

Wainwright Primary Academy

Pupil Premium Strategy Statement

2024-25

Executive Principal	Gareth Letton
Principal	Carly Ripley
Chair of Governors	Pete Edwards

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wainwright Primary Academy
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this strategy began	September 2024
Date this statement was published	December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Carly Ripley
Pupil premium lead	Sarah Whitmore
Governor / Trustee lead	Pete Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,840
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£233,840

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At Wainwright Primary Academy, our plan has been carefully designed to broaden the horizons, facilitate engagement and raise the attainment of pupils who are eligible for Pupil Premium. We do this by providing them with fair and equal opportunities to achieve and excel in all areas of the curriculum. We help them to thrive by putting the individual needs of each child first, recognising that not all children who receive Pupil premium will be socially disadvantaged, and our offer of support needs to differ from child to child.

The funding will be used to ensure that all children receive quality first teaching, interventions and many further support systems. In this strategy, we will concentrate on the following objectives:

- Raising attainment for reading, by focussing on developing reading strategies including fluency and comprehension.
- Developing a culture for writing, where our children are enthusiastic to write and have opportunities write for pleasure.
- Making oracy and vocabulary acquisition a priority, so our children can express themselves with clarity and confidence.
- Building parental engagement and cultural capital by providing enrichment, first hand experiences and opportunities for parents to engage with school.

While these objectives form a key part of our strategy, they are in no part exhaustive. We will monitor the progress of these pupils rigorously, tracking their attainment at frequent intervals and adjusting strategies and interventions in response to data.

Our strategy is based on the tiered approach, and we will meet these objectives by providing high quality CPD for all staff, ensuring quality first teaching is central to our strategy. Following the in-depth analysis of data, intervention will be applied where necessary and in a manner that allows them to access our wide and varied curriculum to its full extent.

Thirdly, we will provide access for Pupil Premium children to resources and experiences that will enrich their lives and broaden their aspirations, regardless of their starting points.

Challenges

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

Challenge number	Detail of challenge
1	In 2023/2024, 46% of pupil premium children achieved the expected standard in reading at KS2. In comparison, 56% of the cohort as a whole achieved this standard. At KS1, 57% achieved the expected standard in reading. While assessments are showing that outcomes for PP and non-PP children are similar, outcomes for reading need to be raised across the board to be more in line with the national average for reading at ks2, which was 74%. Furthermore, although the gap in attainment was marginal, PP children still performed worse than their peers.
2	At the end of KS2, progress and attainment data shows that a gap exists between the outcomes for PP children and non-PP children in writing. 57% of the cohort as a whole achieved the expected standard in writing, compared to 52% of pupil premium children. Teacher assessments and QA show that writing is a challenge for both PP and non-PP throughout school.
3	From EYFS and continuing throughout school, assessments (including speech and language assessments at EYFS and KS1), observations and discussions with pupils indicate that the oral language skills of our disadvantaged children are underdeveloped in many cases, and vocabulary gaps exist. Furthermore, many children enter our school with limited exposure to English, resulting in limited oral language and vocabulary.
4	Many of our disadvantaged pupils come to school with a lack of first-hand experiences beyond the classroom. Furthermore, there is a lack of enrichment opportunities to provide our disadvantaged children with

	high aspirations and to develop their social and emotional skills. This in turn impacts behaviour, mental health and wellbeing.
5	For many of our disadvantaged pupils, there is a lack of parental involvement, including engagement with children's learning and supporting at home with reading and homework.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024-2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved outcomes in reading for disadvantaged pupils.	In 2023/2024, 56% of children achieved reading at ks2 in comparison to 74% nationally. By 2027/2028, we are aiming for this percentage to be closer to the national average, with a greater percentage achieving greater depth in reading.
Improved outcomes in writing for disadvantaged pupils.	In 2023/2024, 57% of children achieved the expected standard of writing at KS2 in comparison to 72% of children nationally. KS2 writing outcomes in 2026/27 will show that disadvantaged pupil attainment will be closer with national average and with non-disadvantaged pupils. Furthermore, across the school, more pupils will achieve ARE across a range of genres.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. In EYFS, a greater percentage of disadvantaged pupils will achieve GLD, with higher attainment in reading and communication and language.

Robust tracking of PP children using data analysis systems.	Teachers and leaders will demonstrate an in depth understanding of how to track the attainment and progress of their PPG children. This will ensure PPG children are targeted for bespoke support, challenge and intervention to ensure aspirational outcomes.
Improved wellbeing for disadvantaged pupils, with a focus on enhancing cultural capital and first-hand experiences.	Pupil voice, teacher discussions and observations will demonstrate increased levels of social and emotional skills, wellbeing and mental health. Pupil premium children will be targeted to access a range of experiences and enrichment activities to develop cultural capital.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Improve teaching through professional development, training and support for all staff.	<p>The EEF states that CPD can improve teacher practice and can have a significant effect on pupils' outcomes. Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3

