

# Pupil premium strategy statement – Wendron C of E Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our learners experiencing disadvantage.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for pupils last academic year.

## School overview

Detail	Data
Number of children in school	101
Proportion (%) of pupil premium eligible children	FSM – 9 PLAC – 1 Total 10 pupils – 9.9%
Academic year/years that our current pupil premium strategy plan covers	September 2023 – August 2026
Date this statement was published	December 2024
Date on which it will be reviewed	15 <sup>th</sup> July 2024
Statement authorised by	Tash Williams
Pupil premium lead	Tash Williams
Governor / Trustee lead	Nick Wills

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year based on October 2023 census (£1480 per pupil, £2570 PLAC)	£13320 + £2570 Total = £15890
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£15890

## Part A: Pupil premium strategy plan

### Statement of intent

Our commitment is to ensure that every child at our school, regardless of their background or any challenges they may face, achieves optimal progress and high levels of attainment. Our pupil premium strategy is designed to support our pupils who may be experiencing disadvantage in excelling across all subject areas, with a particular focus on ensuring that those already achieving at high levels continue to make progress. Our goal is to ensure that everything we do between 8:45 and 3:15 each day is so effective and rigorous that it enables every child to reach their full potential, regardless of their home circumstances or resources. We prioritise equity over equality, ensuring that learners experiencing disadvantage receive the opportunities and experiences they need to achieve success.

The initiatives outlined in this statement are tailored to meet the diverse needs of all our children, acknowledging the unique challenges that those facing disadvantage may face, while striving for excellence for all. Central to our approach is a strong commitment to providing high-quality teaching. We focus on areas where pupils experiencing disadvantage require the most support, which not only narrows the attainment gap but also benefits the progress of non-disadvantaged children across the school. Our overarching goal is to raise the achievement of all children, ensuring that both disadvantaged and non-disadvantaged pupils continue to thrive.

Our strategy is flexible and responsive to the individual needs of our children, relying on robust diagnostic assessments rather than assumptions about the impact of disadvantage. The approaches we adopt complement one another, creating a supportive environment that nurtures children's excellence. To achieve this, we are dedicated to:

- ensuring that those experiencing disadvantage are both challenged and supported through an engaging and inclusive curriculum.
- acting swiftly to intervene at the point where a need is identified, ensuring timely and effective support.
- fostering a whole-school approach in which all staff take collective responsibility for the outcomes of learners experiencing disadvantage, consistently raising expectations of their potential and achievements.

Through these initiatives, we aim to create an environment where every child, regardless of their starting point, has the opportunity to succeed and reach their full potential.

### Challenges

This details the key challenges to achievement that we have identified among our children experiencing disadvantage.

Challenge number	Detail of challenge
1	<b>Improve Writing outcomes</b> Assessments show that no disadvantaged pupils achieved age-related expectations in writing at the end of KS2 and 50% at KS1. Reading outcomes are good, however, reading for pleasure regularly at home is a challenge.



	Many children have limited knowledge of authors and texts. Strategies to support reading at home and improve language skills for pupils will impact on writing outcomes. Further development of the 2-3 curriculum is needed to improve vocabulary and spelling as these are identified weaknesses.
2	<b>Language Skills</b> Oracy needs to be developed across the school to improve language skills. Oracy being the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy is a vital tool for learning, by teaching students to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.
3	<b>Attainment</b> Multiple barriers to learning. Including low self-worth, Some disadvantaged pupils also have a SEND need. For disadvantaged pupils who do not have a cognitive SEND need to reach age related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check.
4	<b>Attendance and punctuality</b> Regular punctual attendance has historically been a challenge for a small minority of our disadvantaged pupils.

