

# Pupil Premium Strategy Statement

Wavertree CE 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	161
Proportion (%) of pupil premium eligible pupils	49.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Brooksbank
Pupil premium lead	Mrs Brooksbank
Governor / Trustee lead	Miss Rees

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 114 325
Recovery premium funding allocation this academic year	£ 14 500
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <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>	£0
<b>Total budget for this academic year</b> <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>	£128 825

## 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 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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	Assessments, observations, and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that literacy attainment among disadvantaged pupils is significantly below the national average but not dissimilar to those of non-disadvantaged pupils. On entry to Reception class in the last 2 years, at least 88% of our disadvantaged pupils arrive below age-related expectations. 95% of our non-disadvantaged children are performing below age-related expectations. This data is largely due to the effect of the Covid pandemic. As the children progress through the school the percentage of disadvantaged pupils below age-related expectations does diminish.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. We continue to experience the impact of Covid in 2022.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges affect disadvantaged and non-disadvantaged pupils, including their attainment. Teacher referrals for support in this area have markedly increased during the last three years. 10 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs, with 6 (3 of whom are disadvantaged) receiving small group interventions.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.1% higher than non-disadvantaged pupils. 53.8% of disadvantaged pupils have been 'persistently absent' compared to 46.2% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting all pupils' progress and the pandemic has had a considerable additional impact on absenteeism for both groups of children.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significant improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 76% of disadvantaged pupils should meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 76% of disadvantaged pupils should meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in bullying</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 10% lower than their peers</li> </ul>

## 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: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of NFER standardised diagnostic assessments.	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.	1, 2, 3, 4
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.	1
Replenish reading books for our Read Write Inc. systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.	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.	2

### Targeted academic support

Budgeted cost: £64 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	2, 3

phonics support. This will be delivered in collaboration with our phonics lead.	phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	
Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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 ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> ) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF	

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

Budgeted cost: £45 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional (SEMH) learning. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

**Total budgeted cost: £129 500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Disadvantaged children at KS2 outperformed non-disadvantaged children in:*

	<i>Exp+</i>	<i>GD</i>
<i>GPS</i>	<i>+17%</i>	<i>+17%</i>
<i>Writing</i>	<i>+6%</i>	<i>+15%</i>
<i>Maths:</i>	<i>+42%</i>	<i>+14%</i>

*Disadvantaged children at KS1 outperformed non-disadvantaged children in:*

	<i>Exp+</i>	<i>GD</i>
<i>Reading</i>	<i>+25%</i>	<i>-13%</i>
<i>Writing</i>	<i>+12%</i>	
<i>Maths:</i>	<i>-15%</i>	<i>+13%</i>

70% of disadvantaged pupils achieved the phonics screening check. This is in comparison to 89% of non-disadvantaged pupils.