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Pupil Premium Strategy Statement

Wrockwardine Wood Infant School and Nursery

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 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
School name	Wrockwardine Wood Infant School & Nursery
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	21% (38 children.)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jenny Gascoigne Executive Headteacher
Pupil Premium Leads	Linzi Garner Early Years Assistant Headteacher Vicki Prinold Key Stage 1 Assistant Headteacher
Governor	Gill Stubbs (Chairperson)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£0
Catch up school led tutoring	£0

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Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,800

Part A: Pupil premium strategy plan

Statement of intent

Our intent is for all pupils, regardless of their background or the challenges they face, to make good progress and achieve high standards across all subject areas. The focus of our Pupil Premium strategy is to support disadvantaged pupils in reaching this objective, including those who are already high achievers.

We are committed to addressing the challenges faced by vulnerable pupils, including those with social workers, and our outlined activities aim to support their needs—whether they qualify as disadvantaged or not.

At the core of our approach is high-quality teaching, with particular emphasis on areas where disadvantaged pupils need the most support. This approach has been shown to have the greatest impact on closing the attainment gap, while simultaneously benefiting non-disadvantaged pupils. Our intended outcomes reflect a dual focus on improving progress for disadvantaged pupils and sustaining or enhancing attainment for their non-disadvantaged peers.

We adopt the tiered approach to Pupil Premium spending outlined by the Education Endowment Foundation (EEF) balanced plan that incorporates the essential ingredients of an effective strategy:

- **High-quality teaching** to raise standards for all pupils.
- **Targeted academic support** to address specific learning needs.
- **Wider strategies** to support attendance, social and emotional well-being, behavioural needs, and parental engagement.

This strategy aligns with our broader school priorities, including promoting attendance, addressing pupils’ social, emotional, and behavioural needs, providing access to extra-curricular activities, extending learning opportunities, and fostering strong communication and support for parents.

Our approach is grounded in robust diagnostic assessments to identify needs accurately, rather than relying on assumptions about the impact of disadvantage. We aim to combine targeted academic interventions with complementary strategies to ensure every pupil excels. To achieve this, we will:

- Act early to address needs as soon as they are identified.
- Ensure that disadvantaged pupils are consistently challenged in their learning.

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- Foster a whole-school approach, where all staff share responsibility for disadvantaged pupils' outcomes and maintain high expectations for their achievements.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Communication and Language</u></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is evident from Reception through to KS1 and in general, is more prevalent among our disadvantaged pupils than their peers.</p> <p><i>On entry to Reception in 2024 50% of disadvantaged children were working below in Communication and Language.</i></p>
2	<p><u>Writing</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing phonics for reading. This negatively impacts their development as writers.</p> <p><i>On entry to Year 2 in 2024 for writing 36% of disadvantaged children were working below age-related expectations. Compared to</i></p>
3	<p><u>Reading</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their development to communicate in writing.</p> <p><i>On entry to Year 2 in 2024 for reading 36% of disadvantaged children were working below age-related expectations.</i></p>
4	<p><u>Mathematics</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing mathematical concepts and vocabulary than their peers. This negatively impacts their development as mathematicians.</p> <p><i>On entry to Year 2 in 2024 21% of disadvantaged children in mathematics were working below age-related expectations compared to 19% of all children.</i></p>
5	<p><u>Cultural Capital</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment such as first hand experiences and economic/cultural opportunity. This</p>

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	has been evidenced in health data - rising obesity levels in children and lack of enrichment in their lives i.e. music		
6	Attendance Our attendance data indicates that poorer attendance for the disadvantaged pupil group has a direct impact on their academic outcomes.		
	December 2024		
	Nursery	School	Persistently absent
	79.59	95.64	18.75% (6)

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 significantly 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 classroom and Talk Boost and Early Talk boost assessments.
Improved reading attainment for disadvantaged pupils at the end of KS1.	KS1 reading outcomes in 2025 show that more disadvantaged pupils meet the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS1.	KS1 writing outcomes in 2025 show that more disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2025 show that more disadvantaged pupils 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 2025 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys, teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance from 2024-2025 as reflected in the overall absence rate for all pupils being no more than 4%

