

Pupil premium strategy statement

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	176
Proportion (%) of pupil premium eligible pupils	9.1%
Academic year/years that our current pupil premium strategy plan covers	2022-25 (Y2 statement for 2023/24)
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	K. Chesters
Pupil premium lead	N. McCurrie
Governor / Trustee lead	J. Clowes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38795
Recovery premium funding allocation this academic year	£3190
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£41985

Part A: Pupil premium strategy plan

Statement of intent

At Wybunbury Delves CE Primary School we are committed to the continuous improvement and fulfilment of potential in every child. We want to ensure every child who comes here:

- Receives teaching and learning opportunities that needs their needs
- is well prepared for the next phase of their education
- receive a high level of emotional and social care and to develop resilience
- has Access a wide range of opportunities to develop their knowledge and understanding of the world e.g. the opportunity to take part in a wide range of clubs, visits and activities

School Context

Wybunbury Delves CE Primary School is a smaller than average primary school on the outskirts of Nantwich. The roll and profile of each cohort is not stable due to the in- year growth in recent years. Children join school in Reception mainly from our own Preschool provision but also from a number of other settings. In the main school, class sizes vary from 16-32 pupils. School leaders regularly review and allocate staffing according to pupils needs within classes to ensure all needs are well met.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attainment at age appropriate level</i>
2	<i>Reading attainment and reading for pleasure</i>
3	<i>Mental health, social and emotional well-being</i>
4	<i>Access to trips and out of school clubs and activities</i>
5	<i>Skills for learning for life</i>
6	<i>Speech and language development</i>

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
Accelerated progress in Reading and Maths which therefore lead to increased attainment levels.	Improved end of KS2 results so ensuring a successful start to the next phase of their education and beyond.
Targeted children can start the day positively and complete homework in school time.	Staff will report children have arrived on time and are settled. Homework will be consistently completed, so increasing attainment.
Individuals and families to secure emotional well-being and resilience support, which will then impact on ability to learn.	Families will be able to access support within 6 weeks of a request being made.
All children have had the opportunity to experience wider curriculum opportunities.	Survey of after-school club/activity attendance will show an increase. All children to attend all trips and residential.
To develop key skills and engagement with full curriculum, developing resilience, problem solving and collaborative skills.	Pupil surveys show improved emotional and well-being.

Closing the attainment gap

At Wybunbury Delves, we have high aspiration and ambition for all pupils, regardless of their background. Our vision is to ‘build a school community where each child experiences a love of learning and of life and is able to shine.’ We offer equality of opportunity.

We have high expectations for all of our pupils, and believe that with great teaching and a lot of love and care, every child can fulfil their potential. Some interventions are adopted on a whole school basis and are not restricted to FSM registered pupils only.

A number of these key strategies are resourced from the schools’ main budget, including smaller class sizes, educational support staff and an intervention programme.

The use of targeted interventions is also important. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social and emotional experiences in and outside school can also have a significant impact. It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels.

As an inclusive school, Wybunbury Delves strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the School’s main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit.

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: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching in smaller groups with a qualified teacher	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1, 2, 5
Reading lead coaching time	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092	1, 2, 5
Bespoke resources and programmes for individual / small groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1
SENDco / DHT Vulnerable (inc PP) management time	Management time for SENDco (1 Day) + DHT as Vulnerable Pupil(1/2 day) lead to focus on/with/for vulnerable pupils including monitoring of implementation of strategy and quality of provision plus additional half days to attend meetings (CP/CIN, EP consultations etc. and complete associated paperwork), including parent support. We will continue to ensure staff, children and families are able to access specialist support as necessary. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support	1-6

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

Budgeted cost: £ 26605

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to deliver maths and reading interventions to	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1 / 2

small groups of pupils.		
ELSA support for individuals or small groups	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
KSI phonics and reading intervention (RWI phonics, 1:1 Phonics Tuition, Precision Teach).	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
KSI and EYFS speech and language interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	6

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

Budgeted cost: £9985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School for every class	https://www.nfer.ac.uk/nfer/pre_pdf_files/05_33_06.pdf	5/6
Trips and visits	https://www.researchgate.net/publication/287621860_The_value_of_outdoor_learning_Evidence_from_research_in_the_UK_and_elsewhere	4
Music lessons	https://www.kumon.co.uk/blog/the-benefits-of-children-learning-music	4/3

Total budgeted cost: £41985

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Wybunbury Delves we strive to meet the individual needs of each child in school. Just as with all our children, we recognise that some children need additional support to achieve their full potential, others need challenge and extension. Some children are making strong progress without the need for additional support / opportunities. We therefore use our Pupil Premium money to enable us to increase our provision, to ensure that each child's needs are fully met.

Our progress figures over several years demonstrate good progress that has historically been achieved at Wybunbury and this has been continued over the last two years despite the challenges of the COVID-19 pandemic.

At our termly Pupil progress meetings, we look at the individual progress of children for whom we are in receipt of Disadvantaged Pupils money, separately to the progress of other groups of children. Some children receiving Disadvantaged Funding are making good or outstanding progress compared to their peers where others are making less progress. In these cases, we look at how we can use additional funding to meet their needs and agree actions to ensure that for these children the gaps they have are diminishing.

	WD		CE		National		WD PP group	
	2023 %	2022 %	2023%	2022%	2023%	2022%	2023%	2022%
Reception GLD	64%	75%	69%	66%	67%	65.2%	0%	50%
Phonics Y1	96%	94%	81%	79%	79%	75%	67%	100%
KSI Read Expected+	66%	80%	70%	69%	68%	67%	67%	83%
KSI Writing Ex-pected+	56^	68%	62%	59%	60%	58%	0%	67%
KSI Maths Expected+	78%	80%	73%	70%	70%	68%	67%	67%
KS2 Reading Ex-pected+	89%	93%	75%	77%	73%	74%	100%	100%
KS2 Writing Ex-pected+	78%	77%	73%	71%	71%	69%	67%	100%
KS2 Maths Expected+	81%	97%	75%	74%	73%	71%	67%	100%
KS2 GPS Expected+	93%	80%	76%	75%	72%	72%	67%	100%
KS2 Re/Wr/Ma Com-bined	74%	80%	62%	61%	59%	59%	67%	100%
KS2 Read Progress	0.8	1.5	0.6	0.4				
KS2 Write Progress	0.1	0.1	-0.2	-0.2				
KS2 Maths Progress	0.5	2.6	0.3	0.3				

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
Times Table Rock Stars	TTRS
Nessy	Nessy.com
123Maths	123Maths.co.uk