



## Wilton Primary Academy - Pupil Premium Strategy Statement

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 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	53
Proportion (%) of pupil premium eligible pupils	43%
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 this statement was reviewed	30 <sup>th</sup> September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Executive Headteacher
Pupil premium lead	Deputy Head of Academy
Trustee	Dean Jackson

### Funding overview

Detail	Amount
Funding 2021.22	
Pupil premium funding allocation this academic year	£28,245
Recovery premium funding allocation this academic year	£3,190
<b>Total budget for 2021.22 academic year</b>	<b>£31,435</b>
Funding 2022.23	
Pupil premium funding allocation this academic year	£30,470
Recovery premium funding allocation this academic year	£3,190 est.
<b>Total budget for 2022.23 academic year</b>	<b>£33,660 est.</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. 90% of pupils are in decile 1, top 10% most deprived, for health deprivation.
3	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

4	High levels of mobility with in-year admissions and leavers impacting on individual pupil learning and academy/class stability
5	Levels of attendance and punctuality is a factor for some disadvantaged pupils
6	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
7	Access to appropriate technology and resources 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 curriculum and 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) in 2022.23 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	<p>Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively</p> <p>Education Endowment Foundation, Effective Professional Development</p> <p>Education Endowment Foundation,(2021), Teacher Feedback to improve Pupil Learning guidance report.</p> <p>Fletcher-Wood, H, (2018), Responsive Teaching, Routledge</p>	1,2,3,4,5,6
Oracy training and curriculum development to support pupils confidence, articulacy and capacity to learn	Voice 21 research into verbal communication skills pupils need to succeed in work and life	1,2,3,4
Trauma Informed Practice CPD for all staff to understand and break down barriers to learning	<p>The Berry Street Education Model (BSEM) trauma-informed practice, positive psychology, and the science of learning research.</p> <p>Adverse Childhood Experiences (ACEs) literature</p> <p>Carpenter, B, (2020), A Recovery Curriculum: Loss and Life for our children and schools post pandemic, Oxford Brookes University</p>	1,2,3,4,5,6
Instructional coaching from senior leaders/teacher educators to develop staff understanding of personalising learning to have the maximum impact for the child	<p>Mccrea, Peps, (2019), Learning: What is it, and how might we catalyst it?, Ambition Institute</p> <p>Education Endowment Foundation, Metacognition and Self-Regulated Learning</p>	1,2,3,4,6
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

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on reading –</p> <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 targeted interventions 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> <li>• further development of whole school library, reading resources for home learning and embedding a reading culture</li> </ul>	<p>DFE, The Reading Framework -Teaching the foundations of literacy</p> <p>Education Endowment Foundation, Communication and language approaches Phonics Improving Literacy in Key Stage 1 Improving Literacy in Key Stage 2</p>	<p>1,2,3,4</p>
<p>Intervention programmes -</p> <ul style="list-style-type: none"> <li>• NELI, Talk Boost</li> <li>• RWInc tutoring, Lexia, Accelerated Reader, Reciprocal Reading</li> <li>• Numicon, White Rose Maths, Winning with Numbers</li> <li>• PiXL</li> </ul> <p>Staff delivering additional sessions for tutoring, 1:1 and small group</p>	<p>Education Endowment Foundation, Making best use of teaching assistants</p> <p>PiXL Diagnosis, Therapy, Testing, Revisiting</p>	<p>1,,2,3,4</p>

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

Budgeted cost: £14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to develop an engaging and enjoyable, well-resourced library which</p>	<p>DFE, The Reading Framework -Teaching the foundations of literacy</p>	<p>1,2,3,4</p>

develops a love for reading across the academy		
Safeguarding, pastoral & welfare team to be developed and in place as shared resource for early intervention	Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively	1,2,3,4,5,6,
ELSA/mental health trained member of staff to provide support to individual pupils		1,2,3,4,5,6
Access to Trust Counsellor, Educational Psychologist and further therapeutic support		1,2,3,4,5,6
Subsidised places for trips/visits/enrichment activities, breakfast club, extended schools activities and annual residential		1,2,3,4,5,6
Providing bagels at the start of the day for all pupils to support readiness for learning		1,2,3,4,5,6
Provision of individual ipads in support of learning for all pupils Y1 to Y6		Education Endowment Foundation, Using Digital Technology to Improve Learning
Attendance, behaviour, key values rewards, certificates and prizes	Education Endowment Foundation,(2021), Using your Pupil Premium funding effectively	5

**Total budgeted cost: £37,000**

## 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 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact
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	<ul style="list-style-type: none"> <li>As part of pupil progress meetings, areas of strength and areas of support are identified and planned for, to support the drive for vulnerable pupils to achieve the best possible outcomes.</li> </ul>
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	<ul style="list-style-type: none"> <li>Staff CPD and support has been provided within English, Maths as well as others areas of the curriculum. This was delivered within the academy and by staff from across the trust to ensure that teachers are secure in their knowledge of how to support the most vulnerable learners.</li> </ul>
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	<ul style="list-style-type: none"> <li>Progress regularly and adjustments made to groupings/ interventions to allow maximum progress for Pupil Premium pupils.</li> <li>QFT and impact of interventions ensured the work in books for PP pupils was of high quality.</li> </ul>
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	<ul style="list-style-type: none"> <li>RWI training for all staff took place. This ensured all pupils receive QFT and early identification of vulnerable pupils meant they receive further targeted teaching in phonics. Most pupils pass the phonics check in year 1 and all pass by the end of KS1.</li> <li>Staff received oracy training working with Voice 21. This has enabled staff to dedicate time to the development of pupil oracy and for children to develop their skills and close the language gap.</li> <li>Clear evidence of Oracy in lessons has shown an improvement in speaking and listening skills, particularly supporting PP pupils.</li> </ul>
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	<ul style="list-style-type: none"> <li>Pupil progress meetings focus on the progress and provision for vulnerable learners with next steps identified and evaluated.</li> <li>Interventions in place effectively supported the progress of learners</li> <li>KS2 progress and attainment data was in line or above national data for PP children in reading, writing and maths at both expected and greater depth standard.</li> <li>KS1 attainment was in line with national standards for PP children in reading, writing and maths.</li> </ul>

		<ul style="list-style-type: none"> <li>• The PP Champion/Deputy Head provides support for pupils and families, including welfare/attendance. ELSA support has also been provided to support early intervention with pupils. Counselling and Ed Psych service through Trust resource ensures timely access to more specialist support. This ensures a readiness for learning for pupils.</li> </ul>
<p>Vulnerable pupils experience rich and sustained opportunities to develop their cultural capital</p>	<p>The knowledge and cultural capital vulnerable pupils need to succeed in their future lives will be embedded</p>	<ul style="list-style-type: none"> <li>• Children accessed a variety of after school clubs and visits throughout the year. These were subsidised to ensure all children could access them. Specific arrangements were made with individual families for additional support if required.</li> <li>• Access to technology through provision of individual ipads and app licences for Y1 to Y6 pupils.</li> </ul>