

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	26% (55 Pupil Premium Pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	<i>Emily Harris, Headteacher</i>
Pupil premium lead	<i>Nick Frost</i>
Governor / Trustee lead	<i>Mark Cox</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,790
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£13,499
Total budget for this academic year	£89, 289

Part A: Pupil premium strategy plan

Statement of intent

At Wansdyke Primary we believe that working with disadvantaged pupils and their families is a privilege and not a problem to solve. We aim for all teachers to be experts in our students and know what they need in order to be successful learners. We are a small, single-form entry school where everyone feels they are part of a family. Every individual child is special to us, and we build strong, trusting relationships to promote positive attitudes and behaviours towards life and learning.

We recognise the school has collective responsibility to support all pupils and ensure that they have every opportunity to reach their full potential from their relative starting points. Therefore, the focus of our pupil premium grant is to create equity for all our pupils, where everyone has the opportunity to succeed, regardless of contextual circumstances.

Our Pupil Premium Strategy focuses on a precise understanding of the range of pupil needs within the school and implementing targeted and evidence-informed strategies that focus on raising attainment. With the changing dynamic of the school context and increasing numbers of disadvantaged pupils, our approach avoids the tendency to treat disadvantaged pupils as a homogenous group and therefore employing a one-size fits all, scattergun and unfocused approach that yields limited progress. Instead, we employ a tiered approach based on the needs of individual learners and this precision enables every single child in our community to be the very best they can be. Our provision is focussed in the following key areas:

1) High Quality Teaching and Learning:

Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Our aim is to continue to develop high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of all pupils. Our teachers are passionate and seek to ensure all children learn well using research-based teaching principles.

- **High Expectations:** We provide a culture where staff believe in and strive for all children to meet their potential, including progress for those who are already high attainers.
- **Evidenced-based Curriculum:** We implement the Futura Curriculum, which is led by specialists across the multi-academy trust and is sequenced to enable children to remember curriculum content and deepen understanding of concepts over time.
- **Feedback:** To ensure that all pupils receive consistently good teaching and learning, there is an unwavering approach to the application of key elements of teaching and learning such as planning, marking and feedback. It is crucial that assessment / feedback and moderation activities are regularly carried out to reinforce this.
- **Professional Development, Coaching and Mentoring:** We give high priority to our appraisal systems for teachers and teaching assistants and ensure that quality professional development, coaching and mentoring is available to all staff.
- **Assessment and Monitoring:** All members of teaching staff are aware of which children in their cohort and key stage are in receipt of pupil premium. All staff plan to support pupils and regularly monitor and track provision and attainment for these children. Diminishing differences in attainment will receive a high priority in school assessment and analysis. All members of staff are aware and working together when identifying pupils' needs, gaps in prior knowledge and additional barriers to their learning.

2) Targeted Academic Support:

In 2024-25, 29% of pupil premium pupils also were on the SEN register, demonstrating that a high percentage of pupils have a complex profile of need. As part of our tiered approach to intervention, alongside high-quality teaching, pupils have access to 1:1, small group or academic tuition which support language development, literacy and numeracy. Targeted interventions and resources are tailored to the specific needs of our pupils. We also deploy trained teaching assistants to ensure high-quality provision within the classroom or delivering these structured interventions. We strive to overcome any identified barriers to learning for pupils and support every individual the best possible chance of success. We use the TARGET approach (Timing, Assessment, Resourcing, Give it some time, Expert Delivery, Teacher links) to ensure that the quality of intervention replicates the quality of learning that takes place within the classroom.

3) Wider Strategies:

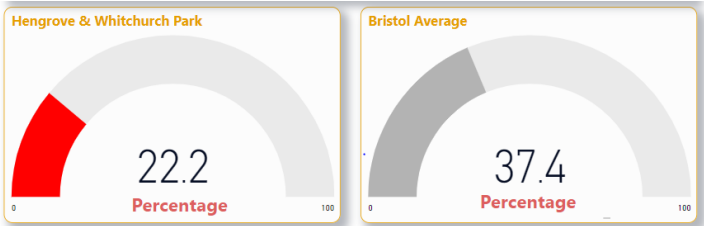
Personal Development: To enhance the learning that takes place at Wansdyke Primary, we want our pupils to have enriched learning experiences that raise their cultural capital and experiences that extend beyond their everyday lives.

