



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	Wath Victoria Primary School
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	37.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs G Kilner
Pupil premium lead	Mr J Parker
Governor / Trustee lead	Mike Hemmingway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2022-23-£190,315 2023-24- 177,233 2024 – 25 £162,330
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	2022-23- £19,440 2023-24- £16,385
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	£162,330

Part A: Pupil premium strategy plan

Statement of intent

At Wath Victoria Primary School we strive to ensure that all pupils make at least expected progress in phonics, reading, writing and mathematics alongside access to a wider curriculum through:

- Quality first teaching
- Targeted, specific academic support
- Inclusive, trauma informed practice and additional access to pastoral support

Our pupil premium strategy plan incorporates these key principals and actions:

- Quality CPD for all staff, by an accredited phonics and early reading provider will ensure consistency and fidelity to high quality teaching and learning across school
- Growth mindset and resilience learning will be re-visited and regularly incorporated into daily opportunities to meet the needs of our pupil premium children
- We will provide a wide range of targeted interventions across all areas of learning and development
- Engage families in all aspects of school life and actively encourage good school attendance in order for pupil premium children to experience all learning opportunities

Promote positive mental health and well being of pupils by offering enrichment experiences both in and out of school which will positively impact our children and increase their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health challenges of our pupil and parents impacts on pupils emotional regulation and ability to access learning. 33 families on formal support but school constantly engages with new referrals.
2	Delayed speech and language of our early years pupils as well as communication and language barriers across the school. There are 54 children identified with speech and language issues across school.
3	Reading comprehension ability transitioning from phonics into KS2. At the end of 2023-2024 there was a 16% difference in pupil premium vs Non-pupil-premium in age related expectations in reading (52% V 68%). Year 6 pupil premium vs non pupil premium had a 7.2% gap.
4	Poor standards of writing across the school as evidenced in assessment outcomes. At the end of the 2023/2024 school year 38.7% of pupil premium children achieved age related expectation in writing compared to 57.24% in non pupil premium children.
5	Attendance rates falling below school target. Last year's attendance figure was 93.3% and Pupil Premium was 91.4%. Persistent absence is higher than national at 28%
6	High proportion of vulnerable families requiring support. 19 families currently accessing early help support with 2 families waiting.

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
<p>1 Have a positive impact on social, emotional and mental health challenges of our pupil and parents to reduce impact on pupils emotional regulation and ensure that the children have the best chance of accessing learning.</p>	<ul style="list-style-type: none"> • PP children with SEMH needs are supported to be able to access learning successfully through early identification and allocation of effective inclusion provision, so that most make progress in line with ARE expectations, and 100% make progress in line with individual expectations • Pupils will show increased levels of resilience and self-regulation in the classroom and at unstructured times. This will be evident through behaviour logs and classroom / playtime observations. Pupils will have developed independent strategies to self-regulate and manage their own emotional dysregulation • Pupils will be confident in their learning and able to demonstrate a growth mindset • Children who find it hard to regulate will be involved in physical regulation groups. • Children who find it difficult to converse with others will • Record My / ABC tracking will demonstrate a reduction in individual dysregulated behaviours • Pupil voice records demonstrates that pupils are happy in school. • Over the year there will be a reduction in children requiring additional support such as nurture provision and SEMH provision.
<p>2. Improve oracy skills among disadvantaged pupils through structured speaking and listening activities integrated across the curriculum.</p>	<ul style="list-style-type: none"> • Oracy practice will be embedded across the curriculum. • Good level of development outcomes in communication and language will be in line with national averages • Early identification of pupils not on track to reach a good level of development have accessed appropriate interventions and additional support • Children who require access to SALT will have been seen by a speech and language therapist and are supported by accurate staff modelling in school (SLA with NHS) Environments are language rich • Fidelity to Little Wandle letters and sounds phonics scheme used consistently across school • Voice 21 programme to be implemented across the school.