## 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
Raise standards - the high-quality teaching of writing across the curriculum including Jane Considine's approach 'The Write Stuff' to ensure writing is strengthened. Writing needs to be taught with the same rigour across the curriculum. Science and foundation subjects must include opportunities for high quality written responses. These will need to be scaffolded to ensure writing expectations are being raised.	KS2 writing outcomes in 2024/25 show that pupils experiencing disadvantage will have made accelerated progress from their starting points. KS2 writing outcomes for disadvantaged pupils is in line or better than non-disadvantaged. Improved outcomes in spelling, grammar and punctuation for all pupils. This has strong links with oracy. 'If you can't say it, you can't write it. This being the case, teaching children to write articulately will necessarily involve teaching children to speak articulately.
Oracy skills to be essential in the development and achievement of our children across the curriculum.	We prioritise developing spoken language skills across the curriculum, playtimes, extracurricular activities, and the school ethos. Through oracy projects focusing on storytelling, debating, and presenting, pupils become effective communicators, enhancing literacy and boosting reading, writing, and overall attainment.
Pupils who are facing disadvantage who do not have a cognitive SEND need, to show an improved attainment.	Pupils falling behind in their phonics receive intensive intervention to secure rapid accelerated progress including pupils with SEND.  Outcomes in 2024/25 at the Key assessment points. Phonics Y1, KS1 reading SAT and KS2 Reading SAT and Y4 multiplication check show



	<p>that more than 100% of disadvantaged children meet the expected standard.</p>
<p>Barriers to attendance are reduced and attendance data for those experiencing disadvantage increase from last year. (95%)</p>	<p>Achieve attendance parity between disadvantaged and non-disadvantaged pupils through targeted interventions, regular data monitoring, and support to address barriers. Foster a positive school culture, collaborate with families and community resources, and provide incentives to promote regular attendance. Implement flexible strategies, maintain open communication with families, and adapt approaches based on ongoing data analysis.</p>
<p>Reduce the effect of the local socio economic, gaps. Pupils have equity of access to a wide range of enrichment experiences in school.</p>	<p>Outcomes for disadvantaged pupils will improve through opportunities to build confidence, leadership, and participation: all will engage in competitive sports, music performances, and at least one extracurricular club per term. Disadvantaged pupils will represent 60% of the school council, attend cultural and educational trips, and participate in residential trips in Key Stage 2. Teachers will mentor pupils for leadership roles, increase access to musical instruments, and provide Years 2-6 pupils with class reading texts to enhance vocabulary and close gaps.</p>
<p>Pedagogy – Consistent Learning Expectations and strategies to be implemented across all classrooms</p>	<p>Teachers employ a repertoire of effective techniques to ensure all pupils succeed, using high-quality teaching and learning strategies. Lessons incorporate key principles such as: <i>I do, we do, you do</i>, retrieval practice, interleaving, clear stop/start signals, no hands-up questioning, 100% participation, focused partner work, and dialogue-rich interactions.</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)

Budgeted cost: £ 9,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD, focus on pedagogy, consistency and building on key learning. Knowledge cascaded by Subject Leads after attending Network sessions and training.</i>	High Quality First Teaching Research highlights one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning. The quality of teaching, should therefore be the top priority in school development. Staff to attend regular CPD sessions in school, at network meetings and with wider agencies. <a href="#">EEF High Quality Teaching</a> <a href="#">EEF Oral Language Interventions</a>	1, 2, 3, 4
<i>Purchase of further resources to support DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Reinforce this with comprehensive staff development from Phonics provider and the Kernow English Hub</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">EEF Teaching and Learning Toolkit</a>	1, 2, 3
<i>TA deployed effectively with the maximum impact</i>	Use of support staff <a href="#">EEF Making best use of teaching assistants</a>	1, 2, 3
<i>Whole school approach to writing</i>	Children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with. Pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning. School to use the guiding principles from The Write Stuff which is based on two guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. As part of the teaching sequence, teachers plan experience days, sentence stacking lessons and independent writing sequences.	1, 2, 3