Pastoral Care:

We recognise that a number of our pupils have complex needs which can be barriers to learning. We ensure these primary needs are identified and met in order that they can fully access our academic offer. Teaching staff, the pastoral team and outside agencies work together to provide the best outcomes for every individual.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Attainment:</p> <p>End of year teacher assessment in 2023/2024 demonstrates some areas of relative underperformance in Reading, Writing and Maths of Pupil Premium pupils (when compared to non-PP school peers) and the acquisition of communication and language and early fundamental stepping-stones to reading. There are discrepancies with specific cohorts not reflecting this trend, but overall attainment of Pupil Premium Pupils is lower than their non-Pupil Premium peers.</p>
2	<p>Speech and Language Need:</p> <p>We know that children’s vulnerabilities can be enhanced through their inability to communicate. There is an increasing trend of pupils entering EYFS with complex language need and needing referral to Speech and Language Therapy. 24% of pupil premium pupils have received/ are receiving support for S&L need.</p>
3	<p>Parental Support:</p> <p>Some of our families have lived through or have endured trauma which requires specialist provision in order for them to build strong relationships with school, achieve success in school, at home and in the community. Some of our families require further support to recognise the value in fully engaging with all school curriculum. Parent’s perceptions of school and also experiences with their own school may impact the value they place on education and trust they have in educational establishments, therefore impacting their engagement.</p>
4	<p>Cultural Capital and Wider Opportunities for Pupils:</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  </div> <div style="flex: 1; padding-left: 10px;"> <p>Ward data demonstrates that the % of pupils who participate in wider cultural at least once per month is well below Bristol averages. Our observations and discussions with pupils indicate that PP children generally have less enrichment and cultural capital experience than Non- PP children. This is supported by national studies. PP pupils should be provided with the enrichment opportunities that all children need to enhance their learning. Many of our children have limited experiences of clubs and therefore, musical, physical and theatrical talent may go unidentified as a consequence.</p> </div> </div>
5	<p>High prevalence of ‘ACEs’ and SEMH need:</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. A high % of children who are in receipt of Pupil Premium have experienced a range of ACEs in their childhood so far, having a significant impact on their development. 2024-2025 data shows that 29% of our Pupil Premium pupils require an Individual Behavioural Plan and Risk Assessment to support their behavioural need. In some cases, chaotic family life and the need for social care involvement can display as behaviour difficulties in school (including understanding and dealing with trauma).</p>

6	<p>Attendance and Persistent Absence</p> <p>Research from the EEF demonstrates that poor attendance in school is linked to poor academic attainment across all stages. In the 2023/2024 academic year, the attendance of Pupil Premium pupils was below that of non-Pupil Premium pupils (94.5% compared to 91.1%). Furthermore, of our PP pupils 29% were considered persistently absent (below 90% attendance) compared to 11.1% of non-PP pupils. Not all families prioritise attendance. Children and parents' physical health, taking holidays, attitudinal reasons, punctuality are all contributing factors. This can risk pupils' development being delayed and academic achievement impeded.</p>						
7	<p>Learning Behaviours (Metacognition):</p> <p>Some of our pupils have a lack of resilience and low self-esteem preventing a number of them from fully engaging in their learning. They can also lack the understanding of what makes an effective learner. This has resulted in significant knowledge gaps leading to some pupils falling behind age related expectations.</p>						
8	<p>Engagement in Home Learning opportunities.</p> <p>Our observations of home learning uptake indicates that some pupils do not engage positively and/or are not supported with this. Many of our PP children do not have the necessary access to resources and input at home, without support and guidance from school.</p>						
9	<p>Phonics and Early Reading</p> <p>Pupil phonetical knowledge is crucial to their ability to access the full curriculum on offer at Wansdyke and therefore, potential enjoyment of school. The profile of Pupil Premium Pupils achieving the Year 1 Phonics Screening Check is imperative to build these early foundations of reading. The drop in PP achieving the standard in 23/24 demonstrates (5 pupils) that this still remains a key target area, despite there being sustained improvements in the quality and consistency of the delivery of the RWI scheme.</p> <table border="0"> <tr> <td>2022-2023</td> <td>All Pupils: 83%</td> <td>PP Pupils: 100%</td> </tr> <tr> <td>2023-2024</td> <td>All Pupils: 80%</td> <td>PP Pupils: 20%</td> </tr> </table>	2022-2023	All Pupils: 83%	PP Pupils: 100%	2023-2024	All Pupils: 80%	PP Pupils: 20%
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10	<p>Complex Profile of Need</p> <p>In 2024-25, 29% of pupil premium pupils also were on the SEN register, demonstrating that a high percentage of pupils have a complex profile of need.</p>						

