



## Wilton Primary Academy - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Name of school	Wilton Primary Academy
Number of pupils in school – R to Y6	49
Proportion (%) of pupil premium eligible pupils	41%
Academic years that our current pupil premium strategy plan covers	2021 to 2024
Date this statement was published	1 <sup>st</sup> November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Executive Headteacher
Pupil premium lead	Deputy Head of Academy
Trustee	Dean Jackson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£31,435</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The purpose of education at Wilton Primary is to provide all our children with the key knowledge to embrace the opportunities and challenges they encounter. The understanding of key values is embodied through 'Wilton expects we show Determination, Independence, Collaboration and Compassion'. The academy provision supports our children to be well prepared for lifelong learning in order to have a positive impact on their own lives and the lives of others.

We have the highest of expectations of all pupils, irrespective of background and always keep in mind that our disadvantaged pupils don't lack talent or ability, but often lack opportunity. We ensure an excellent education for our pupils is achieved through expert teaching rooted in cognitive science. Investment in ongoing professional development, ensures teachers and support staff have the capacity, knowledge, expertise and effective strategies to support disadvantaged pupils to experience success in their learning. Classes are organised in mixed age groups, the current organisation is within four classes – Early Years, Year 1 & 2, Year 3 & 4 and Year 5 & 6. Class sizes are small, providing a highly personalised approach to learning particularly for our disadvantaged pupils. Planning takes account of prior knowledge, new knowledge and potential misconceptions and through a responsive teaching model, we provide teaching and learning, academic intervention and wider approaches. Teacher and learning support staff awareness of exactly what pupils need, and their responsiveness to this informs quality first teaching, targeted academic support and pastoral/welfare strategies. Reading, vocabulary development and oracy are given high priority as essential building blocks for access to the whole curriculum and for continued success beyond primary education. Our provision ensures 'keeping up from the start' through systematic Read, Write, Inc phonics teaching, together with a 'catch up' programme for KS2 pupils in reading which includes Fresh Start, Fluency into Comprehension and PiXL therapies. Working with Voice 21 builds the foundations for oracy teaching to develop language, vocabulary and communication skills. By 2024, we aim that pupil progress from their starting points, in reading, writing and maths will be within quintile 1, the top 20% nationally and that pupils will experience rich and sustained opportunities to develop 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	Impact of the Covid-19 pandemic through national lockdown periods, bubble and individual isolation and engagement in home learning has widened gaps in pupil knowledge therefore impacting on attainment and progress.
2	IDACI report shows that 93% of pupils are in decile 3, top 20-30% most deprived with 5% of pupils in decile 1. The community we serve is isolated in terms of access to transport, services and opportunities for pupils and families.
3	90% of pupils are in decile 1, top 10% most deprived, for health deprivation.

4	Language, communication, personal and social skills on entry are significantly lower than what would be regarded as typical for many children of a similar age
5	High levels of mobility with in-year admissions and leavers impacting on individual pupil learning and academy/class stability
6	Levels of attendance and punctuality is a factor for some disadvantaged pupils
7	The high proportion of children identified by the academy and other agencies as vulnerable and who are exposed to the wide range of risk factors that affect mental health, family unity, prosperity and educational success
8	Access to appropriate technology and resources in the home to support education and learning

### 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
Senior Lead acts a Pupil Premium Champion	Pupil premium champion supports and challenges leaders and staff at all levels to achieve the best outcomes for vulnerable pupils
Development of teachers' subject, pedagogical and pedagogical content knowledge leads to the delivery of excellent teaching, learning provision for vulnerable pupils	Teachers and support staff have the knowledge, expertise and understanding to support vulnerable pupils in challenging learning over time
Research and understanding of best practice for development of provision for vulnerable pupils, CPD in place to inform provision for the whole curriculum offer	The quality of education provided is exceptional and pupil work across the curriculum is consistently of a high quality
Further development of provision for 'keeping up from the start' for phonics and 'catch up' offer for KS2 pupils in reading Oracy teaching in place to develop language, vocabulary and communication skills	Language, communication, vocabulary, oracy and reading teaching is of high quality to ensure equity of access and success in all areas of the curriculum
Vulnerable pupil progress robustly tracked to ensure progress Early intervention will respond to need for academic intervention and wider approaches.	Vulnerable pupil progress tracked to ensure progress is in line with other pupils nationally Vulnerable pupils will achieve the best possible outcomes and are well prepared for their next stage of education
Vulnerable pupils experience rich and sustained opportunities to develop their cultural capital	The knowledge and cultural capital vulnerable pupils need to succeed in their future lives will be embedded

## 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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted CPD built on work with Ambition Institute to deliver QFT, responsive teaching and effective interventions to support PP pupils to accelerate progress and address the challenge for learning over time	Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively  Education Endowment Foundation, Effective Professional Development  Education Endowment Foundation,(2021), Teacher Feedback to improve Pupil Learning guidance report.  Fletcher-Wood, H, (2018), Responsive Teaching, Routledge	1,4,5,6,7
Oracy training to develop pupils confidence, articulation and capacity to learn	Voice 21 research into verbal communication skills pupils need to succeed in work and life	1,4,5,6,7
Trauma Informed Practice CPD for all staff to understand and break down barriers to learning	Carpenter, B, (2020), A Recovery Curriculum: Loss and Life for our children and schools post pandemic, Oxford Brookes University	1,2,3,4,5,6,7
Coaching from senior leaders to develop staff understanding of personalising learning to have the maximum impact for the child	Mccrea, Peps, (2019), Learning: What is it, and how might we catalyze it?, Ambition Institute  Education Endowment Foundation, Metacognition and Self-Regulated Learning	1,4,5,6,7
Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs	Education Endowment Foundation, Improving Social and Emotional Learning in Primary Schools	1,2,3,4,5,6,7

