

Pupil premium strategy statement – Wyke Primary Academy

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	197
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Tammie Wisnia
Pupil premium lead	Tammie Wisnia
Governor / Trustee lead	James Finch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,190
Recovery premium funding allocation this academic year	£2,900
Pupil premium (and recovery 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>	£29,090

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 high attainment across 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 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 the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 disadvantaged pupils are challenged in the work that they're 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 raise expectations of 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	Our observations and discussions with pupils and families have identified social and emotional issues for some pupils, creating barriers to their learning and engagement.
2	Pupil Premium children's attainment and progress in reading, writing and maths is not in line with all children. Engagement levels of disadvantaged boys in reading and writing are low.
3	Many pupil premium children have limited access to experiences which enhance Cultural Capital and are less likely to participate in extracurricular activities.
4	Many pupil premium children also belong to other vulnerable groups e.g. SEND (38%)

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 progress and attainment in reading, writing and maths among disadvantaged pupils	KS2 reading, writing and maths outcomes in 2024/25 show that more than 90% of disadvantaged children met the expected standard. All disadvantaged children reach the expected standard in the phonics check at the end of Year 1.
All disadvantaged children have high aspirations and self-belief	Pupil voice, learning walks and book monitoring evidence children's pride in learning, presentation of learning and positive response to feedback.
Pupils mental health and emotional needs will be supported so they are able to access the curriculum and engage in learning	The Jigsaw Resilience and Engagement Scale for Pupils assessment indicates more than 90% of children score 41 or more, placing them in the green zone. ELSA team are deployed effectively and provide emotional support.
Pupils engage in enrichment activities on offer	Disadvantaged children attend at least one extra-curricular activity per half term. All vulnerable children attend trips,

	visits, residential and have the necessary school equipment and resources.
Pupil premium children who fit into other vulnerable groups will be clearly identified and their support needs assessed	<p>Pupil premium children are identified on the SEND register. Barriers to learning are clearly identified and reflected in SAPs.</p> <p>Additional teaching and learning opportunities are provided in a timely way through our universal and graduated approach. The progress and attainment of pupil premium children with additional support is reviewed termly in Cohort Progress Review Meetings and in SAP reviews with families, to ensure that gaps are closed and rapid progress is made.</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: £7,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of a DfE validated Synthetic Phonics programme- ELS to secure stronger phonics teaching for all pupils.	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. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4

<p>Develop our teaching of maths by implementing an evidence informed approach aligned with guidance from with DfE and EEF</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics drawing on evidence-based approaches: NCTEM Maths Guidance: KS1 and KS2 (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2,4,5</p>
<p>Support staff to have regular training. Inclusion lead to identify training needs and lead updates regarding subject knowledge and interventions</p>	<p>EEF Effective Professional Development: High quality staff PD is essential to follow EEF principles. PD is planned and delivered both at school and MAT levels, to ensure content and need is specific to our school context.</p> <p>Support staff to attend weekly training sessions, focused on specific areas that have been identified to support the children they work with.</p> <p>Making the Best Use of Teaching Assistants Education Endowment Foundation EEF</p>	<p>1,2,4</p>
<p>Develop our teaching of reading following phonics by implementing an evidence informed approach to the teaching of reading (aligned with guidance in DfE Reading Framework)</p>	<p>This will increase reading engagement and close the gaps in the attainment levels.</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 2</p>	<p>2,4</p>

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

Budgeted cost: £5,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tutoring in Maths and English</p>	<p>EEF evidence: Indicates that tuition can be effective, delivering</p>	<p>1,2,4</p>

(reading and writing) led by experienced teachers	approximately 5 additional months progress on average. Results from studies is consistent and strong, for subjects like reading and maths. Effects on pupils from disadvantaged backgrounds tend to be particularly positive. Making a Difference with Effective Tutoring Education Endowment Foundation	
Weekly 1:1 or small group additional learning support with experienced teacher	Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. Small Group Tuition Education Endowment Foundation EEF	2,4

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

Budgeted cost: £13,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support – 6hours per week and includes Social Skills groups and Supervision by Kite Academy Trust	EEF: Interventions which target social and emotional learning seek to improve pupils' interaction with others and self-management of emotion. Social and Emotional Learning Toolkit Strand Education Endowment Foundation EEF Three broad categories of SEL interventions can be identified: <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are 	1,4

	targeted at students with particular social or emotional needs	
Access to psychotherapist 3hrs per week	More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs	1,4
Kite Academy Trust Family Support Worker Team	EEF Tailoring school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. Our own experience tells us that swift early help can support families in crisis in a timely way, minimising impact on children and leaving resources free to support children in other ways. Come and Ask sessions for general support or more bespoke support provided via referral. Parental Engagement Toolkit Strand Education Endowment Foundation EEF	1,3,4
Kite Inclusion Officer	Half termly attendance tracking and support provided as needed. Our own evidence indicates that monitoring and support impacts on improved attendance.	1,3
Support to families experiencing difficulty affording trips, visits, after school activities and school uniform and equipment.	Children will gain first hand experiences and increase their knowledge of the work and learning will be reinforced. Children will have positive engagements, feel included and social and emotional needs will be supported.	3

Total budgeted cost: £26,190

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GLD: 2 Pupil Premium children in cohort

2 children achieved GLD, compared with 87% of all children.

Y1 Phonics Screening Check: 3 Pupil Premium children in cohort

2 children passed the phonics screening check and 1 child did not. Compared with 83% of all children.

There were no Pupil Premium children who were re-tested in Y2.

KS1 SATs: No Pupil Premium children in cohort.

Y4 MTC: 4 Pupil Premium children in cohort.

2 scored 20+, 1 did not and 1 was absent from school throughout the check assessment window. Compared with 73% of all children.

KS2 SATs: 3 Pupil Premium children in cohort.

Grammar, Punctuation and Spelling: 2 children achieved expected standard, 1 did not, compared with 86% of all children.

Reading: 2 children achieved expected standard, 1 did not, compared with 79% of all children.

Writing: 2 children achieved expected standard, 1 did not, compared with 85% of all children.

Maths: 3 children achieved expected standard, compared with 82% of all children.

Science: 3 children achieved expected standard, compared with 93% of all children.

Reading: 55% of our PP children met or exceeded the age-related expectations compared to 85% of all children. 3 children were working below the expected standard, 6 children were working towards the expected standard, 8 children were working within the expected standard, and 3 were working above the expected standard.

Writing: 45% of our PP children met or exceeded the age-related expectations compared to 76% of all children. 2 children were working below the expected standard, 9 children were working towards the expected standard, 7 children were working within the expected standard, and 2 were working above the expected standard.

Maths: 70% of our PP children met or exceeded the age-related expectations compared to 83% of all children. 1 child was working below the expected standard, 5 children were working towards the expected standard, 11 children were working within the expected standard, and 3 were working above the expected standard.

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
none	