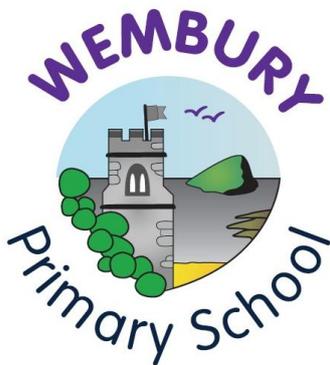


Wembury Primary School Pupil Premium 3-year Strategy 2023-2026

Academic Year 2025-2026



All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'closing the attainment gap' between vulnerable pupils and the Pupil Premium forms a vital part of that process. The governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. The school adopts a tiered approach to Pupil Premium spending, balancing the approaches to improve teaching, targeted academic support and wider strategies. 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.

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2024 to 2025 academic year 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	Wembury Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	10.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 25
Date on which it will be reviewed	September 26
Statement authorised by	Sam Wilkinson
Pupil premium lead	Sam Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31 465
Recovery premium funding allocation this academic year	£0
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	£31 465

Part A: Pupil premium strategy plan

Statement of intent

At Wembury Primary School, we believe that providing the highest quality teaching gives the best intervention for catch-up. Everything we do must be underpinned by a commitment to support our teachers to be the best they can be so that we positively impact on improvement in outcomes for our most disadvantaged children and all children. This will be strengthened by a whole school ethos of high expectations, strong relationships, understanding academic and emotional needs and growing potential in every child.

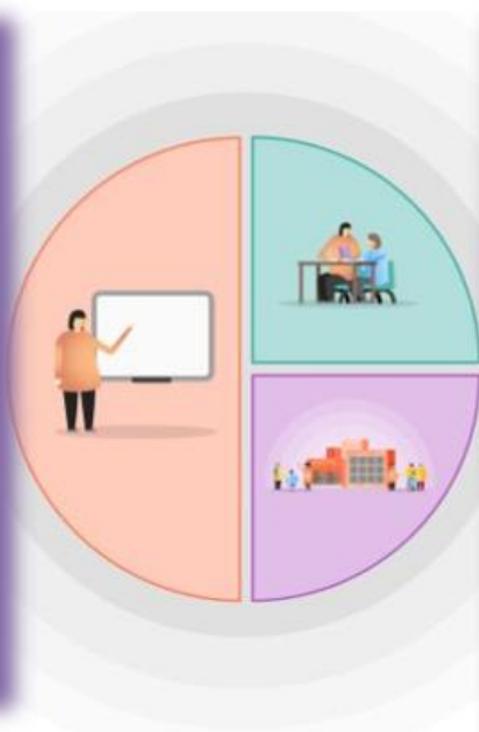
To achieve this, we will focus on every teacher in every classroom being as good as they can be in what they teach and how they teach. We will use the best evidence from research to support improvement in order to improve children's outcomes through collaborative approaches across WeST. We aim to create a culture where everyone is a learner, working continuously to improve, achieve and be better together.

The key principles of our strategy plan are:

3-Tiered Overview

1 Teaching

- Quality First Teaching supported by evidence informed CPD for teachers and support staff based on core areas: Maths Mastery and problem solving; Oracy, reading & writing; curriculum design and pedagogy
- Effective use of assessment and feedback for informing planning and teaching (including the teaching of metacognition)



2 Targeted Support

- Specific intervention programmes led by both Teachers and Teaching Assistants
- Tutoring for Maths/Phonics
- Speech and Language Interventions

3 Wider Strategies

- Multi Agency Support Team Support (including Emotional Logic)
- Lunchtime Wellbeing Champion
- Support educational visits and enrichment activities

