

# Pupil Premium Strategy Statement 2023-2024

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
School name	Wymondham College Prep School
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2022 - 2023 2023 - 2024 2024 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Simon Underhill, Headteacher
Pupil Premium Lead	Simon Underhill, Headteacher
Governor / Trustee lead	Penny Shepherd

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375.00
Recovery premium funding allocation this academic year	£2,320.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,695

# Part A: Pupil Premium Strategy Plan

## Statement of intent

### Our Vision

*To foster a learning community of life-long learners, knowing who they are, how they can flourish, having experienced a connected curriculum through local, national and global perspectives.*

We are an inclusive school who puts community at its centre, working to help it grow and thrive by feeding into it, giving our pupils the best possible outcomes and opportunities as they develop and learn.

At Wymondham College Prep School, we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential. We ensure pupils have excellent teachers who provide a first class education through our carefully sequenced knowledge-enriched curriculum and an exceptional range of personal development opportunities to enrich their schema of the world and life experiences.

We aim to support pupils in receipt of Pupil Premium to overcome the varied and complex barriers and challenges that they might face. In particular we want to allocate funding for three key areas:

- Raising the attainment of disadvantaged pupils and diminishing the difference with their peers
- Providing funding for LAC and previously LAC (PLAC) pupils
- Supporting pupils with parents in the Armed Forces to help mitigate the negative impact on service children of family mobility or parental deployment

In deciding how to use our Pupil Premium Grant, we have drawn upon the following evidence-based sources of information:

- ❖ The EEF Guide to Pupil Premium
- ❖ Pupil Premium Tiered Model and Menu
- ❖ The EEF Moving Forward, Making a Difference
- ❖ Education Endowment Foundation Teaching and Learning Toolkit
- ❖ Our professional experience of what works best
- ❖ Our knowledge of our school's context

From these sources we have identified the following priority areas for spending:

### High Quality Teaching

- Professional Learning training to develop high quality teaching and learning
- Curriculum development and reviews with a focus on meeting the needs of disadvantaged pupils

### Targeted Academic Support

- Embedding assess/plan/do/review systematic approaches to the delivery of intervention programmes to support diminishing the difference in attainment gaps in core subjects
- Establish individual/small group tutoring for PP pupils working towards the expected standard
- Activities and resources that support the needs of disadvantaged pupils

### Wider Strategies

- Develop systems and processes to support high attendance
- Financial support to access all elements of the curriculum e.g. trips, workshops
- Pastoral support linked to high expectations on behaviour, routines and school culture to support pupils' sense of belonging, wellbeing and relationships
- Provide a rich and varied *Enriched Curriculum Activities* after school programme to develop the whole child

## Challenges

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

Challenge number	Detail of challenge
1	To narrow the gap in progress and attainment of Pupil Premium pupils when compared to non-Pupil Premium pupils, with a clear focus on developing knowledge, skills and understanding in the core subjects of Mathematics and English
2	To diminish the difference in gaps in Pupil Premium pupils' phonics, word reading, spelling and comprehension skills ensuring they are competent and confident readers, closing gaps in subject knowledge - pupils' ability to retain knowledge over time.
3	To ensure Pupil Premium pupils have fair access to extracurricular activities and after-school <i>Enriched Curriculum Activities</i>
4	To ensure that Pupil Premium pupils are better able to regulate their behaviour and choices and develop their social, emotional and mental wellbeing

## 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
To narrow the gap in progress and attainment of Pupil Premium pupils when compared to non-Pupil Premium pupils, with a clear focus on English	<ul style="list-style-type: none"> <li>the gap between PPPs results of summative assessments in the core subjects will close over time compared to non-PPPs</li> <li>PPPs will make accelerated progress to ensure they are making the same rates of progress compared to non-PPPs</li> </ul>
To diminish the difference in gaps in Pupil Premium pupils' phonics, word reading, spelling and comprehension skills ensuring they are competent and confident readers	<ul style="list-style-type: none"> <li>tracking of PPPs phonics results and/or reading ages and/or reading scaled scores and/or comprehension results will show a closing in the gap compared to non-PPP</li> </ul>
To ensure Pupil Premium pupils have fair access to extracurricular activities and after-school <i>Enriched Curriculum Activities</i>	<ul style="list-style-type: none"> <li>PPPs attending activities, ECAs, residentials and trips is proportionate to non-PPPs</li> </ul>
To ensure that Pupil Premium pupils are better able to regulate their behaviour and choices and develop their social, emotional and mental wellbeing	<ul style="list-style-type: none"> <li>the number of PPPs' major behaviour incidents compared to non-PPPs diminishes</li> <li>track that PPPs access ELSA is proportionate to non-PPPs</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 (for example, CPD, recruitment and retention)

Budgeted cost: £32,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribute to the cost of raising achievement in the curriculum through training of teachers and the purchase of resources to support improvements in standards of teaching and learning</p> <p>* Little Wandle phonics * The Write Stuff approach to teaching writing</p>	<p><b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</b></p> <p>DfE Focus on high quality teaching, especially for disadvantaged pupils found <a href="#">here</a></p>	<p><b>1</b></p> <p><b>2</b></p>
<p>Retention and recruitment of Teaching Assistants to support teaching and learning</p>	<p><b>Effective use of teaching assistants and the impact they can have in schools.</b></p> <p>The positive impact of TAs on outcomes can be evidenced in the following publications <a href="#">EEF</a> <a href="#">Unison</a> <a href="#">Gov</a></p> <p>‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on 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><b>1</b></p> <p><b>2</b></p>