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1/small group teaching In school and including but not limited to RWI tutoring, Fresh Start and Language Link</i>	Tuition is one of the best evidenced interventions we must support disadvantaged pupils' attainment. <a href="#">EEF Effective Tutoring</a>	1, 2, 3
<i>Disadvantaged and cognitive SEND Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision</i>	(Individual provision maps) Individual Pupil Passports shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised EEF Blog: <a href="#">Five evidence based strategies to support high-quality teaching for pupils with SEND</a> EEF blog: <a href="#">'Five-a-day' to improve SEND outcomes</a>	1,2,3

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Social Interactions for All Disadvantaged Pupils  Mentorship:  Club Participation:  Monitoring Impact:	Every disadvantaged pupil will have a dedicated mentor (a staff member) to act as their 'champion'.  Disadvantaged pupils will be given priority access to extracurricular clubs and activities.  Teachers will track and evaluate the impact of opportunities provided to disadvantaged pupils.	2, 3, 4

<p>Outdoor Learning:</p> <p>Emotional Support:</p> <p>Personal Development Opportunities:</p> <p>Financial Support:</p>	<p>Regular outdoor learning sessions will be available to all pupils, supporting their overall development.</p> <p>A tailored social-emotional support program, including outdoor activities, will be offered to all disadvantaged pupils.</p> <p>Disadvantaged pupils will be encouraged to take on leadership roles, such as Play Leaders or members of the School Council.</p> <p>Assistance will be provided to ensure disadvantaged pupils can participate in residential school trips.</p> <p><a href="#">EEF Supporting Attendance</a></p>	
<p>Implement Mental Health Programs</p> <p>Provide Accessible emotionally available adults</p> <p>CPD for Teachers and Staff</p> <p>Implement Relaxation Techniques</p> <p>Promote Peer Support Programs</p>	<p>Develop and integrate comprehensive mental health programs within the school curriculum. This includes regular sessions focusing on stress management, coping mechanisms, and emotional well-being. Collaborate with mental health professionals to provide workshops and resources. <a href="#">EEF Improving Social and Emotional learning in primary schools</a></p> <p>Continue accessible and confidential 'counselling' (TIS sessions) within the school. Ensure that children, particularly those experiencing anxiety, have a safe space to discuss their concerns and receive guidance from a trained professional.</p> <p>Conduct training sessions for teachers and staff to recognize signs of anxiety and stress in children. Equip them with strategies to create a supportive and understanding learning environment. Foster open communication between children and educators. <a href="#">EEF Effective Professional Development</a></p> <p>Integrate relaxation techniques, such as mindfulness and deep breathing exercises, into daily routines. These practices can help children manage anxiety and stress, promoting a calm and focused learning atmosphere. <a href="#">Mindfulness in Education</a></p> <p>Develop peer support programs where older children act as mentors for those struggling with anxiety. Encourage a culture of empathy and support among children, creating a sense of community within the school. <a href="#">DfE Peer support and children and young people's mental health</a></p>	<p>2, 3, 4</p>

<p>Flexible Learning Environments</p>      <p>Collaborate with Parents</p>      <p>Create a Positive School Culture:</p>      <p>Regular Check-ins:</p>      <p>Coordinate with External Support Services:</p>	<p>Recognize and accommodate diverse learning styles. Provide flexible learning environments that allow children to choose spaces that suit their comfort levels, fostering a sense of control and reducing anxiety.</p>      <p>Establish strong communication channels with parents, keeping them informed about mental health initiatives and resources. Encourage a collaborative approach between schools and families to address anxiety-related challenges.</p>      <p>Foster a positive and inclusive school culture that emphasizes the importance of well-being. Celebrate achievements beyond academic success, recognizing personal growth, resilience, and effort.</p>      <p>Conduct regular check-ins with children to assess their emotional well-being. Encourage open discussions about challenges and triumphs, allowing for early identification and intervention in cases of heightened anxiety.</p>      <p>Collaborate with external mental health organizations and professionals to provide additional resources and support. Establish referral systems for children requiring specialized assistance beyond the school's capacity.</p>	
--	---	--

