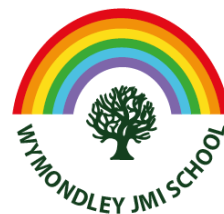


Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Wymondley JMI School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ally Chadwick
Pupil premium lead	Hayley Holmes
Governor / Trustee lead	Sheena Kitchener

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£35,960

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium (PP) grant is allocated to support our school to raise the educational attainment of disadvantaged pupils of all abilities to help them reach their potential. At Wymondley JMI School, all members of staff and the governing body accept responsibility for this goal and we are committed to meeting the pastoral, social and academic needs of all pupils within our caring and nurturing environment.

We want our pupils to be knowledgeable, kind, resilient and independent upon leaving our school, be ready to face the challenges of secondary school and to make a positive contribution to wider society. We provide a rich, varied and engaging curriculum which makes an exceptional contribution to our pupils' outcomes. We strive to ensure that our children develop the skills and values needed to be successful through high-quality teaching, well planned interventions and by offering a wide range of opportunities and experiences for personal development. The strategies employed are informed by ongoing data analysis and in depth research using the EEF guidance for pupil premium.

We believe that there is no ceiling for what any child can achieve. We are determined to ensure that every pupil is given the best possible chance to realise their full potential through the wide-ranging and engaging provision that we offer. We will ensure we have high aspirations for all vulnerable pupils and avoid making assumptions, instead using our robust assessment systems to identify and address pupils' individual needs. We seek to target our resources equitably to ensure that we provide equality for every child and have a positive impact on their wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Our internal data shows that disadvantaged pupils with English as an Additional Language (EAL) are not attaining in line with their peers.
2	Assessments on arrival in Reception (baseline, WellComm, discussion and observation) reveal delays in language acquisition and depth of vocabulary for some disadvantaged pupils.
3	Internal and external data shows that some disadvantaged pupils attain less well in reading, writing, maths and phonics than their non-disadvantaged peers.
4	Our attendance analysis shows that some disadvantaged pupils are more likely to be persistently absent than non-disadvantaged pupils.
5	Our discussions with pupils and families have revealed that some disadvantaged pupils have fewer wider life experiences and cultural reference points than their non-disadvantaged peers which can impact on their depth of knowledge of aspects of the world in wider curriculum lessons.

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
<p>To ensure readiness for learning and engagement by teaching clear expectations and routines systematically and consistently.</p>	<p>Pupil behaviour is good, and all learning time is purposeful with no lost time.</p> <p>Routines are clear and consistent across the school.</p> <p>Implementation of a revised relationship-led behaviour policy brings increased consistency and clarity.</p> <p>There is a positive impact on trends in behavioural incidents and increased progress and attainment.</p> <p>Positive impact on pupil wellbeing evidenced through pupil voice.</p> <p>Attendance is above 96% for all pupils.</p>
<p>Wymondley school is known as a centre of excellent teaching, with highly trained and expert staff.</p>	<p>Staff CPD will be targeted to maximise impact.</p> <p>Pupil Progress Meetings will identify individual children, ensuring robust strategies are put in place to teach to pin-pointed gaps in learning.</p> <p>Evaluation of effectiveness of staff training through appraisal processes and pupil progress meetings.</p> <p>Regular reflection on provision being offered through staff meetings and whole staff briefings.</p> <p>The training budget is allocated strategically each spring at budget setting to plan training and align plans to emerging needs.</p> <p>Training meets identified needs and whole school attainment and progress outcomes show an improvement over time.</p>
<p>All disadvantaged pupils leave Wymondley as fluent readers, able to comprehend and discuss what they read across the curriculum.</p> <p>A highly trained staff team will use a high quality SSP consistently to benefit every child in the school so that all children are reading with fluency by the end of Year 1, with no attainment gap between disadvantaged pupils and their peers.</p>	<p>On entry, assessment identifies pupils with gaps in their knowledge of phonics.</p> <p>Action is taken to address the gaps and intervention is timetabled immediately.</p> <p>Additional members of staff are appointed to support specifically with one -to-one phonic interventions.</p> <p>Children learning to read are ably supported by parents and carers due to the support of school staff. All children in KS1 are given differentiated support specific to their needs.</p> <p>Reading lessons are tailored to the stage of reading each child is at and focus on building fluency and comprehension.</p> <p>Reading for pleasure is integrated into daily life at the school. All children are read to daily and are able to discuss what they are reading and make recommendations to others.</p> <p>Reading areas will 'sell' books to children and all children will have time to engage in reading for pleasure. Children will choose to read for enjoyment and a culture of reading is embedded in all age groups.</p> <p>Wider opportunities to celebrate reading with pupils and their families are well established.</p> <p>All children feel confident reading across the curriculum and independently build knowledge of the world through reading.</p>
<p>All disadvantaged pupils leave Wymondley with a secure understanding of mathematical vocabulary, the ability to reason and the strategies needed to solve mathematical problems.</p>	<p>Assessments identify disadvantaged pupils with potential barriers to learning in mathematics. Support is put in place for them to close gaps within lessons and if necessary outside of lessons.</p> <p>Pupil attainment review meetings allow for gaps to be pinpointed and teaching adjusted to meet the needs of children. Teachers receive</p>