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>To continue to provide quality first teaching for all pupils. This includes targeted support for our most vulnerable learners to narrow any attainment gaps between disadvantaged and non-disadvantaged pupils</p>	<p>There is no significant difference within the school when comparing pupil premium and non-pupil premium pupils.</p> <p>Data in benchmark year groups (EYFS Baseline/ Y1 Phonics/ KS1 SATS/ Y4 MTC and KS2 SATS) is at least in line with national averages for all pupils.</p> <p>Stringent monitoring of teaching and learning across the school ensures that all children have access to high quality provision.</p> <p>Targeted CPD for all staff (using mentoring and coaching models) to ensure all staff are aware of ways in which to improve their pedagogy.</p> <p>Data analysis and evaluation in T2/T4/T6 allows tracking of underperforming pupils</p>
<p>Sustained improvements to Phonics attainment for disadvantaged pupils.</p>	<p>Further embed the RWInc programme in EYFS-KS1.</p>

	<p>Pupils who are not making expected progress within the school have early intervention through the daily RWI Tutoring Programme to make accelerated progress.</p> <p>Increased % in disadvantaged learners passing the Y1 phonics check (or the Y2 re-check).</p> <p>The RWI Leader has a comprehensive package of CPD and allocated leadership time to continuously improve the teaching of RWI scheme.</p>
<p>To continue to develop and implement bespoke packages of provision and high-quality, evidenced-based intervention for our most vulnerable learners.</p>	<p>The Treetop Learning Hub is established within the school. It targets the most vulnerable learners and has impact in terms of attainment and pupil perceptions of school.</p> <p>SENCO has developed a bespoke 'Core Offer' of evidenced-based intervention that has an unwavering focus on Speech and Language (NELI/ Talk Boost), Reading (RWI Tutoring/ Fresh Start) and SEMH (ELSA).</p> <p>Cohort Provision Maps reflect Intervention Core Offer and provide early intervention for the most vulnerable learners in the school.</p>
<p>To further improve children's understanding of learning behaviours and metacognitive strategies to improve learning.</p>	<p>The 6C's of Wansdyke (Compassion, Curiosity, Critical Thinking, Creativity, Challenge, Collaboration) are embedded within the school and pupil are explicitly taught the skills of metacognition.</p> <p>Pupil conferencing reveals pupils are able discuss what it means to be a 'learner' and how this applies to their learning.</p> <p>There is a shared learning language within the school and this informs the feedback that is provided to students.</p>
<p>To provide equipment and resources for all learners.</p>	<p>Disadvantaged children will have the uniform, kit and equipment they need in order to access and benefit from everything on offer in school.</p>
<p>To improve engagement with the school's Home Learning approach.</p>	<p>Disadvantaged learners will receive support at home or at school as necessary for their learning (reading, maths, spellings). Any child identified as lacking in home support will be given additional support in school to allow them to fulfil their homework expectations and develop good home learning habits.</p> <p>The school have moved to a more project-based Home Learning approach whilst keeping the expectations of regular reading, spelling and times table practise.</p> <p>Termly celebrations of pupil Home Learning Projects will demonstrate increased uptake from all pupils.</p>
<p>To provide alternative provision and structured social intervention for learners at lunchtime.</p>	<p>The school recognises that for some of most vulnerable learners, unstructured times can provide a challenge. Lunchtime Club is a social hub where pupils can attend to remove these challenges and improve social skills. Empowering pupils by training them as Playleaders aims to remove these barriers.</p>
<p>To improve the after school offer which provides opportunities for clubs that are reflective of pupil wants, needs and interests.</p>	<p>Partnership with Bristol Sport provides varied sporting opportunities for pupils at the school.</p> <p>Disadvantaged children will be identified for additional opportunities they might not otherwise be able to take up. This will result in an increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Staffing body will be surveyed for specialisms and clubs provided based on this.</p> <p>Pupil survey reveals clubs that are of interest (i.e. Comic Club, Choir)</p>
<p>To promote the social and emotional wellbeing of pupils to ensure they are</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>

