

Pupil premium strategy statement – John Wycliffe Primary School, Lutterworth

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	21.4% (up 1.8% from 2023/24)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was originally published	November 2022
Date that the first annual review was published.	November 2023
Date that the second annual review was published.	November 2024
Date on which it will be further reviewed	November 2025
Statement authorised by	Lee Evans
Pupil premium lead	Lee Evans
Governor / Trustee lead	Vanessa Lea (Chair)

Funding overview (2024/25)

Detail	Amount
Pupil premium funding allocation this academic year	£ 80,803.00
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 13,026.00

<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£ 93,829.00</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our school vision is to be 'a nurturing community where we strive for excellence in all we do'. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and are 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. It also considers the research conducted by the EEF. Our school will combine this evidence with professional judgement and knowledge of our own pupil's needs.

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. Our intention is 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.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve regardless of pupils' background.
- Ensure children receive support with non- academic challenges such as wellbeing, mental health and safeguarding concerns.
- Act early to intervene at the point needs are identified.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is below that of their non-disadvantaged peers.
2	Low cross-generational aspiration of disadvantaged families
3	A high proportion of our disadvantaged pupils have additional and/or SEND needs, and often lack a family advocate.
4	A high proportion of our disadvantaged pupils experience challenging family circumstances with ongoing outside agency involvement
5	A high proportion of our disadvantaged pupils have underdeveloped oral language skills and persistent vocabulary gaps.

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
<p>Increased attendance of disadvantaged pupils.</p>	<p>The attendance gap between disadvantaged and non-disadvantaged pupils was 6.4% in 2021/22. This fell to 5.3% in 2022/23. This further fell to 4.7% in 2023/24. This will have fallen further to a maximum of 3% by July 2025.</p> <p>The persistent absenteeism gap between disadvantaged and non-disadvantaged pupils was 29.9% in 2021/22. This fell to 16.3% in 2022/23. This rose to 21.65% in 2023/24, This will have fallen further to a maximum of 5% by July 2025.</p>
<p>Our school acts as a springboard for promoting ambitious life opportunities for disadvantaged children and their families.</p>	<p>Increased attendance at in-school events (e.g. Parents Evenings, Curriculum Workshops, Open Days and school-based community events). Records of attendance will be closely monitored and reported over time.</p> <p>Attendance at Parents Evenings was 69.7% in Autumn 2022/23. This rose to 75.9% in Autumn 2023/24. This further rose to 82.1% in Autumn 2024/25.</p>
<p>Home-school partnerships promote the removal of barriers for specific SEND support.</p>	<p>90%+ attendance at annual SEND reviews and/or pupil passport reviews from parents of disadvantaged pupils by July 2025.</p> <p>Attendance was 49.2% in Autumn 2022/23. This rose to 70.8% in Autumn 2023/24. This further rose to 79.1% in 2024/25.</p> <p>90%+ engagement with annual SEND survey by parents of disadvantaged pupils by July 2025.</p> <p>Where applicable, parents of disadvantaged pupils fully engage with external provision and/or agencies as recommended by the SENDCo.</p>
<p>Home-school partnerships seek to increase the positive outcomes of the involvement of outside agencies.</p>	<p>The internal safeguarding records for our disadvantaged pupils demonstrate that:</p> <ul style="list-style-type: none"> An increasing number of cases are closed successfully; The number of pupils being 'actively monitored' reduces over time;

	<p>Fewer closed cases recur.</p> <p>Early Help referrals increased in 2022/23 and again in 2023.24, indicating a sharper focus on early intervention from the DSL team. As a result, new CIN & CP cases fell over this period.</p> <p><i>“The arrangements for safeguarding are effective. Leaders ensure that all staff understand how to identify and share any concerns they have about the well-being of pupils. All staff receive regular training. They are knowledgeable about the risks pupils may face. Leaders act quickly and effectively when they have concerns about pupils. They communicate well with parents and other agencies when they need to.”</i> (OFSTED, April 2023)</p>
<p>Improved oracy and language skills among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. This is evident through: learning walks, pupil interviews, book looks, phonics screening data, engagement in lessons and ongoing formative and summative assessment.</p> <p>Phonics screening pass rate was 63% in 2021/22. This rose to 81% in 2022/23. This dipped to 78% in 2023/24.</p> <p><i>“Children in the early years begin to learn to read as soon as they join the school. Leaders make regular checks to make sure that pupils at all stages get the lessons they need to progress quickly. In phonics and reading lessons, teachers help pupils to become confident readers. Pupils read often from books that match their stage of reading. Pupils who struggle with reading get extra support from teachers and other adults. Teachers read to pupils frequently. This helps pupils develop a love of reading.”</i> (OFSTED April 2023)</p>