<p>Increase the reading comprehension levels of pupil premium pupils in Key Stage 2 by implementing targeted interventions.</p>	<ul style="list-style-type: none"> • Achieve a 10% increase in the percentage of pupil premium pupils meeting or exceeding age-related expectations in reading comprehension assessments by the end of the academic year. • KS2 catch up programmes and intervention groups ran by the most skilled members of staff • All PP children (without SEND) will pass the KS1 phonics screening test • Children who did not pass phonic screening will complete the phonic program. • Implementation of Accelerated Reader to ensure every child has a book at their appropriate reading level to read at home. • Children will be in target reading groups with texts based closely to their reading level to aid fluency and comprehension. • Children will have targeted 1-1 and small group reading sessions for fluency and comprehension as required. • Staff read a breath of texts daily, exposing pupils to a wide range of vocabulary, language structures and correct word pronunciation. • Reading fluency strategies are used in a wide variety of reading opportunities across the curriculum • Reading to children is promoted and celebrated with rewards linked to Accelerated Reader. • Fidelity to the Little Wandle phonic scheme • All staff will have engaged in accredited phonic training <ul style="list-style-type: none"> • Quality first phonic and spelling teaching is evident in all classrooms Daily interventions in line with the Little Wandle scheme • Parents will be involved in supporting their child's reading at home using resources and strategies provided by school as well as having access to workshops to help educate on the importance of reading.
<p>4. Increase the percentage of pupil premium pupils achieving age-related expectations in writing from 38.7% to 60% by the end of the 2024/2025 school year.</p>	<ul style="list-style-type: none"> • Teachers will have had targeted training on effective writing instruction, including strategies for supporting disadvantaged pupils. • A new writing curriculum will be embedded across the school. • Every teacher will have been trained on the 5 strands of learning to ensure all children's needs are met in writing lessons. • Improvement in handwriting and presentation is evident from focused teaching and intervention. • Increased pupil engagement in writing activities, as evidenced by participation in workshops and feedback from pupils. • The gap between pupil premium and non pupil premium will reduce.
<p>5. Attendance rates falling below school target and national numbers. School target 96%</p>	<ul style="list-style-type: none"> • Attendance rates at the end of the year will be 94% or above, a 1% increase from 2023/4

	<ul style="list-style-type: none"> • The new attendance strategy will be embedded with parents having a clear understanding of procedures. • Persistent absenteeism will have been targeted within the early help attendance matters pathway and reduced as a result. • All staff promote and reward good attendance rates, including whole school attendance celebrations • Pupils attitudes to attendance and punctuality have improved • School will engage with and take support from the trust attendance group. • Monitor and target latecomers to improve punctuality.
6. vulnerable families feel supported in terms of their children's ability to access school and their own ability to access wider support.	<ul style="list-style-type: none"> • Every pupil in school will have access to a healthy breakfast • Staff will support families in need of food, clothing and basic equipment • All pupils will feel equipped to learn • All pupils will have engaged with and enjoyed curriculum enrichment activities • All families will have access to support in gaining access to wider support. • Regular whole school events, such as coffee mornings, to allow informal access to school. • Signposting to community events/ support through dojo.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,729.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of : <ul style="list-style-type: none"> • 1x HLTA trauma informed, positive regard specialist. • x CLA specialist learning mentor • x family support worker • Mental health lead – SLT member All to support SEMH needs across school <ul style="list-style-type: none"> • AHT out of class 2 days each + FS lead one day. 	EEF research states that Self-regulation and metacognition had a very high impact for very low cost based on extensive evidence. EEF Metacognition and Self-Regulated Learning	1,5