ready to learn and there are sustained improvements to pupil well-being	Children can talk about their emotions and self-regulate. Children are happy and are able to learn. Reduced incidents of challenging behaviour that have class and whole school impact.
Continue to provide enrichment experiences that enhance the curriculum (experiences that pupils would not usually engage with including local trips, visits to the theatre, residential trips and our wider curricular opportunities).	Classroom coverage of the curriculum reflects the intent to increase cultural capital. Disadvantaged children will be identified for additional opportunities they might not otherwise be able to take up - for example school visits and camps i.e. working with Bristol Grammar School to perform at St George's Concert Hall.
Improved oral language skills and vocabulary among Pupil Premium pupils	Children can access vocabulary rich curriculum. Effectively communicate with their peers, staff and families. Evidence can be seen through engagement in lessons and qualitative data.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils, bringing them at least in line with national averages.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • Whole school attendance figures reach agreed targets year on year and are in-line (at least) with national averages. • Reduction in the number of persistently absent pupils across the school, especially those who are disadvantaged. • Attendance figures do not show discrepancy between PP and non-PP pupils. • Increased uptake in breakfast club. • Consistent implementation of the 'Working Together to Improve Attendance' DfE guidance. • Reduction in pupils who have involvement with the school Educational Welfare Officer. • Positive relationships and parental engagement.





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

Budgeted cost: **£20,674**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maintain increased capacity of adults in class to provide a more favourable staff to pupil ratio.</p> <p>Increased adult ratio results in positive progress gains through responsive interventions and adaptive teaching within day-to-day provision, ensuring gaps in understanding are minimised.</p> <p>Every child is taught using classroom strategies of 'scaffolding up'; supporting pupils to access challenging tasks.</p>	<p>The 5-a-day approach to adaptive teaching: https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p> <p>Small group tuition, targeted at pupils' specific needs has an average impact of four months' additional progress over the course of a year.</p> <p>This is supported by evidence from the EEF. 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on</p>	1




<p>Use of 5 a day adaptive teaching model.</p> <p>“High expectations, high support” approach to learning.</p>	<p>attainment of approximately three to four additional months’ progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes.</p> <p>Making Best Use of Teaching Assistants EEF</p> <p>Small group tuition EEF</p>  <p>Teaching Assistant Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> 	
<p>Ensure quality first teaching is founded in targeted pre teaching, post teaching.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1
<p>Targeted CPD throughout the year to continue build upon quality first teaching within the school. This will be based upon:</p> <p>Coaching and mentoring by SLT.</p> <p>Futura’s Principles of Effective Teaching</p> <p>Effective feedback- staff will follow revisions and updates to the school marking and feedback policy.</p> <p>Targeted CPD led by the English Curriculum Leader (VIPERS approach)</p> <p>Targeted CPD led by the Maths Curriculum Leader (Factual Fluency, Embedding Problem Solving, CPA approach)</p> <p>Futura curriculum includes high expectations of all with activities to ‘scaffold up’ to those expectations.</p>	<p>Feedback: Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>  <p>Factual Fluency/ Problem Solving: To enable pupils to develop a rich network of mathematical knowledge, in the recommendations for improving mathematics in Key Stage 2, the EEF have noted that ensuring that pupils develop a fluent recall of facts is important. Teaching pupils in KS2 strategies for solving problems, is one of the 7 recommendations from the EEF to improve mathematics</p> <p>EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf</p> <p>Mastery Learning: Mastery learning EEF</p> 	1,