1. HIGH QUALITY TEACHING: £ 10, 000.00	2. TARGETED ACADEMIC SUPPORT: £12,468.65	3. WIDER STRATEGIES: £9,968.00
<p>To ensure access to high quality teaching, we plan to...</p> <ul style="list-style-type: none"> • Provide teachers with coaching support and training on effective teaching of reading within the WPS whole school reading strategy. • Continue to train and coach staff through the RWI development day. • RWI lead to provide coaching to staff with the curriculum delivery of RWI one day a week on a fortnightly basis. • Provide training for HLTA to support reading fluency project implementation. • Provide training for staff on the refined whole school reading strategy to support fluency, prosody and comprehension. • Maths mastery specialist to train staff on the new maths curriculum to promote small steps of expert mathematical thinking. • Provide teachers with peer coaching and support to embed teaching techniques to support expertise in the new maths curriculum. • Provide KS2 teachers with Mastering Number training. • Purchase EYFS materials to support attention and focus teaching. 	<p>To deliver impactful targeted support, we plan to...</p> <ul style="list-style-type: none"> • Deploy additional teaching assistant to teach RWI 'keep-up' intervention so that no child falls behind across EYFS/Y1 and Y2 • HLTA to provide reading fluency intervention support. • MAST Learning Mentor to provide specialist wellbeing support to improve access to and engagement with learning. • TA to deliver Fresh Start RWI resources to support quality intervention programme for reading fluency. • Teaching assistants to apply precisions instruction to the teaching of fluency in maths, reading, spelling and letter formation (WPS Inclusion Team). • MAST Speech and Language. 	<p>To remove non-academic barriers to attainment, we plan to...</p> <ul style="list-style-type: none"> • Purchase higher level support from MAST for early intervention and support with attendance. • Allocated time of named Attendance Officer to operate school-based systems and facilitate multi-agency support for families requiring attendance support. • Liaise with the trust EWO to support attendance and implement attendance procedures with the support of the school-based attendance champions. • Allocated time of school Family Support Advisor to operate school-based support and facilitate multi-agency support for families with attendance. • Support with access to wider school activities. • Personalised meet and greet with Emotional Available adults. • Games club support for children at lunchtimes to have emotional available adult to support children with play in social situations. • Referrals to the MAST team for targeted family support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate poor fluency knowledge and skills in maths which is more prevalent among our disadvantaged girls than their peers. This is proving to be a barrier to further maths success across the breadth of the full maths curriculum.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with mastering reading post phonics than their peers. This negatively impacts their progress as confident, fluent, independent readers at an age-appropriate level

3	Assessments, observations and discussions with pupils suggest that disadvantaged pupils experience greater difficulty when mastering early writing transcription knowledge and skills which negatively impacts on their sustained abilities as writers across the curriculum.
4	Observations, behaviour information and discussions indicate that many disadvantaged pupils, particularly those who have experienced early childhood trauma, experience difficulty with forming trusted relationships and fully understanding social interactions in the social world. This negatively impacts of their mental health and wellbeing which has a knock on to their school success and sense of belonging.

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 maths fluency knowledge and skills among pupils to improve overall maths achievement in the curriculum. Link to school improvement implementation plan 2.1, 2.3, 2.4 and 2.5	<ul style="list-style-type: none"> Assessments, observations and discussions with pupils indicate improvement in maths fluency knowledge and skills among disadvantaged pupils. This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments. Discussions with pupils demonstrate retrieval and use of taught knowledge. Knowledge in books demonstrates increased application of fluency knowledge and skills.
Outcomes improve for all pupils, including disadvantaged	<ul style="list-style-type: none"> Progress from starting points is good or better for disadvantaged children. RWM 67% ARE for PP children this was 33%. Children in Y4 are successful in their Multiplication Times Tables Check. Children have the knowledge they need to be successful and can retrieve, connect and apply this knowledge across the curriculum-children are able to access the foundation curriculum more effectively and keep up with their peers. Staff and children's deeper understanding of metacognition has lead to richer learning
Children's have the tools to support their well-being and to manage their emotions so that they are ready to learn	<ul style="list-style-type: none"> Staff and children use the language of emotional logic to support well-being and to explore and solve issues and can self-regulate All staff follow a trauma informed approach Attendance for all groups is good or better Qualitative data from student voice, discussions with parents, pupil surveys and teacher observations demonstrate high levels of wellbeing, with well-motivated pupils who respond well to challenge Attendance is above national average at 96%

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD to support teachers and support staff to refine the curriculum to meet all needs. The what we teach and how we teach it</i> <i>Humanities curriculum- Opening Worlds</i> <i>EYFS training</i>	EEF Collaborative learning +5	1,2,3,4
<i>CPD to support reading and writing</i> <i>Eg. RWI phonics</i> <i>External CPD</i>	EEF Comprehension Strategies +6 EEF Phonics + 5	2,3
<i>Embedding key number facts, fluency and problem-solving (Mastery Maths)- provide staff with training and coaching as we move towards NCETM using Oak Academy as a vehicle.</i>	EEF Mastery Maths +5	1, 4
<i>Effective feedback and metacognition</i>	Metacognition and self-regulation +7 EEF Feedback +8	1,2,3,4
<i>CPD on Adaptive teaching-The Ordinarily Available Targeted Support Framework - Support for schools and settings-use this resource to support ALL children within the classroom.</i> <i>NASEN Teacher Handbook</i>	EEF Evidence Review 'Special Educational Needs in Mainstream Schools' The Ordinarily Available Targeted Support Framework - Support for schools and settings	1,2,3,4
Continue to train and coach staff through the RWI development day.	Evidence indicates that high-quality teaching and curriculum is the most important level schools have to improve	