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our disadvantaged pupils.	
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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: **£19,222**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase standardised diagnostic assessments annually.</p> <p>Training for staff to ensure assessments administered correctly.</p> <p>Moderation and pupil progress meetings to ensure tests are interpreted correctly.</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,3,4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Enhancement of the development of oral language comprehension, vocabulary, and spelling through Floppy Phonics.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
<p>Review approaches to Physical Development in Early Years to develop children’s automaticity for writing. Formation, orientation, and placement of letters.</p>	<p>Teaching the skills needed for movement may be more effective when educators vary the level of difficulty, include verbal and physical direction, use a playful or motivating context.</p> <p>EEF Physical Development</p>	

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	Kinetic Letters – Making hand-writing easy for everyone	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>This project aims to secure firm foundations in the development of good number sense for all children from YR-Y2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.</p> <p>NCETM Mastering number programme</p> <p>EEF-Developmental-Progressions-Poster-1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>using storybooks high quality maths resource_v0.1.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>A1 Early Maths Audit Tool (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,4</p>
<p>Salary contribution to enable small group tuition to be facilitated across whole school, with a particular emphasis for disadvantaged pupils in Key Stage 1</p>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>EEF Small group tuition</p>	<p>1, 2, 3,4</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>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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>

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

Budgeted cost: **£33,408**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release staff to deliver Talk Boost to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2,</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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</p>	<p>2,3</p>
<p>Provide tutoring for pupils. 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4</p>

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

Budgeted cost: **£4,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the cultural capital of pupils through subsidised educational and residential visits and access to extra-curricular activities.</p>	<p>Improved outcomes have been identified in English, mathematics, and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also been reported.</p> <p>EEF Arts participation</p>	<p>1,2,3,4,5</p>
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice and Working Together to Improve School attendance</p> <p>This will include training and release time for attendance support officers to implement and monitor procedures 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>6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and mid-year mobility, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4,5,6</p>

Total budgeted cost: £56,630

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Our statutory assessments during 2023/2024

Disadvantaged Gaps 2024

Disadvantaged pupils				
2024 KS1 outcomes	RWM	R	W	M
School EXS %	50%	71%	50%	71%
National EXS%	40%	54%	44%	56%
School GDS %	0%	7%	7%	29%
National GDS%	2%	9%	3%	7%

2024 Phonics outcomes	School	National
Y1 Phonics	82%	80.5%
Y1 Phonics disadvantaged	71%	68%
Y2 Phonics	73%	93%
Y2 Phonics disadvantaged	100%	68%

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Early Years Foundation Stage 2024 Good Level of Development	School	National
GLD	73%	68%
Disadvantaged	80%	51.5%

	All (%)	Disadvan. (%)	Gap (%)
GLD	73	80	+13
Phonics	82	71	-11
KS1 Reading	77	71	-8
KS1 Writing	68	50	-18
KS1 Mathematics	75	71	-4

Our end of Key Stage 1 assessment data for disadvantaged children shows that our catch-up teaching programme and targeted intervention was successful. Year 2 disadvantaged children for reading, writing and mathematics performed better than children nationally.

Externally provided programmes.

Programme	Provider
Floppy Phonics	Oxford Reading Tree
Kinetic Letters	Kinetic Letters – Making hand-writing easy for everyone
Mathletics	3P Learning
Purple Mash	2 Simple
Talk Boost	Talking Communication

Service pupil premium funding

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Our Emotional Literacy Support Assistant dedicated time to the emotional wellbeing and academic achievement of service children. She will create a memory box/passport if they move schools. The school's mental health lead has worked collaboratively with parents to support their children's mental health and well-being to remove barriers to learning.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided.</p>



Further information

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](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- training that we have selected and collaboration with parents through the Educational Psychology Service and Strengthening Families.
- 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

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.