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

Budgeted cost: £1104.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of resources to aid teaching and learning and assessments to baseline, intervene and assess progress in core subjects</p> <p><b>Times Table Rockstars &amp; Numbots:</b> resources to aid the retention of number facts to improve pupils' fluency in Mathematics</p> <p><b>Assess Fluency in Reading:</b> used as a measure of reading skill in order to set up intervention</p> <p>Invest in a series of banded books for KS2 to accommodate the growth of the school in support of pupils development in their reading and fluency.</p>	<p><b>Activities and resources that support the needs of disadvantaged pupils</b></p> <p>Assessments allow schools to baseline pupils and also gives teachers an understanding of the starting point of pupils.</p> <p>The <a href="#">EEF</a> guide on <i>Improving Literacy in KS2</i> evidences a positive impact on pupils' fluency in reading through such approaches as guided oral reading instruction where a text is demonstrated by an adult or peer, modelling the 3 Ps (pronunciation, phrasing and prosody). Pupils then read the same text aloud with appropriate feedback. This may also include assisted reading strategies such as paired reading and use of technology. The purchase of appropriate books to use in this process will support pupils' reading development</p>	<p>1</p> <p>2</p>

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

Budgeted cost: £799.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchases and financial support for Pupil Premium Pupils in order to access:</p> <ul style="list-style-type: none"> <li>* equipment</li> <li>* uniform</li> <li>* trips</li> <li>* residentials</li> <li>* clubs delivered by external (paid) providers</li> </ul>	<p><b>Equipment to enrich and enhance curriculum activities, after school <i>Enriched Curriculum Activities (ECAs)</i>, including sports, outdoor activities, arts experiences, culture and trips</b></p> <p>School uniform assistant details from EEF found <a href="#">here</a> Arts participation and extra-curricular activities are included to enhance the learning and aspirations of pupils more information found <a href="#">here</a></p> <p>Contribution to trips and visits ensure PP pupils can engage and take part in the schools whole child 'Prep Life' offer</p>	<p><b>3</b></p> <p><b>4</b></p>
<p>Support monitoring and supporting progress in pupils mental health and wellbeing</p>	<p><b>Embed the use of resources and approaches to support Pupil Premium pupils with maintaining and improving mental health</b></p> <p>Information provided from assessments, resources and approaches adopted improves teacher-understanding of specific pupils' needs, strengths, weaknesses, emotions and behaviours. More information can be found <a href="#">here</a> and <a href="#">here</a></p>	<p><b>3</b></p> <p><b>4</b></p>

**Total budgeted cost: £38,695**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 – 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and the results achieved by our non-disadvantaged pupils.

**Challenge 1: To narrow the gap in progress and attainment of Pupil Premium pupils when compared to non-Pupil Premium pupils, with a clear focus on developing knowledge, skills and understanding in the core subjects of Mathematics and English**

Year 1 Phonics Test

- 88% of the cohort passed the standardised test
- 100% of pupil premium pupils in the cohort passed the standardised test

Whole School Reading Test

- 85% of the school met the Expected Standard for reading
- 65% of pupil premium pupils met the Expected Standard for reading

KS2 Writing Standards

- 70% met the Expected Standard
- 47% of Pupil Premium Pupils met the Expected Standard

Whole School

- 79% (174 pupils) achieved the expected standard in Reading, Writing and Maths

Pupil Premium

- 54% (23 pupils) achieved the expected standard in Reading, Writing and Maths

The school's investment into Teaching Assistants effectively supported the teaching of teachers, helping with their workload and levels of wellbeing whilst also developing the learning of pupils.

- 75% of staff strongly agree they are well supported in school
- 20% of staff agree they are well supported in school
- 5% of staff neither agree nor disagree that are well supported in school

**Challenge 2: To diminish the difference in gaps in Pupil Premium pupils' phonics, word reading, spelling and comprehension skills ensuring they are competent and confident readers, closing gaps in subject knowledge - pupils' ability to retain knowledge over time.**

\* Group 1 of 3 Pupils who received NTP intervention for Mathematics

- in two months of intervention, pupils improved their arithmetic skills by 35%

\* Group 2 of 3 Pupils who received NTP intervention for Mathematics

- in two months of intervention, pupils number age of their number sense increased by 1 year 3 months

The assessment resources purchased proved invaluable in providing baseline points from which helped us know what and where to intervene with pupils and in the development of their number sense and reading skills. These resources were used to as part of our National Tutoring Programme intervention – see results above. The Salford reading test enabled staff to setup personalised reading interventions for students with reading ages below their chronological age, resulting in 85% of the school being at the Expected Standard for reading.

**Challenge 3: To ensure Pupil Premium pupils have fair access to extracurricular activities and after-school *Enriched Curriculum Activities***

- Pupil Premium pupils benefited from financial support towards costs of :
  - \* LAMDA ECA
  - \* Instrumental tuition
  - \* day trips in Y6 and Y2
  - \* residential trip in Y5

**Challenge 4: To ensure that Pupil Premium pupils are better able to regulate their behaviour and choices and develop their social, emotional and mental wellbeing**

- Our ELSA trained practitioner support a total of 18 pupils who were identified with emotional, social and mental health needs. Qualitative data on the outcome of these sessions for these children demonstrates a hugely positive impact in increased levels of confidence, resilience, increased ability to better regulate feelings and emotions.

## 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
Sandwell Early Numeracy Test	GL
Salford Sentence Reading Test	Rising Stars
Emotional Literacy Support Assistant	Various providers

## Service pupil premium funding (optional)

### The impact of that spending on service pupil premium eligible pupils

This academic year we plan to spend our Service Pupil Premium funding of £2345 on providing pupils of services families with time with our ELSA – Emotional Literacy Support Assistant. The aim is that this intervention will support the social, emotional, mental health of services children as they navigate coping with the knowledge of the job their parents do.

### Impact

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*