To support teaching and learning of pupils and be on call for SEMH when required.		
<p>Whole school English inset based on writing, vocabulary, phonics and reading.</p> <p>Phonic CPD analysis and follow on training, tracking and monitoring led by phonic lead with release time when needed.</p> <p>EYFS staff Nelli training led by EYFS leader (1/2 day release weekly)</p> <p>Early reading team established</p> <p>All to lead on the implementation of phonics and reading teaching and learning across school</p> <p>SENDCO TLR position to support the teaching of and intervention planning for children with SEND</p> <p>Purchasing of whole school writing scheme with clear progression of skills. Twilight time planned to review/ adapt the scheme to fit the needs of the school.</p>	<p>OFSTED research states that phonics should be the only strategy used to teach reading.</p> <p>The Reading Framework published in July 21, this is focused on teaching the foundations of literacy. Reading Framework July 21</p> <p>English hub audit. School based data analysis shows that vocabulary understanding limits pupils ability to answer inference questions in KS2.</p> <p>EEF – Oral language intervention +6/ Reading comprehension+6 / phonics +5 - very high impact for very low cost based on extensive evidence. Oral Language Interventions</p> <p>School based data analysis of EYFs baseline results show a gap in communication.</p> <p>Communication and language approaches(2021)</p> <p>Whole school writing data percentage of children both non-PP and PP on a downward trajectory in the last three years.</p>	2,3
<p>ROSIS (local authority) professional development to access subject leader meetings, moderation and support.</p> <p>Recruitment and support of ECT. 2X ½ day HLTA cover to support this</p> <p>Subscriptions to support development of staff</p>	EEF supporting effective professional development 2021.	3,4

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

Budgeted cost £67828.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching for all pupils through research based practice and following 5 strands of learning. CPD is targeted based on feedback from coaching	EEF guide to pupil premium, tiered approach - teaching is top priority The EEF Guide to the Pupil Premium	1,2,3,4,5,6

<p>sessions and the needs of the school at the point. Children in all groups will receive regular teaching from the class teacher.</p> <p>Purchase of top up Little Wandle resources.</p> <p>Purchase of voice 21 oracy.</p>	<p>Sutton trust – Quality first teaching has a direct impact on student outcomes</p> <p>Sutton Trust School Funding and Pupil Premium</p>	
<p>2 X support staff adding additional capacity to deliver -</p> <ul style="list-style-type: none"> • Nelli intervention • Talking tables across EYFS • Nesy intervention • Times Tables Rockstars • Target support to stop children falling behind and support of children towards reaching end of key stage expectations.3X HLTA afternoon. • Speech and language(external) • Fusion learning support 	<p>DFE catch up finding criteria – schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected</p> <p>Recovery Funding Premium</p> <p>EEF – Oral language intervention +6 months - very high impact for very low cost based on extensive evidence.</p> <p>Oral Language Interventions</p> <p>EEF - small group tuition +4 months.</p> <p>Small Group Tuition EEF</p> <p>EEF Mentoring.</p> <p>There is a direct link between a pupil's vocabulary knowledge and their academic achievement. Previous targeted support has been effective in improving pupil premium attainment.</p>	2,3,4
<p>Purchase of pathways to writing English scheme.</p> <p>Purchase of accelerated reader programme.</p>	<p>EEF research for parental engagement = +4 months. Encouraging parents to engage with reading (using modern technology)</p> <p>Parental Engagement EEF</p> <p>Centre for Literacy in Primary Education states that the use of high quality books within the reading curriculum is at the heart of a schools successful approach to engage and support children to become motivated and independent readers</p>	4