	<p>support from leaders and training to understand how to ensure all children reach their potential.</p> <p>Intensive CPD for teachers and support staff, alongside instructional coaching ensures that provision for all children is excellent and leads to improved outcomes for disadvantaged pupils.</p> <p>On-line resources are utilised to share strengths and target practice around gaps. Families have information sessions and reference material to be able to support their children at home.</p> <p>Staff training supports teachers to make effective use of assessment data to inform planning and teaching, looking at prior knowledge expectations as well as current expectations to ensure no gaps in knowledge and skills remain.</p> <p>Support staff are trained in how to support vulnerable children within and outside of lessons.</p> <p>Children experience mathematical enrichment opportunities which enhance their understanding of the purpose of maths and links across subjects</p>
<p>To ensure disadvantaged pupils at an early stage of proficiency in English make accelerated progress to diminish differences in attainment.</p>	<p>Pupils with EAL are assessed and skilled teachers use Bell Foundation strategies to support them to rapidly make progress.</p> <p>All teaching staff have an understanding of how to minimise spoken language and increase the use of visual aids to support understanding for all learners, and especially EAL learners.</p> <p>EAL learners are supported with a range of individual, carefully selected digital tools which enable them to access learning, e.g. tables, laptops, headphones, Duolingo and Language Village.</p>
<p>Improved levels of attendance and reduced persistent absence for disadvantaged pupils.</p>	<p>Regardless of their socio economic background, all children attend school regularly.</p> <p>There are no gaps in attendance figures when comparing deprived children and their peers.</p> <p>Disadvantaged pupils will have attendance above 96%.</p>
<p>The school will be known for the provision of excellent wider opportunities for the personal development of its pupils, and these opportunities will be provided for all regardless of pupils' socioeconomic backgrounds.</p>	<p>Staff voice will indicate that children demonstrate stronger engagement in learning and higher levels of confidence to take risks in learning choices in the classroom.</p> <p>All pupils articulate a sense of achievement in activities outside of the classroom leading to a greater sense of confidence and self esteem.</p> <p>Forest schooling gives regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.</p> <p>Pupil voice through Forest School sessions/additional experiences will indicate increased levels of engagement and enjoyment.</p> <p>Staff voice will indicate that mental health daily/weekly/as required 'check-ins' with children will show improved outcomes. These outcomes will look different for individual children and their specific needs.</p> <p>Teachers use strategies to promote mental wellbeing for all children leading to positive self-image, positive relationships with other and positive outlook on the world.</p> <p>Children's progress and mental wellbeing discussed and reflected on with adjustments made where needed through pupil progress meetings.</p> <p>To ensure that positive, culturally enriching life experiences are offered to pupils at no cost to parents/at affordable prices.</p>
<p>Targeted support for pupils with English as an Additional Language (EAL) ensures their progress is accelerated so that their attainment is broadly in line with non-EAL peers.</p>	<p>Pupils at an early stage of proficiency in English will be supported with evidence-led strategies.</p> <p>Pupils with EAL are supported by a range of digital tools to acquire language rapidly.</p>

