

Pupil premium strategy statement – Wrockwardine Wood CofE Junior School

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	November 2024 – 257 November 2025 - 239
Proportion (%) of pupil premium eligible pupils	2024: 32% 83/257 77 PP 6 Service 2025: 36% 87/239 85 PP (2 CiC) 2 Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024 - 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Tracey Cartwright Head Teacher
Pupil premium lead	Alison Williams Assistant Head Teacher
Governor / Trustee lead	Aaron Numan (from 2025)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,600
Recovery premium funding allocation this academic year	N/A

<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<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>	£131,600

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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.

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. Implicit in the intended outcomes detailed below, is the intention 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
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment gaps</u> Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils for reading, writing and maths.

2	<p><u>Low aspirations</u></p> <p>Parent voice has shown that many families have not attended Further Education and it is not deemed accessible for their children. Pupil Voice shows that children, and especially those disadvantaged children, do not have high aspirations for themselves.</p>
3	<p><u>SEMH difficulties</u></p> <p>Our assessments (including the Leuven Scale survey) observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>There is an increase in referrals for Bee-U and mental health consultations with our Mental Health practitioners.</p>
4	<p><u>Vocabulary</u></p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p>
5	<p><u>Recall of multiplication tables</u></p> <p>Fewer disadvantaged children passed the Multiplication Check at the end of Year 4 compared to their non-disadvantaged peers. Fewer disadvantaged pupils also scored in the top 20% of school scores.</p>
6	<p><u>Phonics</u></p> <p>Assessments, observations and discussions with pupils and staff suggests disadvantage pupils in general have greater difficulties with phonics than their peers and this negatively impacts their development as readers.</p>
7	<p><u>Attendance</u></p> <p>Our attendance data over the last years indicate that attendance among disadvantaged pupils often dips below that of their non-disadvantaged peers. There have been more children with persistent absence who are also disadvantaged.</p>
8	<p><u>SEND</u></p> <p>A high percentage of children on the SEND register are also in receipt of pupil premium funding.</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
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1. To close the gap for PPG children in reading, writing and maths	KS2 Reading, writing and maths outcomes for disadvantaged pupils are in-line with those of non-disadvantaged children.
2. For all children to have greater aspirations for their future	Sustained higher aspirations demonstrated by: <ul style="list-style-type: none"> - Fewer children identified as having learned helplessness - Increased conversations in the classroom around aspirations - Pupil voice surveys indicating higher aspirations
3. For children to have a greater understanding of the emotions and mental health, and a breadth of strategies to support them.	More children having access to mental health and SEMH interventions to build their own tool boxes. Fewer suspensions through better managed dysregulation.
4. Children to have improved language and vocabulary skills.	Significantly improved oral language amongst disadvantaged pupils, demonstrated through: <ul style="list-style-type: none"> - Book looks - Formative assessments - Language assessments for interventions
5. Children to fluently know their times table recall up to 12 x 12	The outcomes on the Year 4 Multiplication Check for disadvantaged children is in-line with those of non-disadvantaged children.
6. Children have improved reading attainment.	At end of Year 6 SATS, the gap has closed in reading between children who are disadvantaged and those who are non-disadvantaged,
7. Attendance data for all children to be in line with local and national averages.	Sustained high attendance, demonstrated by: <ul style="list-style-type: none"> - Overall absence and persistent absence rates to be in-line disadvantaged and non-disadvantaged and lower than the national average.
8. Children who are both PP and SEND to receive additional support to achieve their potential.	Whole school strategy to provide: <ul style="list-style-type: none"> - More time for children both PP and SEN - More thinking time for class contributions - Greater range of interventions to accelerate progress

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD delivered to all staff on attendance with new policies and procedures in place from Autumn 2024.	Aspiration interventions EEF	7
Training new Teaching Assistants delivering RWI phonics.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (EEF)	4 6
Improve the quality of Social, Emotional and Mental Health support through awareness days, staff training and CPD.	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): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	3
Maths CPD delivered throughout the year to support times table and maths attainment, specifically targeting attainment in Years 3 and 4 timetables outcomes.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	1 5
Metacognition strategies introduced through Staff Meetings and integrated into planning.	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. Metacognition and self-regulation EEF	1 4 5 6

Costings: £98,600

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring available for disadvantaged children in Year 6 beginning in the Autumn Term.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	1 6
Talkabout and TalkBoost interventions used throughout school to support language development.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	4
Additional phonics support identified through careful tracking, for those disadvantaged children falling behind in small group phonics interventions.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1 6
Times table / TT Rockstars support groups in Years 3 and 4 offered at lunch time to promote times table knowledge.	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: One to one tuition EEF (educationendowmentfoundation.org.uk)	5 1
Career weeks run annually exposing children to a greater range of higher aspirations.	Pupil voice has historically shown that careers events raise aspiration and widen children's knowledge of potential careers. They also raise the knowledge	2

	and considerations made by parents for their pupils futures.	
Parental engagement with parental shadowing to support link between home and school	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 Parental engagement EEF	1 2 6