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

Budgeted cost: £19,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on reading –	DFE, The Reading Framework -Teaching the foundations of literacy	1,4,5,8

<ul style="list-style-type: none"> <li>all staff trained to deliver early language/ vocabulary, phonics, comprehension</li> <li>develop fluency and stamina using focused interventions</li> <li>identify vulnerable pupils to target 'keeping up from the start' for phonics and 'catch up' offer for KS2 pupils in reading</li> <li>one to one reading for children who do not read consistently at home</li> <li>purchase resources to deliver successful programmes/interventions</li> </ul>	Education Endowment Foundation, Communication and language approaches Phonics Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2	
Intervention programmes - <ul style="list-style-type: none"> <li>NELI, Talk Boost</li> <li>RWInc catch up, Lexia, Accelerated Reader, Fluency into Comprehension</li> <li>Numicon, White Rose Maths</li> <li>PiXL</li> </ul> Staff delivering additional sessions for tutoring, 1:1 and small group	Education Endowment Foundation, Making best use of teaching assistants  PiXL Diagnosis, Therapy, Testing, Revisiting	1,4,5,8

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

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy	DFE, The Reading Framework -Teaching the foundations of literacy	4,8
Shared safeguarding, pastoral & welfare team in place	Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively	1,2,3,5,6,7
ELSA trained to provide support to individual pupils		1,2,3,5,6,7
Access to Trust Counsellor, Educational Psychologist and further therapeutic support		1,2,3,5,6,7
Subsidised places for breakfast club, extended schools activities and annual residential		1,2,3,5,6,7

Providing bagels at the start of the day to support readiness for learning		
Provision of individual ipads in support of learning for all pupils Y1 to Y6	Education Endowment Foundation, Using Digital Technology to Improve Learning	8

**Total budgeted cost: £35,250**

## 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.

Measure	Actions	Impact
<p><b>Priority 1-</b> Professional development for staff to support Pupil Premium pupils effectively.</p>	<ul style="list-style-type: none"> <li>Targeted CPD to support staff deliver QFT and effective interventions to support PP pupils to accelerate progress and understand barriers to learning</li> <li>Whole staff CPD from Ambition Institute on Closing the Gap</li> <li>Coaching from senior leaders and trust staff for staff to develop their understanding of personalising learning to have the maximum impact for the child</li> <li>Involvement of specialist teaching services to identify specific barriers and upskill staff in addressing individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>All teaching and learning staff completed Ambition training</li> <li>SLT worked with all staff to ensure the curriculum addresses the individual needs of children and taught identified groups of children to narrow their gaps in learning.</li> <li>Ongoing identification of needs to inform CPD for staff</li> <li>In every year group the in school gap between disadvantaged and non-disadvantaged has decreased in identified subject areas</li> <li>Internal data analysis from the Schools Data Company shows that in most year groups in all subjects the point difference between disadvantaged and non-disadvantaged is less than 1.</li> </ul>
<p><b>Priority 2-</b> To develop a positive reading culture across the academy to ensure that the gap is closed between disadvantaged and other.</p>	<ul style="list-style-type: none"> <li>Training and relevant CPD for staff to embed and ensure consistency with a comprehension model throughout the curriculum</li> <li>To develop fluency and stamina in reading using purchased timely and focused interventions in order to address gaps in learning as a result of missed learning</li> <li>To identify vulnerable pupil groups in order to ensure gaps in learning are closed</li> <li>To develop an engaging and enjoyable, well-resourced library which develops a love for reading across the academy</li> <li>Ensure all staff are trained to deliver phonics and early vocabulary and purchase the necessary resources to deliver this successfully</li> <li>One to One reading for children who do not read consistently at home</li> <li>Provide additional support for children in Y1 working towards achieving the national standard in the phonics check.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching of reading in Y1 developed further beyond RWI to ensure more opportunities for discussion and comprehension are embedded in the curriculum through guided reading.</li> <li>Additional staffing in place to deliver Y2 reading comprehension.</li> <li>HLTA trained in Fluency into comprehension intervention delivering this to 2 groups 3 times per week across KS2. Children's engagement and progress has increased as a result of this intervention</li> <li>1:1 reading in place to support those children who are not listened to regularly at home.</li> <li>Y2 completed the phonics check with 100% rate</li> <li>In school assessment of Y1 pupils indicates 77% would have passed the phonics screening in June 21.</li> </ul>

<p><b>Priority 3-</b> To develop the vocabulary, communication and PSED of pupils when they enter the academy.</p>	<ul style="list-style-type: none"> <li>• Significantly improve levels of language and communication and PSED skills across EYFS through focused teaching and intervention.</li> <li>• Participate in Language and reading interventions with a focus on vocabulary and communication.</li> <li>• Develop the use of subject specific vocabulary to ensure pupils are exposed to arrange of higher order vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Specific focus in Autumn term on PSED and communication and language, this continued to be high priority following lockdown periods. Children more confident to communicate with adults.</li> <li>• 86% of the Rec cohort achieved ELG for CL and PSED.</li> <li>• Vocabulary rich environment supports the promotion of vocabulary.</li> <li>• Trust EYFS curriculum has a focus on developing subject specific vocabulary and is modelled through direct teaching.</li> </ul>
<p><b>Priority 4-</b> Reducing the gaps to learning currently identified for pupils following the Covid19 partial closures</p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Covid isolation, lockdown periods and limited parental support for pupils to engage in remote learning has impacted on outcomes despite the provision in place. However, from baseline assessments, significant levels of progress were evidenced across the 2020.21 academic year for disadvantaged pupils.</li> </ul>