<p>Improve teaching of reading strategies, such as fluency and comprehension, through a targeted CPD offer.</p>	<p>The EEF acknowledges that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reading-comprehensionstrategies</p> <p>Improving Literacy at ks1: https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p>	<p>1</p>
<p>To buy additional resources to facilitate the teaching of high quality texts, delivered through reciprocal reading, the Just Reading Project and Read Write Inc.</p>	<p>The Sutton Trust suggests that additional resources especially for reading can significantly increase children's progress in reading.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/READINGGAP.pdf</p>	<p>1, 2</p>
<p>CPD linked to data analysis systems.</p>	<p>There is a strong evidence base for the impact of quality first teaching, of which high quality, targeted AfL strategies are one element.</p>	<p>1, 2</p>

	<p>Direct Instruction https://www.visiblelearningmetax.com/influences/view/direct_instruction</p> <p>Teacher Feedback to improve pupil learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
<p>CPD of oral language development using the voice 21 scheme, including the implementation of an oracy champion.</p>	<p>There is a wealth of evidence for the impact of quality first teaching and direct instruction. High quality interaction in the early years is inexpensive with a high impact on reading, vocabulary acquisition and oral language development.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p> <p>Direct Instruction https://www.visiblelearningmetax.com/influences/view/direct_instruction</p>	1, 2, 3
<p>Cover time for teaching staff to undertake NPQ's, supporting the retention and recruitment of staff.</p>	<p>By providing opportunities for staff to undertake NPQ's and ensuring they have time to attend and complete the work for this, evidence shows that when teachers are effectively challenged by their CPD offer, they are more likely to stay within the profession.</p> <p>Effective professional development https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p> <p>Recruitment and retention in disadvantaged schools https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/recruitment-and-retention-in-disadvantaged-schools</p>	1, 2, 3

Mentoring and coaching for teachers including ECTs to improve the teaching of writing.	Research shows that mentoring can have a positive impact on teaching, especially for early career teachers. https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching - Key Takeaways.pdf	2
Termly data informed discussions about PP attainment and progress.	Hattie's research on collective teacher efficacy demonstrates that through collective effort, teachers can positively impact pupil outcomes. https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy	1, 2

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

Budgeted cost: £ £75,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of reading interventions targeted at disadvantaged pupils who require	<p>Reading comprehension strategies have a high impact with relatively little cost. This will be provided with support from teaching assistants, who will target reading skills. Evidence from the EEF suggest that these strategies can add 4-6 months progress when used on a regular basis.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 30%;"> <p>Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small></p> </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 10%; text-align: center;"> </div> </div> <hr/> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 30%;"> <p>Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small></p> </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 10%; text-align: center;"> </div> </div> <p>Improving literacy at Ks2:</p>	1

<p>further support.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Speech and language screening in EYFS and KS1, and targeted SALT intervention.</p>	<p>The EEF toolkit suggests that interventions matched to specific pupils' needs can be effective, particularly when delivered through 1:1 or through small group support. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>3</p>
<p>Use of the 'Spelling Shed' programme to support parents with spelling at home.</p>	<p>The EEF suggest that Parental engagement has a positive impact on pupil progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2</p>
<p>Use of 'STAR reader' to support the assessment of reading and provide quality feedback.</p>	<p>High quality feedback provides high levels of impact for a low cost based on research from the EEF.</p> <p>Feedback</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒</p> <p>EEF – using digital technology</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216</p>	<p>1</p>

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

Budgeted cost: £63,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a Forest Schools intervention	<p>Evidence from the EEF suggests that the teaching of SEL should be explicit and is linked to positive outcomes in later life as children learn to articulate and manage their emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5
ELSA interventions	<p>The EEF says that interventions which target social and emotional learning can add 4 months progress. They can have a valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</p>	4, 5
Providing early support for families in need	<p>A range of evidence sources identify the benefits to working alongside parents and providing early support for families.</p> <p>Parental Expectations John Hattie’s meta-analysis effect size 0.7 https://www.visiblelearningmetax.com/influences/view/parental_expectations</p> <p>Parental Involvement John Hattie’s meta-analysis effect size 0.42 https://www.visiblelearningmetax.com/influences/view/parental_involvement</p>	5
Providing support and strategies for	<p>The EEF states that parental engagement can add four months of progress to a child’s learning.</p>	5

<p>parents, facilitated by the SENDCo and family support worker</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Building cultural capital through access to school visits and experiences</p>	<p>EEF reports that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Implementation of SEL interventions</p>	<p>Targeted support and promotion of social and emotional skills ‘support effective learning and are linked to positive outcomes in later life.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	4
<p>Provision for necessary resources (such as school uniform, access to breakfast club and books) for families who are struggling to provide these themselves.</p> <p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of schools in similar settings to ours, we have identified a need to provide a small amount of funding towards these needs, ensuring they are not a barrier in children attending school:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	1, 2, 3, 5

Total budgeted cost: £233,840

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Review of PP strategy 2021-2024

