

Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Wescott Infant School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	8% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Stephanie Holding, Headteacher
Pupil premium lead	Stephanie Holding, Headteacher
Local Advisor	Cat Allen, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,850
Recovery premium funding allocation this academic year	£1,134
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	£14,984

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.

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 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	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	<p>Internal and external (where available) assessments indicate that writing and math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 50-75% of our disadvantaged pupils arrive below age-related expectations compared to 40-60% of other pupils.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 7 pupils (3 of whom are disadvantaged) currently require additional support with social and emotional needs, through small group interventions.</p>
5	<p>Our attendance data indicates that attendance and punctuality of our disadvantaged pupils is lower than the non-disadvantaged pupils. In 2020 – 2021 overall attendance of disadvantaged pupils was 4.4% lower.</p>

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 oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oracy among disadvantaged pupils. NELI (Nuffield Early Language Intervention) is used promptly in Foundation Stage to identify children in need of the 20-week programme. Speech and Language Link is used to assess children's needs and provides materials to support interventions. SALT sessions are planned and delivered by ELKLAN qualified staff within our school. High-quality and diverse texts are utilised, which expose children to a range of vocabulary and experiences. The curriculum clearly identifies appropriate vocabulary for each subject area that will be taught explicitly through whole class teaching.</p>
Improved reading, writing and Maths attainment for disadvantaged pupils at the end of KS1.	<p>KS1 outcomes in writing and maths in 2023/4 is above the national average for disadvantaged.</p> <ul style="list-style-type: none"> • Every child will access and experience success in their learning. • Teaching and learning is high quality with high engagement. • All children make at least appropriate progress based on prior attainment data with an expectation

	<p>that 20% of disadvantaged children make better than expected progress.</p> <ul style="list-style-type: none"> • Moderation and assessment is robust, reliable and accurate. • Support and evidence-based interventions in place for all pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged • attendance is at least 96% • Mental wellbeing and growth mindset are promoted throughout all areas of school life and are established within the core ethos of the school
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the percentage of all pupils who are persistently absent being below 10%

Activity in this academic year 2022 - 2023

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: £ 4,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff have recent training in, Talk 4 Writing and have the opportunity to visit a Talk for Writing training centre.	T4W enables children to imitate the language they need for a topic orally before reading, analysing it and then writing their own version. https://www.talk4writing.com/about/does-talk-for-writing-work/	1, 3
Engagement and training opportunities for all staff with BBO Maths Hub – NCETM	NCETM is a national research-based community that enhances and strengthens maths teaching. https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/	3
Purchase of a DfE validated Systematic Synthetic Phonics programme Little Wandle revised letters and Sounds 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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf	2
PiXL methodology of diagnosis, therapy, testing being used across Years 1-2	PiXL supports primary schools across the country and the methodology of diagnosis, therapy, testing has had a positive impact across all PiXL schools. https://www.pixl.org.uk/about-us	2,3

<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4
<p>Purchase of Coram Life Education – SCARF scheme of work.</p>	<p>Coram Life Education is the leading provider of relationships, health, wellbeing, and drugs education to almost half a million children across the UK, delivered under the strapline 'Helping Children Make Healthy Choices'. Trained Educators use evidence-based, interactive, creative methods and resources to stimulate curiosity and imagination.</p> <p>SCARF's whole-school approach supports primary schools in promoting positive behaviour, mental health, wellbeing, resilience and achievement</p> <p>https://www.coramlifeeducation.org.uk/impact/</p>	4
<p>Promote Growth Mindset with whole school community.</p>	<p>Growth Mindset-Research in neuroscience by Carol Dweck has shown that the brain is more malleable than first thought and has shown how connectivity between neurons can change with experience. Dr. Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence. When students believe they can get smarter, they understand that effort makes them stronger.</p> <p>https://www.mindsetworks.com/science/</p>	4

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

Budgeted cost: £ 9,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	NeLI (Nuffield Early Language Intervention) is designed to improve listening, narrative and vocabulary skills. Three to five weekly sessions are delivered to small groups of children with relatively poor spoken language skills over a 20-week programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention https://www.teachneli.org/what-is-neli/evidence-and-programme-development/	1
Speech and Language link screening, assessment, intervention and support.	Impact report: https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf	1
Additional phonics sessions (keep-up) targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics www.littleweandleetersandsounds.org.uk	2
Reading practice sessions taught 3 times a week using books matched to children's phonics ability. The sessions focus on word reading, prosody and comprehension.	Reading requires two broad skills: word recognition and language comprehension. Word recognition initially involves decoding (the ability to translate written words into the sounds of spoken language) but later progresses to more fluent word reading. Language comprehension is an understanding of the language being read. For young readers the recommendation is that both skills need equal attention and should be taught alongside each other.	2,3

	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy KS1 Guidance Report 2020.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics www.littleweandletersandsounds.org.uk	
Additional math's and writing sessions targeted at disadvantaged pupils who require further support.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Use of PiXL methodology for laser sharp interventions, delivered by high quality teachers and teaching staff.	National PiXL data has shown that the diagnosis, therapy, testing methodology has had positive impact across all PiXL primary schools	3
Provide Nurture Groups with a trained ELSA.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p>	4

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

Budgeted cost: **£1,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance tracking of all PP pupils. Attendance below 90% is immediately addressed and monitored by the Headteacher.	EEF - Attendance interventions rapid evidence assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	5
Enable access to external clubs, trips and uniform for all disadvantaged pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4,5

Total budgeted cost: £ 14,984

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 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our 2021 – 2022 cohort missed 8 months of school due to COVID and had additional needs including child protection and SEND.

Year 2 (7 pupils)	Reading	Writing	Maths
EXS	71%	57%	86%
GDS	14%	0%	0%

EYFS (5 pupils)	GLD	Reading	Writing	Maths
EXS	20%	40%	40%	60%

Attendance 2021 - 2022

	2020 - 2021	2021 - 2022
ALL	97.3%	94.4%
FSM	94.5%	90%

Persistent Absenteeism 2021 - 2022

	2020 - 2021	2021 - 2022
ALL	5.4%	14.1%
FSM	14.3%	41.7%

Absence and persistent absence among disadvantaged pupils was higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan and SDP.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
Primary Wise	PiXL
Little Wandle revised Letters and Sounds	Wandle Learning trust
White Rose Maths Scheme	White Rose Maths
NeLI	Nuffield Foundation
Maths Hub	NCETM
Speech and Language Link	Speechlink Multimedia Ltd