Costings: £30,000

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on attendance with daily tracking and weekly and termly rewards reported to parents on the newsletter.	Government guidance on improving attendance: Working together to improve school attendance	7

Costings: £3000

Total budgeted cost: £131,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes from Summer 2024

Year group	Pupil premium	Pupil premium without SEND	Non pupil premium
Year 3 Reading			
Summer	60% (20%)	100% (38%)	73% (13%)
Year 3 Writing			
Summer	47% (7%)	88% (13%)	60% (2%)
Year 3 Maths			
Summer	53% (0)	100% (0)	70% (11%)
Year 3 Combined			
Summer	47% (0)	88%	58% (2%)
Year group	Pupil premium	Pupil premium without SEND	Non pupil premium
Year 4 Reading			
Summer	71% (10%)	94% (13%)	76% (24%)
Year 4 Writing			
Sumer	57% (5%)	75% (6%)	73% (16%)
Year 4 Maths			
Summer	67% (10%)	88% (13%)	74% (27%)
Year 4 Combined			
Summer	52% (5%)	69% (6%)	68% (17%)
Year group	Pupil premium	Pupil premium without SEND	Non pupil premium
Year 5 Reading			
Summer	46% (17%)	69% (15%)	75% (36%)
Year 5 Writing			
Summer	46% (13%)	62% (15%)	74% (26%)
Year 5 Maths			
Summer	42% (13%)	63% (23%)	75% (30%)

Year 5 Combined			
Summer	33% (8%)	54% (15%)	68% (17%)
Year group	Pupil premium	Pupil premium without SEND	Non pupil premium
Year 6 Reading			
Summer	52% (11%)	61%(13%)	77%(25%)
Year 6 Writing			
Summer	56% (15%)	65% (17%)	77% (21%)
Year 6 Maths			
Summer	44% (15%)	52% (17%)	77%(14%)
Year 6 Combined			
Summer	33% (4%)	40% (4%)	64% (7%)

November 2025 Evaluation:

Outcome 1 – Closing the gap for PP children in reading, writing and maths

This area of focus on the school SDP for the academic year 2025-2026 to ensure it is a high priority across the school. At the end of Year 6 (2025), children achieving ARE in maths was comparable if they were PP (56%) or Non-PP (34%), the gap was with GDS showing the support for ARE has really increased outcomes but now needs to further improve attainment to close the gap with maths GDS. The gap for ARE in reading and writing is closing, but is not as close as in maths, so further support will be put in place this academic year to address this.

Outcome 2 – Greater aspirations

Following a careers week where the Navy came and presented to the school and completed workshops with the older children, a child in receipt of PP signed up to the Sea Cadets after sharing his aspirations to be in the Navy. Science Week had a similar impact on children

Outcome 3 – Greater understanding of emotions and mental health

The focus on a greater understanding of emotions and mental health is beginning to have a positive impact. The focus through PSHEE lessons, displays of emotional regulation and awareness days means the tread of mental health and strategies to support runs through school. Children can identify their emotions, what it feels like to

them and list a range of strategies. For children funding this difficult, a range of interventions (such as anxiety gremlin, and mental health managing worries groups) are improving their understanding.

Outcome 4 – Improved language and vocabulary skills

Our data, through pupil voice, learning walks and books looks suggests that although this is improving, it is not yet in line with non-PP children. As a result, the focus for the first part of the PINS project this academic year is on the improvement of whole school language and oracy to develop the language of disadvantaged children.

Outcome 5 – Fluency up to 12 x 12

For the year 4 multiplication check in Year 4 (Summer 2025) 22% of PP children scored full marks, in line with 21% of the cohort as a whole, showing that the gap between PP and Non-PP has closed for multiplications. 12/18 PP children scored 19 or above, 66% achieving the highest two brackets, a higher percentage than 63% of the cohort as a whole, again showing the multiplication gap has closed.

Outcome 6 – Improved reading attainment

Our internal data for Read Write Inc, shows that fewer children need to access Fresh Start for Years 5 and 6, as a direct result of the successful phonics teaching in Years 3 and 4. More children are accessing the whole class text and are able to comprehend what they have read as a direct impact of the phonics teaching too. Direct Instruction is being used with a larger group of children who have found phonics most difficult, and these children are making accelerated progress; including a child who initially could only read 20 HFW in Year 4, to now reading a Year 6 class text and understanding what has happened.

Outcome 7 – Attendance data in line with local and national

In the academic year 2024-2025 the whole school attendance was 95.3% with PP attendance at 94.2%. The national average for attendance was 94.8% and 92.2% for PP so both figures are above national average.

For persistent absence, the overall school figure was 11.5% with PP being higher than that with 19.8%. Although this is below national average, the gap shows it is still an area to be worked on within school.

Outcome 8 – Improved outcomes for PP and SEND combined

At the end of Year 6 (2025), the number of PP and SEND children achieving ARE in reading, writing or maths was higher than the previous academic year, including children in care. This demonstrates that the gap in closing for those children receiving PP as well as being on the SEND register.

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