Intended outcome	Did we achieve this?	What did we do?	Next steps...
<p>Higher attainment in phonics for disadvantaged pupils, through the rigorous implementation of the RWI scheme.</p> <p>75% of y1 and 80% of y2 pupils to pass the PST by 2023/2024.</p>	<p>In 2024, 71% of y1 pupils and 94% of y2 pupils passed the PST.</p> <p>2022 – 77% 2023 – 79% 2024 – 71%</p> <p>Over the last 3 years, phonics results have increased on average.</p>	<p>Rigorous implementation of the RWI scheme.</p> <p>Targeted intervention where necessary to achieve accelerated progress.</p> <p>Training for all staff to provide quality first teaching of phonics.</p>	<p>Phonics results to be monitored closely in 2024/2025 to ensure results do not decline.</p>
<p>Improved outcomes in reading for disadvantaged pupils.</p> <p>55% of pupils at KS1 and 57% at KS2 to achieve the expected standard for reading.</p>	<p>57% of children at ks1 and 56% of children at ks2 achieved the expected standard for reading in 2023/2024.</p> <p>46% of PP children in ks1 and 61% of PP children in ks2 achieved this.</p>	<p>Just reading project</p> <p>Fluency training for all staff meant that reciprocal reading sessions focussed on developing fluency skills alongside comprehension.</p> <p>Fluency approach to groups further</p>	<p>Tracking of PP children that are currently in year 3 as they move through ks2.</p>

		<p>along in the RWI scheme.</p> <p>Prosody CPD</p> <p>Star reader CPD</p> <p>Robust tracking of star reader and phonics data</p>	
<p>Improved outcomes in reading and writing for White British Pupil Premium boys (specifically those currently in years 3 and 5).</p>	<p>% of PP children in reading and % in writing achieved the expected standard at KS1.</p> <p>Year 5 WB PP boys have been tracked using PIXL as they have moved through school and continue to tracked as they progress towards the end of KS2.</p>	<p>WB PP boys in particular have been made a focus as they have moved throughout school and tracked as a priority group.</p> <p>Data meetings with these year groups have focussed on these children.</p> <p>Children who were at risk of falling below the expected standard were identified early and targeted with support, primary through quality first teaching.</p> <p>Targeted booster groups to focus on this group with Teachers and TAs.</p>	<p>Continue to track the progress of highlighted groups through data meetings.</p>

<p>Improved outcomes in reading, writing and maths for FSM6 pupils, with a focus on WB boys at KS2.</p>	<p>At Wainwright, 46% of children achieved this standard.</p> <p>For WB FSM boys, 25% of children achieved this.</p>	<p>Robust data analysis by SLT working alongside teachers ensured gaps were identified early and plugged accordingly.</p> <p>Collaborative data discussions took place termly with a focus on PP children.</p> <p>Weekly Y6 data meetings took place to focus on certain groups and areas .Booster groups immediately started in the Autumn term.</p>	<p>Continue to consider WB PP boys as a focus group for data analysis.</p>
<p>Improved vocabulary and oral language skills, meaning pupils can express themselves fluently and confidently in a range of contexts, applying subject specific vocabulary across the curriculum.</p>	<p>In 2023/2024 73% of children at EYFS achieved the expected standard for language and communication.</p> <p>In 2023/2024 86% of PP children achieved the expected standard for language and communication at EYFS.</p>	<p>CPD for all staff on oracy.</p> <p>Vocabulary organisers used across the curriculum.</p> <p>Focus on language clarification during Reciprocal Reading lessons.</p>	<p>Oracy will continue to be a focus area.</p>

<p>73% of pupils at EYFS to achieve the expected standard for language and communication.</p>	<p>Where are we at with oracy across the school?</p>	<p>Modelled talk across the school.</p> <p>Talk 4 writing used in English lessons to provide children with modelled language structures.</p> <p>Just reading project provides children the opportunity to listen to language structures above their reading level.</p> <p>Bells assessments used to track the progress of EAL pupils in developing their English skills and supporting them to engage with learning across the curriculum.</p>	
<p>Improved wellbeing for all, with a focus on disadvantaged pupils, enabling them to come to school, ready to learn.</p>	<p>Whole school attendance has improved over time, however certain groups have a substantial effect on this.</p>	<p>Forest schools interventions.</p> <p>Additional provision through breakfast and after school clubs.</p>	<p>Continue to use systems in place to track and monitor attendance.</p> <p>Focus groups for attendance (I.E. SEND) are a priority for the upcoming</p>

		<p>Identified pupils have been supported with attendance through daily check in's.</p> <p>Nurture bases and lunch clubs available for children who need it.</p> <p>ELSA interventions for identified children.</p> <p>Robust tracking and analysis of attendance.</p>	<p>year, including PP children with SEND.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling Shed	Edshed
Launchpad for Literacy	Launchpad for literacy
PKC – Primary Knowledge curriculum	Knowledge Skills Trust
Read Write Inc.	Ruth Miskin
STAR reader	Renaissance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a