	<p>Reading Approaches: Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> 	
<p>Staff CPD on specific strategies to support pupil behaviour and emotional regulation (i.e. emotion coaching, PANDA approaches for PDA)</p> <p>This will also include Team Teach training for the staffing body, with a focus on de-escalation techniques.</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>Pupils who are regulated and emotionally supported are more likely to learn.</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>Behaviour interventions EEF</p>  <p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1, 5, 7, 10
<p>Explicit teaching of metacognitive strategies across the school. Via whole school assemblies, explicit class teaching and use of pupil learning cogs, pupils will embed the 6 C's of Wansdyke.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> 	1, 7, 8, 9
<p>Futura Learning Partnership have invested in assessments (Y2-Y6) that provide regular summative assessment data.</p> <p>Assessment lead provides data packs in T2/T4/T6 to each class teacher to inform of underperforming pupils. This coincides with Pupil Progress meetings so there is stringent monitoring of pupil data.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	1

<p>Phonics training in EYFS and KS1 for new staff to support phonics interventions using the RWI package.</p> <p>Coaching and mentoring for staff by RWI Lead to ensure highest quality phonics delivery.</p>	<p>EEF Teaching and Learning Toolkit states that targeted phonics teaching has a very high impact for very low cost based on extensive evidence and has a positive impact on word reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> 	9
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Targeted academic support


Budgeted cost: **£27,478**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO/ Inclusion Leader has developed the ‘Wansdyke Intervention Core Offer.’ This provides a list of key evidenced based interventions and those staff members who are trained for their delivery. Cohort Provision Maps focus on these interventions as they have the most impact in terms of pupil progress.</p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>  <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> 	1,2,7,10
<p>RWI Fast Track tutoring (KS1 pupils) and Fresh Start Tutoring (KS2 pupils) for identified pupils.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> 	2, 9
<p>Teacher Tutoring</p> <p>School provides a tutoring program</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p>	1, 7


	Small group tuition Teaching and Learning Toolkit EEF 	
<p>Purchase of Talkboost (KS1/KS2) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Continuation of NELI intervention within the school.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> 	1,2

Wider strategies

Budgeted cost: **£27,639**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on emotion coaching, behaviour management and restorative conversations approach with the aim of developing our school ethos and improving behaviour across school. This coincides with a review of our Promoting Positive Relationships approach to behaviour alongside North Star Outreach.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> 	5, 7
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p> <ul style="list-style-type: none"> • Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment. • Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard. • Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage. 	6

	<ul style="list-style-type: none"> Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent. 	
To support families with school uniform and access to trips and camps, where necessary, to ensure equity across the wider school community.	<p>Education Endowment Foundation: “Aspiration Interventions” Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>School Uniform: Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	3,4,5
<p>The Learning Mentor Pastoral support from Learning Mentor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn of pupils. To fund additional pastoral support mentor hours to ensure that pupils’ basic needs are being met on the hierarchy of needs and they are in a position to learn</p> <p>Learning Mentor to:</p> <ul style="list-style-type: none"> Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school. Careful transition of pupils to secondary school. Offer parenting group sessions working on specific needs developed through a needs analysis (i.e. NVR, The Incredible Years) CAF/ TAF process with vulnerable families- allowing them to access key services Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions. Role of Deputy DSL. ELSA supervision and interventions. 	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.	1,2,3,4,5,6,7 & 10

<ul style="list-style-type: none"> • Attendance monitoring and meetings when needed. • Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. • Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings • Increased links with external agencies and Health Professionals • Links with the school SENCO to ensure inclusion is effective within the school. 		
<p>Enrichment & wider curriculum visits, including residential</p> <p>Access to afterschool clubs/ enrichment activities</p> <p>(Linked to Sports Premium)</p>	<p>The evidence is compelling that there are strong associations between non-cognitive factors and positive outcomes for young people. Measurable factors such as self-control and school engagement are correlated with positive outcomes in the future such as academic attainment, improved finances in adulthood, and reduced crime.</p> <p>Essential life skills EEF</p> <p>Check the children and which clubs etc they accessed.</p> <p>Physical Activity:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils' access to high quality physical activity for the other benefits and opportunities it provides.</p> 	3,4
<p>Identified PP children invited to attend Bagel Club.</p>	<p>Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation</p> <p>DfE Research Report March 2017</p> <p>https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p>	3, 5
<p>Implement strategies to increase parental engagement</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 8

	Implementation cost [?]	Evidence strength [?]	Impact (months) [?]	
	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	

Total budgeted cost: £75,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A standardised target setting process and assessment calendar across our trust provides key points throughout the year for the impact of expenditure to be reviewed; this includes accurate performance data that supports teaching.

