

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	284
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Lee Evans
Pupil premium lead	Lee Evans
Governor / Trustee lead	Vanessa Lea (Chair)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 70,555.00
Recovery premium funding allocation this academic year	£ 7,105.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 6,000.00
Total budget for this academic year <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>	£ 83,660.00

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
Increased attendance of disadvantaged pupils.	<p>As of November 2022: The attendance gap between disadvantaged and non-disadvantaged pupils is 5.7%. This will have reduced to a minimum of 3% by July 2025. The persistent absenteeism gap between disadvantaged and non-disadvantaged pupils is 16.7%. This will have reduced to a minimum of 5% by July 2025.</p>
Our school acts as a springboard for promoting ambitious life opportunities for dis and family	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.
Home-school partnerships promote the removal of barriers for specific SEND support.	<p>100% attendance at annual SEND reviews and/or pupil passport reviews from parents of disadvantaged pupils. 100% engagement with annual SEND survey by parents of disadvantaged pupils. Where applicable, parents of disadvantaged pupils fully engage with external provision and/or agencies as recommended by the SENDCo.</p>
Home-school partnerships seek to increase the positive outcomes of the involvement of outside agencies.	<p>The internal safeguarding records for our disadvantaged pupils demonstrate that: An increasing number of cases are closed successfully; The number of pupils being 'actively monitored' reduces over time; Fewer closed cases recur.</p>
Improved oracy and language skills among disadvantaged pupils.	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.

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: £33,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 and small group support for disadvantaged pupils in the classroom. (£31,978)	Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3 & 5
Additional SENCO Hours (£1,585)	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3 & 5

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

Budgeted cost: £31,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Mentor (£16,978)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils, 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>	1,2 & 5
Educational Psychology assessments (£5,340)	<p>It is important to acknowledge that there is so much to know about SEND that it is unreasonable to expect teachers to become experts in every aspect of such a broad and varied field. The focus, instead, should be on learning the skills required to understand pupils and their learning needs, gaining the confidence to make decisions based on observations and experience, and knowing when to seek specialist support.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</p>	2, 3, 4 & 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support - 15 hours per week (£8,962)	<p>Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3 & 5

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

Budgeted cost: £18,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
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)	Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	1, 2 & 5
ELSA and Play Therapy used as interventions to support mental and emotional health (play therapy £770, ELSA £12,047)	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/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 3, 4 & 5

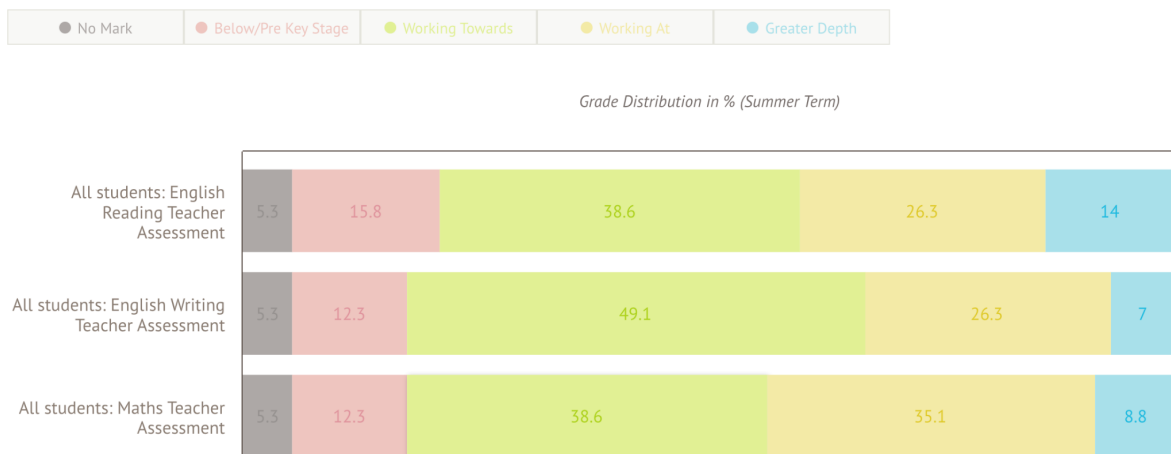
Total budgeted cost: £83,660

Part B: Review of the previous academic year

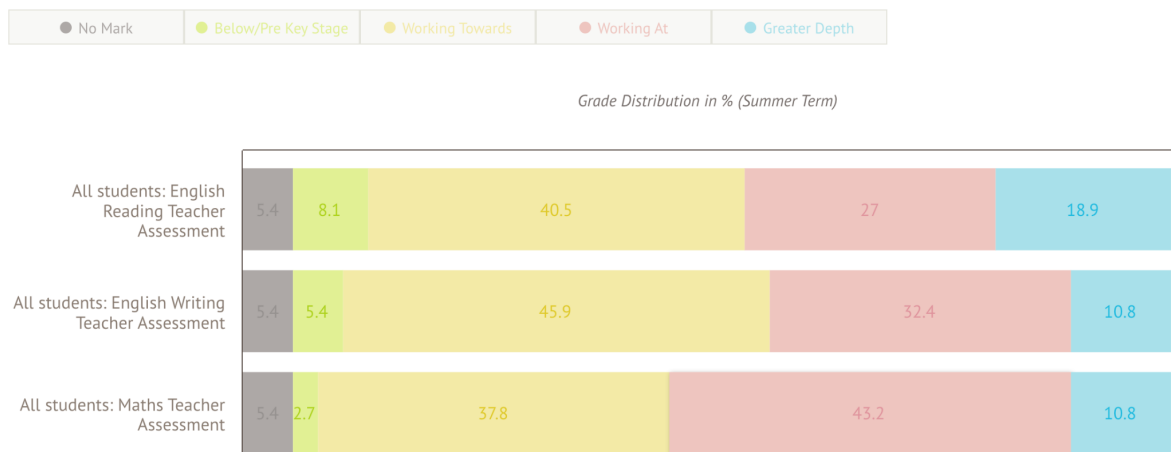
Outcomes for disadvantaged pupils

We continue to see that the attainment of disadvantaged pupils has been impacted by the pandemic. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils.

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



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



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	