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

Budgeted cost: £30060.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Reduced cost = Access to after school clubs, trips, residentials, on site experiences – including music lessons</p> <p>Development of cultural champions to give children a sense of belonging in the community and improve aspirations.</p> <p>Cultural capital experiences promoted throughout the curriculum =</p> <p>PPA time for HLTA's PSHE, RE, Music curriculum leads.</p> <p>Food /clothing available free of charge</p> <p>Attendance lead to identify target groups of children, including the PP group, to prioritize focus support</p>	<p>Pupil / parental voice - pupil premium pupils want to engage in experiences</p> <p>OFSTED research (2019) emphasis given to all pupils gaining cultural capital but especially those identified as pupil premium Ofsted Research</p> <p>OFSTED framework, schools knowledge of aspirations and life outcomes for local residents.</p> <p>Sutton trust – parent power Parent Power - Sutton Trust</p> <p>EEF evaluation report = breakfast clubs boost attainment. Magic Breakfast EEF</p> <p>DFE – School attendance guide Rotherham – Early help school attendance matters pathway.</p>	6,1
<p>Referral to educational psychologist</p>	<p>EEf behavioural interventions- early identification for best results.</p>	1
<p>Inclusion team staff support pupils in a nurturing, trauma informed mentoring sessions. Including monitoring attendance.</p> <p>Purchase of identified materials through initial assessments</p>	<p>Public health England - promotion of schools supporting the mental health and well being of pupils. DFE Guidance Support for Schools</p> <p>Research carried out for the Governments Green paper (2017) Summary evidence that trains and supported staff can have the same impact as a trained therapist when delivering programmes for mild to moderate mental health issues.</p>	1

Total budgeted cost: £ **193618.00**

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 2023-2024 academic year.

Target 1

,Whilst the gap between the pupil premium and non- pupil premium in terms of end of year data has increased (Reading +2% ,Writing +4 and Maths +9%) the number of children listed as pupil premium and SEN has also increased. There have been improvements in some PP children becoming ready to access learning and children becoming more resilient to life inside the classroom. As a result more children are actively participating in lessons on a much more regular basis. It is hoped that this improvement will be sustained and that we will see progress in data by the end of 24-25 in line with the three year plan.

Target 2

As a result of fidelity to the Little Wandle scheme, Y1 Phonics screening results were 91%, well above the target of 74.8% and above national averages. The Y2 recheck outcomes were slightly below the target of 100%, however this equates to 2 children who had joined the school later in the year. The overall Y2 outcome was 95%. Although the SALT interventions took place, the number of children requiring this has increased which has placed significant demand. Increased medical needs in the school has resulted in a reduction of time available to run the SALT programme. We recognise the need for a more targeted approach to the intervention as well as a whole school focus on communication and language to reduce the amount of intervention required.

Target 3

Fidelity to the Little Wandle program has ensured 91% of children passed the screening in Y1 and 95% of children left KS1 passing the screening. In reading across the school the gap between pupil premium and non pupil premium has not yet decreased significantly, this needs to be a focus for the coming year.

Target 4

The impact of BEDROCK has been reviewed this year and there is little impact on outcomes in writing, with only 51% of pupil premium children meeting age related expectations across the school. The new leadership has identified that a more robust writing curriculum is required in order for children to make progress.

Target 5

Although school attendance is below national average, Pupil Premium attendance has increased by 1.2% and is more in line with national averages. The gap between Pupil Premium and Non Pupil Premium has decreased from 4.3% in 2022 – 23 to 3.3% this year which is also better than the national gap. The Pupil Premium unauthorised absence has halved in the last year. The impact of the Parent Support Advisor has been significant in addressing attendance and supporting families

Target 6

The school provides free breakfast club for children identified as pupil premium and have bagels and toast on offer for children who may have missed breakfast. We have provided uniform and foodbank referrals for families as well as helped families engage with wider support such as early help. This has proven to have a positive impact with lates, having 219 lates for Pupil Premium children in 2022-23 reducing to 14 in 2023-24, a huge reduction. Although attendance for pupil premium children is still below those who are non pupil premium, the gap has reduced by 1%.

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
Fusion Learning Support	Fusion
Positive regard	Positive Regard

SALT	NHS Rotherham
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Service pupil premium funding - £335

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How our service pupil premium allocation was spent last academic year.	N/A
The impact of that spending on service pupil premium eligible pupils.	CN/A

Further information (optional)