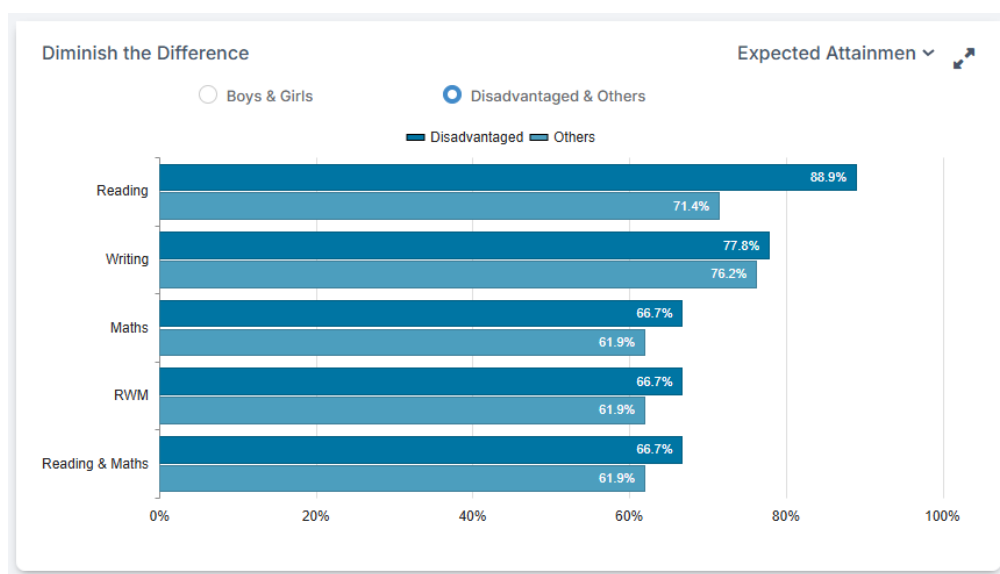
Consistent, quality-first teaching is in place in all classrooms, based on our trust's approach ('The Futura Fundamentals'); this has been supported through continuous CPD and learning walks. Through this approach all learners, including those who are disadvantaged, are provided with appropriate levels of challenge. This has been evidenced in learning walks, subject monitoring, book look and through pupil voice.

Our assessments and observations over the last three years have indicated that for some children pupil behaviour, well-being and mental health were significantly impacted. Increased and targeted SEMH provision has led to improve outcomes particularly for those children in receipt of pupil premium.

We have further developed our broad and balanced curriculum offer to ensure that all children who attend Wansdyke Primary gain cultural capital.

The number of children accessing children's leadership roles and extra-curricular clubs have grown during the last year due to the use of PP funding to support these areas.

2023-2024 Combined Data



The 2023-2024 KS2 shows that PP pupils outperformed their non-PP peers in all subjects. This reflects the impact of the range of different interventions in place for these pupils in terms of academic achievement throughout their journey across the school.

We understand that each cohort is context specific, as shown by the KS1 data, but the 2023-2024 data, shows a positive impact of the strategy.

Year Group	Reading		Writing		Maths		RWM	
	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
KS1 ALL	77%	30%	73%	10%	77%	24%	67%	7%
KS1 PP	71%	14%	57%	0%	71%	14%	43%	0%
KS2 ALL	73%	10%	77%	13%	63%	20%	60%	7%
KS2 PP	89%	11%	78%	0%	67%	11%	67%	0%

Externally provided programmes

Programme	Provider
NELI	Nuffield
Talk Boost	Speech and Language UK
RWI	Ruth Miskin
Accelerated Reader	Renaissance Learning

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Training a school Inclusion Leader. Through the Futura Trust's 'Making a Difference for disadvantaged Pupils' training, the PP lead will receive evidenced based training (facilitated by the Somerset Research School) to support the implementation of the PP Strategy.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.