk of falling behind due to social disadvantage</i>		
ILI and maths pre-teaching for children already falling behind expectations and their peers.	ILI has already been extremely successful for a number of children. Pre-teaching in maths carried out by an experienced HLTA using White Rose resources - nationally respected scheme.	2 Outcomes
We will continue to purchase summative assessment resources to monitor attainment and progress closely.	Over 8500 schools use Rising Stars to assess progress.	2 Outcomes
Support children in test situations where anxiety or need means they need breaks, calm spaces or extra time (where permitted and approved)	KS2 testing arrangements allow for this where appropriate. We will assess need for every cohort and seek volunteers or allocate staff where relevant.	2 outcomes
<i>Dedicated ELSA time to support MH and barriers to learning as a result of social disadvantage</i>	EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year	3 Attendance and 1 additional needs
<i>ELSA available to support MH and barriers to learning as a result of social disadvantage occurring on a daily basis. ELSA training to feed into whole school policies and responses to challenging learning behaviours.</i>	EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Developing a whole school approach alongside a trained ELSA and Relational Approaches is beneficial.	3 Attendance and 1 additional needs
<i>Oracy project - use of 'Helicopter Stories' poetry basket to support early years poetry and whole school termly poems, with poetry embedded into English planning.</i>	Oral language interventions can lead to +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/oral-language-interventions	4 Oracy
<i>Additional reading time and phonics catch-up</i>		5 Phonics and reading
<i>Dedicated staff to support positive, adventurous play and relationships</i>		6 Wider opportunities

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

Budgeted cost: £2450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Welfare Meetings to discuss, strategise and target children causing concern.</i>	Suggested approach from our LA Safeguarding links.	3 Attendance
<i>Purchase books for home where disadvantage is a barrier to owning them or reading.</i>		5 Phonics and reading
<i>Clubs and trips - subsidies for PP children who would otherwise not be able to participate.</i>		6 Wider opportunities
<i>Residential subsidy</i>		6 Wider opportunities
<i>Investigate provision of services for families and parents</i>		7 Wider family support

Total budgeted cost: £36,614

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrated that children receiving pupil premium funding continue to perform less strongly than their peers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. We are mindful of the fact that this data summarises outcomes for 1-4 children in each cohort, most of whom also have an additional need (SEND, medical or EAL) and the impact of these additional needs also impact upon their outcomes. We need to combine any support we give to these children because of their PP status with the support we have in place for their additional need. We will always look closely at the individual rather than cohort outcomes when deciding how to spend this funding and when assessing the impact of that spending.

Based on all the information above, the performance of our disadvantaged pupils *did not fully meet* expectations, and we did not achieve all of the outcomes we set out to achieve by 2023-24:

Improved outcomes academically: A higher proportion of our eligible children (without additional SEN) meet EXS by the end of the year. ***This was broadly achieved, although the data sample is very small.***

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. ***Motional data showed improvement in wellbeing of a number of key individuals but not specifically those from disadvantaged backgrounds.***

Increased access to enrichment: Eligible children take part in all activities they choose. ***Residential and trips were well supported. Look to extend this.***

Improved attendance. Identified children have attendance in line with national average. ***Not achieved. Relatively high levels of persistent absence or term time leave.*** However, we are in a period of rapid change and development as a school. We have

put in place a number of new systems, strategies, policies and structures to support higher achievement for all children, including those from disadvantaged backgrounds. Our evaluation of the approaches delivered last academic year indicates that the way we have targeted spending previously has had an impact on confidence, progress and readiness for learning but this has often not been borne out in data and academic outcomes.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes. These are highly aspirational, longer term goals based on a clear picture of the children’s needs and choice of evidence-based ways in which we can support these, so that we are confident we will make good progress towards our 2026-27 outcomes this year.

Externally provided programmes

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

Programme	Provider
Motional - emotional intervention and support	Motional

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Interventions are in place with need identified and discussed between teachers and parents. The very small numbers in this group mean sharing of the specific details of this support would impact confidentiality. Additional support is given to the cohort in areas of identified need.
The impact of that spending on service pupil premium eligible pupils
The very small numbers in this group mean sharing of the specific details of this support would impact confidentiality.

Further information (optional)

To improve outcomes for all children, we have made a number of changes across the school which we know will also support our disadvantaged children to make good progress:

We have written and implemented a Relational Policy which is followed consistently and reviewed regularly, including using regular CPD sessions for all staff to support positive learning behaviour across the school.

We have written and launched a new curriculum, designed for our school and monitored by subject leaders who are also developing their skills around these subjects.

We have completed a phonics audit alongside an English Excellence Hub to ensure that delivery of our phonics scheme is at its best and leads to at least good outcomes for all children. We are championing reading as a path to educational success, with half termly reading challenges receiving high profile status.

We are continuing to work with the Boolean Maths Hub (year 3 of 4) to further develop our maths teaching, ensuring children master the skills they are learning and practise them often.

Our SENCO is also a Senior Mental Health Lead and we have a fully trained ELSA working closely with our SENCO to support those children whose emotional and learning needs are impacting their readiness for learning.

We have implemented a new Attendance Policy and are carrying out regular, frequent Welfare Meetings to monitor Safeguarding incidents and attendance concerns. We have put in place new practices to improve and emphasise the need for good punctuality.

We have raised expectations for quality and quantity of work.

We have increased parent engagement and confidence through calendared parent drop ins, open classrooms and performances across the year.

We have improved learning environments and have a spending plan in place to expand on this to raise expectations and make the school a more pleasant place to be.