	EAL learners have additional adult support to practise speaking and listening using curriculum-specific vocabulary. Attainment for pupils with EAL is broadly in line with non-EAL peers.
The school will be known for working in partnership with all parents, ensuring the successful schooling of every child.	Parental (or family member or friend) participation in themed school days. Termly informal parental coffee mornings for every class. Termly parent surveys to review parent voice and act on feedback. School events throughout the year involve parental participation.
Even closer partnership between school staff, parents, professionals and child is essential for success of SEND children	Open door policy for parents at beginning and end of school day, with Headteacher available on gate most mornings and afternoons. Access to school SENCo as needed. Regular Person Centred Planning meetings throughout the school year for all adults working with child to come together with parents to discuss progress and next steps. Regular feedback from SEND professionals brought in to work with children.

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: £19,000

Activity	Evidence that supports this approach (EEF)	Challenge number/s addressed
<p>Provide high quality training for teachers:</p> <ul style="list-style-type: none"> • Little Wandle Training including language development • Behaviour policy review and implementation • Reading Leader training to support ongoing coaching • Maths Mastery approaches • Bell Foundation and Language Village EAL training • Essential Writing training • HfL Reading training • SEND 5-a-day approaches 	<p>Teachers to be informed and updated on the latest strategies used to improve the attainment and progress of children through individual/group external CPD or internal CPD through staff meetings and weekly briefings.</p> <p>Quality Wave 1 teaching will have a positive impact on all children with a focus on how these can be used to support children to think about their own learning more explicitly to embed current school learning systems including task selection and the marking table.</p> <p>(metacognition and self-regulation +7 months, Mastery learning +5 months, Phonics + 5 months)</p> <p>Behaviour training is incrementally delivered with a restorative approach based on children's rights and linked to the school behaviour policy with a metacognition and self-regulation approach.</p> <p>(Behaviour Intervention +4 month)</p>	1, 2, 3

TA support for identified groups.	Specific and planned intervention for targeted groups of children will enable further progress. (Collaborative Learning Approaches +5 months) An additional TA to deliver this inside or outside of the classroom will ensure that learning time can be maximised. (Teaching assistant interventions +4 months)	1, 2, 3
Subject leadership/Pupil Premium lead time (cost of cover)	In order for an effective tiered approach to be put in place, this needs to run through all subjects. Leaders will need time to implement strategies in their subject. Evidence from the EEF Guide to Pupil Premium: A Tiered approach to spending.	1, 2, 3, 4, 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tuition	Following quality first teaching, identified children to receive 1:1 (or group tuition) to ensure their basic understanding is sound before they can make consistent progress in their learning or to support them with identified gaps in learning. (1:1 tuition +5 months)	1, 2, 3
Investment in early reading resources and a reading spine <ul style="list-style-type: none"> - Little Wandle reading groups - Little Wandle catch up supports 	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (Early Literacy Approaches +4 months, Phonics +5 months, Reading Comprehension Strategies +6 months)	1, 2, 3
Speech and language support	Language groups implemented by a trained TA for children with lower language acquisition. Children with poor speech and language skills find writing more difficult and make slower progress than their peers. (Oral learning intervention +5 months)	1, 2, 3
Targeted small group tuition	Focussed intervention based on assessment in class can be provided by teachers/teaching assistants to quickly address gaps in children's knowledge. Small groups may also involve non-pupil premium children meaning this strategy has a positive impact across a wider range of pupils. (Small group tuition +4 months)	1, 2, 3