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: £20,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of CUSP as an ambitious curriculum framework. (£20,415)	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well...the potential impact of these approaches is very high, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	1, 2 & 5

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Mentor - more widely deployed than in 2023/24. (£28,000)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, both one to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2 & 5</p>

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

Budgeted cost: £32,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Lead Family Support Worker to tackle domestic barriers for good attendance & positive behaviour. (£12,000)	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Yet it can be difficult to involve all parents in ways that support children’s learning, especially if parents’ own experiences of school weren’t positive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 2, 3 & 4
Support for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. Provision of school uniform (£6,000)	<p>Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1, 2 & 5
Children get off the strongest possible start, and gaps in school-readiness are addressed, through high quality continuous and enhanced provision in EYFS (£14,350)	<p>This is growing evidence that guided play-based learning has been successful in improving educational outcomes in settings with a high proportion of children experiencing socio-economic disadvantage.</p> <p>Successful settings are cultivating environments that encourage and support children to develop their language, literacy and mathematical knowledge and understanding through play.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</p>	1, 2, 3, 4 & 5

Total budgeted cost: £80,765

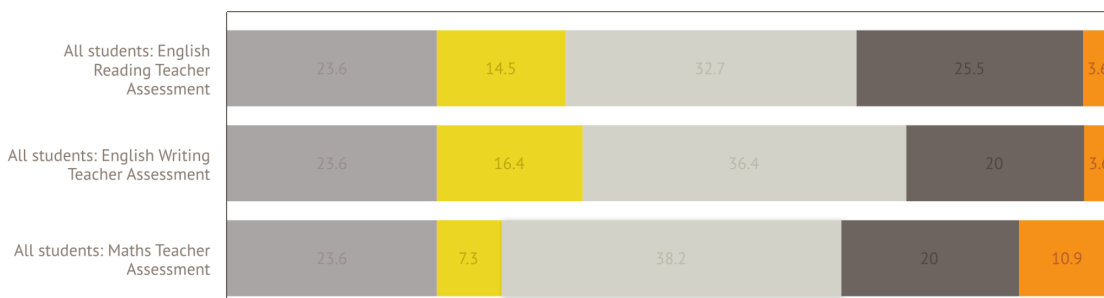
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment of disadvantaged pupils (Years 1-6) Summer 2023



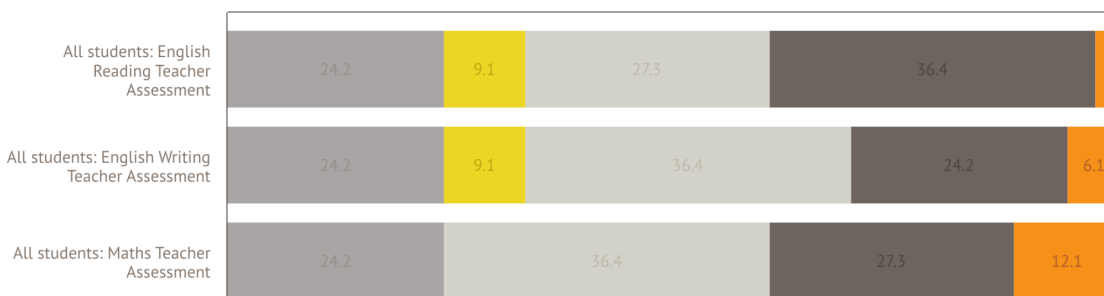
Grade Distribution in % (Summer Term)



Attainment of non-SEND disadvantaged pupils (Years 1-6) Summer 2022



Grade Distribution in % (Summer Term)



Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	

