Pupil premium strategy statement – Wensley Fold CE Primary Academy

This statement details our school's use of pupil 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	420
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025 (1) 2025-2026 (2) 2026-2027 (3)
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Amanda Whittingham
Pupil premium lead	Helen Lavery
Governor / Trustee lead	Shabana Latif

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,680
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
National Tutoring & Catch Up Programme	£8,297
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*	£68,977

Part A: Pupil premium strategy plan

Statement of intent

*The objectives of this plan: -To raise the attainment of disadvantaged children. -To ensure progress of disadvantaged children meets or exceeds progress of peers. -To ensure the barriers of low family income on academic outcomes are removed.   *The key principles of this strategy: -We recognise that Pupil Premium children are not a homogenous group -We recognise that quality first teaching for one group of children supports all other children. -We recognise that some children who are pupil premium are also supported as part of other groups and interventions.

Challenges

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

Challenge number	Detail of challenge
1	Low language acquisition. Children working below expectations for language development on Well Comm assessment consistently increases each year in Nursery and Reception
2	Low levels of English in the home
3	Some children need opportunities to develop their voice; have confidence and develop life- long learning experiences.
4	Some families need support with expectations for learning and development.
5	Some parents and children need support in developing family routines and expectations including attendance, healthy lifestyles, relationships and behaviour.

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
PP children's attainment in line with or exceeds peers	*Well Comm Scores show no attainment gap between disadvantaged and non-disadvantaged children.
PP children's attainment in line with or exceeds peers EYFS KS1 KS2	*Termly and End of Year Data shows no attainment gap between disadvantaged and non-disadvantaged children.
Children's aspirations and experiences are varied and widened	*Children access visits and experiences with parents *Children are more vocal about experiences *Parents learn new skills to support their children to develop *Parents learn new skills for their personal development
Family support reflects the changing needs and support in our community	*Attendance rate maintained and improved *No gap between disadvantaged and non-disadvantaged in attendance

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *42,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Y6 Teacher	EEF- High quality teaching, curriculum responds to the needs of pupils	2,3,4
Implementation of phonics blasts. Adaptive teaching, smaller group sizes R-Y2	EEF- DfE approved monster phonics programme, mastery based approaches	1,2,3,4,5
Mentoring and coaching for teachers including NPQs and subject leader release time	EEF- Mentoring and coaching guidance EEF- Impact of NPQs and CPD on teacher development	1,2,3,4,5

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

Budgeted cost: £ *21,427*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions in reading, writing and maths	EEF-Interventions to support language and skill development e.g. WellComm interventions, maths adaptation, writing development	2,3,4
Teaching assistant support and interventions: Speech and Language, Physical Development.	EEF- Targeted interventions to support children who are developing at a different rate/level to their peers. EEF- Teaching assistant in class supports high quality teaching and on the spot support and interventions	2,3,4
Focussed intervention to support children who need to build their reading skills	EEF- Targeted interventions to support reading	1,2

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

Budgeted cost: £ *5550*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support Worker: *Attendance *Analysis of patterns and trends *Communicating with and supporting parents	EEF- Poor attendance at school is linked to poor academic attainment across all stages.	1,2,3,4,5
Employment of Family Support Worker: *Worry monster/ELSA box follow up *Transition support	EEF- Improved parental engagement is associated with improved academic outcomes *Social and emotional skills support effective learning and are linked to positive outcomes later in life.	1,2,3,4,5

Total budgeted cost: £ *68,977*