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

Budgeted cost: £6,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to all after school clubs	Our own observation and experience indicates that all children should have access to after school opportunities and by not charging for any of our own after school clubs, which run up to four afternoons each week and include those delivered by our sports coach, no child is prevented from attending on a financial basis.	1, 2, 3, 4, 5
Subsidies for trips and curriculum swimming Provision of school uniform using pupil premium budget	Our own observations and experiences indicate that children's confidence can be affected if they do not have the same opportunities as their peers. They can lose focus and not make the same amount of progress as others. Taking financial pressure off parents can result in a happier home life.	1, 2, 3, 4, 5
Provide counselling /art/play therapy	Unless children are settled and able to concentrate at school, they will not make as much progress as their peers. (Metacognition and self-regulation +7 months)	1, 2, 3, 4, 5
Provide access to technology e.g. chromebooks	Pupil premium children have been shown nationally to be a group more likely not to have access to appropriate technology for use when learning at home.	1, 2, 3, 4
Access to fully funded: <ul style="list-style-type: none"> Violin lessons in Year 3 Choir breakfast club Ukulele ensemble Rock Steady lessons 	Our own observations and experiences tell us that when children are immersed in all aspects of school life, they are more engaged in all aspects of their schooling. Learning to play a musical instrument is a unique experience that regularly excludes pupil premium children from taking part due to cost. Through a carefully planned and age-appropriate set of fully, or partially, funded musical instrument lessons, all children will be included in the experience, will be able to discover their own musical skill set and have raised engagement in other aspects of schooling as a result.	1, 2, 3, 4

Access to Forest School sessions throughout the year - at least three blocks of sessions per child across the year in different seasons.	<i>'Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways.'</i> - EEF Wider strategies (Social and Emotional Learning +4 months - EEF Toolkit) (Collaborative Learning Approaches - +5 months) (Physical Activity +1 month - EEF Toolkit)	1, 2, 3, 4
Funded Wymondley Woods whole day Forest School trip for every child at the end of each term - three day trips over the year.		1, 2, 3, 4
Parent view questionnaire to be sent out to parents	Ensuring positive parental engagement and good communication between home and school is crucial to ensuring a positive working relationship and having shared goals (Parental engagement +4 months - EEF Toolkit).	3, 4
Embedding a robust structure of attendance monitoring with rapid intervention to reduce absences, including, reminder texts, letters, meetings with families and free breakfast club places for pupils with persistent lateness from disadvantaged families. Support and training for the attendance officer from the local authority.	The DfE published this data with a clear link between KS2 attainment and attendance. The DfE also produces this guidance , which identifies strategies that have greatly reduced levels of absence in schools.	4

Total budgeted cost: £31,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational 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. There are a small number of pupils in the disadvantaged cohort in each year group, and so official data is suppressed. In Early Years, all disadvantaged pupils demonstrated a good level of development (GLD) at the end of their Reception Year in Summer 2024. 2 out of 3 disadvantaged pupils secured the expected score in the phonics screening check, which was below the average for the cohort. Disadvantaged pupils' attainment was higher at KS2 in Reading and Maths (100%), but lower in Writing, than non-disadvantaged pupils.

Summative tracking of reading, writing and maths across the school shows that disadvantaged pupils are currently far less likely to be on track in the core subjects than non-disadvantaged peers. The school will target additional support and intervention to these pupils to diminish these differences.

The data demonstrates that school needs to continue to support strong early development in reading and writing foundational skills, and establish clear progressions in writing so that pupils make the expected progress. We will continue to focus on reading to children and learning a range of songs, poems and rhymes in the Early Years to narrow the vocabulary gaps. We will additionally continue to work with a range of partners, including outreach from local special schools, to support pupils with SEN to make good progress.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations. We have seen some excellence in performance in sports and music in the disadvantaged groups and will continue to offer a range of opportunities for wider personal development at no cost to pupils, e.g. free after school sports clubs and free lunchtime music clubs.

We will continue to prioritise supporting pupils with less access to wider development outside school in 2024/25, for example working in partnership with parents to access funded lessons through the Hertfordshire Music Service and providing free trips, events and transport to sports fixtures to disadvantaged pupils.

The data demonstrates that [school would provide an overview of conclusions drawn from this analysis]

Based on all the information above, the performance of our disadvantaged pupils [exceeded/met/did not meet] expectations, and we are at present [on course/not on course] to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that [school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year].

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably curriculum sequencing in maths and English and feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist knowledge for teaching core subjects. We have also invested heavily in

the development of early reading, liaising with the English Hub and making best use of their medium support offer and funding to implement Little Wandle with close fidelity to the scheme.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. We are working in partnership with our governors in the development of strategic plans and ensure staff and other stakeholders are engaged from the beginning and throughout implementation and reflection/replanning.