Total budgeted cost: £15,890



## Part B: Review of the previous academic year

### Outcomes for disadvantaged children

Academic Performance – Assessment and Data (attainment) Summer 2024

EYFS	% Achieving GLD	% DP Achieving GLD	% SEN Achieving GLD
GLD	100%	100%	100%

Phonics Screening Check	% Pass	% DP Pass	% SEN Pass
Phonics Y1	100%	100%	100%
Phonics Y2 Cumulative	100%	100%	100%

Key Stage 1 - % Achieving Expected Standard	All Pupils	Disadvantaged	SEN
Reading	75%	50%	0%
Writing	38%	50%	0%
Maths	69%	50%	100%

	All Pupils	Disadvantaged	SEN
Year 4 MTC – Average Score	19.6	17.5	18

Key Stage 2 - % Achieving Expected Standard			
	All Pupils	Disadvantaged	SEN
Reading	86%	0% (100%)*	100%
Writing	86%	0%	50%
GPS	93%	100%	100%
Maths	100%	100%	100%
RWM Combined	79%	0%	50%

\*Represents one child who was absent for the test, he sat the test on returning to school and it was marked by the school, he scored 114 achieving and surpassing the national standard. It is important to remember that data is based on small cohorts so each child has a larger percentage impact than a larger school.

The school demonstrates exceptional academic performance, particularly in supporting disadvantaged and SEN pupils, consistently outperforming Trust and National averages in many areas. Highlights include:

**EYFS:** 100% achieving a Good Level of Development (GLD) across all pupils, far surpassing Trust averages (72% overall, 23% for SEN).

**Phonics:** 100% pass rate for all groups, showcasing an effective early literacy strategy.

**KS1:** Strong results in reading (75%) and exceptional SEN performance in maths (100%), though writing outcomes (38%) fall below Trust averages.

**Year 4 Multiplication Check:** Solid results for SEN pupils (18) and disadvantaged pupils (17.5), with room for improvement overall.

**KS2:** Outstanding reading performance (86%, 100% for SEN), exceeding Trust and National averages. However, writing outcomes for disadvantaged pupils (0%) highlight significant challenges.

The school excels in inclusivity and early-stage attainment but must address disparities in writing and disadvantaged pupils' outcomes at KS2 to ensure equitable progress.

The school fosters a strong sense of belonging, with pupils eager to attend. Key achievements include:

**Academic Success:** 100% GLD and Phonics Screening pass rates, with tailored interventions helping a Pupil Premium child achieve three of four KS2 national standards despite missing KS1 benchmarks.

**Attendance:** Significant improvement for vulnerable pupils, including one increasing attendance from 57.8% to 81%.

**Support for Families:** Assistance for a homeless family, ensuring a smooth school transition and dedicated teaching assistant support.

**Enrichment:** Free peripatetic music lessons, with some pupils achieving their first grading.

**Areas for Improvement:** Ensuring staff maintain high expectations for every pupil by reflecting on and addressing any underlying assumptions or perspectives, and increasing disadvantaged pupils' participation in extracurricular clubs (currently 52%).

The school excels in inclusivity and support while identifying areas for growth in engagement and staff development.

Writing clearly remains a focus for the school. This is also a general picture across the Trust. Vanessa Morely – Writing Consultant – to work/support all schools within the Trust, is also a Governor at Wendron C of E School. This is an action on the school's first 100 day plan for 2024 / 2025.

## Externally provided programmes

Programme	Provider
Nessy	Nessy Learning Ltd
Language Link	SpeechLink Multimedia Ltd
TIS resources	<a href="http://traumainformedschools.co.uk">traumainformedschools.co.uk</a>
One minute Maths	White Rose Education
RWInc	Ruth Miskin Ltd
Fresh Start	Ruth Miskin Ltd
We Thinkers	Thinking books. co
TT Rockstars	TTROCKSTARS.com
Socially Speaking	<a href="mailto:info@integratedtreatments.co.uk">info@integratedtreatments.co.uk</a>