	pupil attainment. EEF 'Improving Literacy	

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

Budgeted cost: £12,468.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Early reading, phonics and KS2 targeted support to address identified needs including fluency, comprehension and vocabulary</i>	EEF Early Interventions + 5 EEF Phonics + 5 Reading Framework July 2021 EEF Comprehension Strategies +6 EEF Oral Intervention + 6	2,3
<i>Tutoring Program for Maths and teacher delivery of phonics and maths to fill gaps.</i>	EEF Phonics + 5 EEF Small Group +4	2,4
<i>Speech and Language assessment tool and intervention programmes MAST speech and language therapist weekly to support staff to deliver programmes</i>	EEF Oral Intervention + 6	3
<i>Targeted support in class to close the gap</i>		1

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

Budgeted cost: £9,968.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Multi Agency Support Team (MAST) support to address higher levels SEMH needs and support individuals and their families. Also, MAST to train and mentor on the delivery of Emotional Logic and to support with speech and language therapist</i>	Metacognition and self-regulation +7 Socially and emotional learning +4	1,5

<i>Lunchtime Wellbeing Champion</i>	Metacognition and self-regulation +7 Social and emotional learning +4	1,5
<i>Financial support for wider opportunities e.g. residentials, Forest Schools, educational visits and school uniform</i>	£1000	5

Total budgeted cost: £ 33,436.66

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 2022-23 academic year.

Intended outcome	Progress Towards Intended Outcomes 2024-25
<p>The Quality of the Curriculum continues to be improved</p>	<ul style="list-style-type: none"> • There has been a significant amount of work that has taken place to develop key areas of the curriculum (History/Geography/Science and MFL). Subject leaders have worked with the trust to develop these. Detailed progression maps ensure gaps in children’s knowledge and learning lessen prior learning is built upon • Openings Worlds is supporting all pupils’ acquisition of vocabulary • Extensive Continuous Professional Development has taken place within school, with the trust and beyond. Several staff have been undertaking further qualifications including NPQs. • Continuing Professional Development around retrieval practices, research and strategies has led to more of these being incorporated into lessons to support retention of knowledge and skills. • The continuation of Read, Write, Inc, and the subsequent CPD has ensured excellent progression for all and good attainment (KS1 phonics 93%- well above national). • The introduction of Read, Write Inc spelling has phonics and spelling practices are consistent across the school and ensures children’s cognitive load is decreased.
<p>Outcomes improve for all pupils, including disadvantaged</p>	<ul style="list-style-type: none"> • Tutoring has been targeted carefully across the school and has supported pupils to make good progress • Small group interventions have led to good progress • Extra adult support put in place to support vulnerable pupils, enabling them to access the learning
<p>Children have the tools to support their well-being and to manage their emotions so that they are ready to learn</p>	<ul style="list-style-type: none"> • Lunchtime support for small groups/individuals has supported their wellbeing, enabling positive experiences and the development of relationships so that children are ready to learn in the classroom. • The Multi Agency Support Team has continued to support children from across the school which has enabled them to continue attending and to thrive. • The whole school work on Trauma informed Practice has fed into the development of the new behaviour policy and practice which has supported children to become more reflective and to explore different strategies to help them to deal with difficult

	<p>situations/relationships. There is now a fully trained Senior Mental Health Lead. The training of a team of pupils across KS2 to support positive relationships has been very successful.</p> <ul style="list-style-type: none"> • Emotional Logic strategies continue to be used successfully to support pupils in KS2 • Overall Whole School Attendance 95.8%
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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
Read, Write, Inc and Fresh Start	Ruth Miskin
Numbots/Times Tables Rock Stars	Maths circle
Opening Worlds	Opening Worlds
Read Write Inc Spelling	Ruth Miskin
Language Link KS1 and KS2	Speech Link Multimedia

Further information (optional)