

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wilmington Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	5
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	27 th September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Charlotte Scott
Pupil premium lead	Charlotte Scott
Governor / Trustee lead	Gaynor Griffin/Gordon Raggett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 21,445
Recovery premium funding allocation this academic year	£ 2,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 23,475

Part A: Pupil premium strategy plan

Statement of intent

At Wilmington Primary School, we have high expectations for all pupils in our school, and believe that with strong teaching, effective engagement with parents and a clear approach to meeting children's individual needs, every child can meet their potential academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged, and achieve well.

Key interventions and approaches are adopted on a whole school level, and for all pupils. These and other strategies target the individualised needs of our children in receipt of Pupil Premium, with the aim that they make good progress, taking into account their differing starting points.

School leaders are committed to ensuring that all of our pupils, including those who are disadvantaged, receive teaching which is at least good and that all children who have fallen behind their peers, with similar starting points, receive frequent intervention and daily support.

The funding is allocated from the school budget to support the vulnerable children. When deciding what to spend the money on we take a whole school, as well as individualised approach.

Challenges

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

Challenge number	Detail of challenge
1	Overall, some PP children, have knowledge gaps, which has been widened by the impact of Covid-19.
2	Lower attendance/persistent absenteeism for some PP children
3	Some pupils show a difficulties in learning behaviours. These pupils physically and emotionally lack self-belief, resilience, and positivity. Some pupils find concentrating difficult.
4	Some children have had a more challenging start to school life and have had significant changes in their family

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
<ul style="list-style-type: none"> Disadvantaged pupils make at least expected progress from their individual starting points, particularly in reading, writing and maths 	<ul style="list-style-type: none"> Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and catch-up Children who need to catch up receive high quality intervention, which is monitored by school leaders Pupils have access to daily 'live interventions' when needed CT and HLTAs use AfL strategies to identify and address learning gaps and misconceptions Additional targeted interventions take place including reading comprehension sessions KS2 children have access to targeted learning platforms such as Reading Plus, Spelling Frame and TT Rockstars Writing teaching will be structured with clear outcomes for each year group Children will have access to a highly structured maths scheme 'White Rose'. Each class will have access to a good quality visualiser and SMART board to ensure that modelling is as effective as possible Lessons will involve a clear session of active participation
<ul style="list-style-type: none"> All pupils will have attendance above 95% 	<ul style="list-style-type: none"> Weekly monitoring by HT of attendance and lateness with prompt action, where needed including support/challenge for families
<ul style="list-style-type: none"> All pupils will be ready to learn and will have strategies to use when school is more challenging 	<ul style="list-style-type: none"> Children will understand and be able to demonstrate the Wilmington Core Values. Teachers will support the children and model the Wilmington Core Values Specific strategies will be put into place into emotional support sessions, such as Zones of Regulation SLT will support children who need reflection time and check in with them during the week
<ul style="list-style-type: none"> Pupils will have access to extra curricular clubs beyond the school day 	<ul style="list-style-type: none"> The children will spend less time at home and have the opportunity to engage in worthwhile clubs at school There will be opportunity for some children to learn a musical instrument

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

Budgeted cost: £14,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching teachers to ensure White Rose maths is adapted to meet the needs of the children within each class ensuring gaps are filled and misconceptions addressed	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	1
Ensure children will have access to practical lessons in Foundation Subjects so there is more opportunity to take part in good quality speaking and listening sessions	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	1
Ensure children will have access to a wider range of vocab due to the vocab thermometers and structured curriculum	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	1
Ensure KS2 children have access to targeted learning platforms such as Reading Plus, Spelling Frame GPAS support and TT Rockstars	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	1
Writing teaching will be structured with clear outcomes for each year group	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	1
Each class will have access to a good quality visualiser and SMART board to ensure that modelling is as effective as possible	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	1
Lessons will involve a clear session of active participation	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	1
Teaching and modelling of the Wilmington Core Values	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	3

Targeted academic support

Budgeted cost: £5152

Activity	Evidence that supports this approach	Challenge number(s) addressed
Live interventions	Education Endowment Foundation	1
Catch-up reading	Education Endowment Foundation	1
Access to high quality intervention which is monitored by SLT	Education Endowment Foundation	1
Access to emotional support sessions from SLT or through the zones of regulation	Education Endowment Foundation	4

Wider strategies

Budgeted cost: £4,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opportunity for children to engage in worthwhile clubs	Education Endowment Foundation	4
Opportunity for children to learn a musical instrument	Education Endowment Foundation	4
Weekly monitoring by HT of attendance and lateness with prompt action, where needed	Education Endowment Foundation	2
DHT will take part in a countywide project 'Raising Readers' to evaluate our provision and further enhance it.	Good or better teaching ensures children make expected or better progress – OFSTED Education Endowment Foundation	1

Total budgeted cost: £23,475

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<i>Previous activities:</i>
Coaching teachers to ensure White Rose maths is implemented and adapted to meet the needs of the children within each class ensuring gaps are filled and misconceptions addressed
Ensure children will have access to practical lessons in Foundation Subjects so there is more opportunity to take part in good quality speaking and listening sessions
Ensure children will have access to a wider range of vocab due to the vocab thermometers and knowledge organisers
Ensure KS2 children have access to targeted learning platforms such as Reading Plus, Spelling Frame and TT Rockstars
Writing teaching will be structured with clear outcomes for each year group
Each class will have access to a good quality visualiser and SMART board to ensure that modelling is as effective as possible
Lessons will involve a clear session of active participation
Teaching and modelling of the Wilmington Core Values
Metacognition training will be sought and evaluated to check if any approaches can be adopted within school
Live interventions
Catch-up reading

Access to speech interventions	
Access to high quality intervention which is monitored by SLT	
Access to emotional support sessions from SLT or through the zones of regulation	
Opportunity for children to engage in worthwhile clubs	
Opportunity for children to learn a musical instrument	
Weekly monitoring by HT of attendance and lateness with prompt action, where needed	
<p>Impact:</p> <p>The majority of PP children last year reached the expected levels. For those who didn't there was an improvement in their emotional stability, attendance levels and readiness to learn.</p>	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Plus
Spelling Frame	Spelling Frame
Numberbots	Numberbots
TT Rockstars	TT Rockstars

