

# Wareham St Mary Primary School Principles: Our Approach to Supporting Disadvantaged Learners

We are committed to ensuring the very best outcomes for all of our pupils, but particularly for those who may be 'disadvantaged' due to their socio-economic background. We have developed the following core principles and use these to guide us when deciding how to use the Pupil Premium Grant and in defining our whole school approach.

## Quality teaching for all:

To ensure all pupils have access to highest quality

1. To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant

<https://educationendowmentfoundation.org.uk/news/introdu>



## Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

<https://educationendowmentfoun>

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school  
Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)

<https://visible-learning.org/hattie-ranking-influences-effect-sizes->

We do this by developing

- Early academic intervention for those that require it
- Training for parents

We do this by developing:

- Well sequenced curriculums that build knowledge and understanding
- Teacher subject expertise
- Positive relationships with parents and pupils
- Secure transition arrangements to ensure teachers know as much about their pupils as possible

4. To empower children - making sure every child feels successful and valued.  
5. To find and nurture each child's passions

## Wider Approaches:

Whole school or non-academic

6) To support all pupils that we feel are disadvantaged, regardless of whether they receive the pupil premium or not

- Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
- 'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour EEF A

- Pastoral interventions to support those who need it
- Attendance support for identified families
- Financial support where required to support inclusion and curriculum access
- Developing a culture of aspiration and celebrating successes
- Ensuring all pupils have access to appropriate reading books and enrichment opportunities
- Developing a school approach to oracy

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 CIC Talking About a Generation Study

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-25 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	Wareham St Mary Primary School
Number of pupils in school	175
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Oct 2025
Statement authorised by	Nicole Davids (HT)
Pupil premium lead	Sharon Holt (DHT)
Governor / Trustee lead	Sam Mead

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,240
Recovery premium funding allocation this academic year	£0
School led tutoring grant	£0
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	£93,240

## Part A: Pupil premium strategy plan

### Statement of intent

#### **What are your ultimate objectives for your disadvantaged pupils?**

The focus of this plan is to raise the attainment of all disadvantaged pupils. Firstly, all pupils will leave this school being able to link their love for reading and transfer this into their writing skills. The COVID pandemic has had a huge impact on children's writing and well-being and as leaders, we know this is an area for significant development. We want to ensure that writing is consistent across the school and is developed in all subject areas, not just in Literacy lessons. We want our pupils to be confident mathematicians and have the skills and knowledge needed to use when they enter KS3. We also want to ensure all our pupils have opportunities to provisions which support them with their mental health and well-being and give them the experiences which will lead to them becoming independent learners.

#### **How does your current pupil premium strategy plan work towards achieving those objectives?**

To meet these objectives, we have focussed on the following areas

- High quality **CPD and development** for all staff to deliver the best quality teaching possible
- High quality **interventions** for those who have fallen behind to catch them up quickly and efficiently.
- Pastoral, emotional and attendance** support to remove barriers that may stop pupils achieving
- Focus on embedding '**Ways in for SEN**'
- Supporting those pupils whose **attendance** is the barrier to them making the expected progress.

#### **What are the key principles of your strategy plan?**

- 1.To empower teachers to know their pupils and do what is best for them, delivering high quality CPD
- 2.To use evidenced targeted intervention to support pupils who are at risk of falling behind
- 3.To empower parents to understand how to best support their child at home.
- 4.To empower children - making sure every child feels successful and valued.
5. To find and nurture each child's passions

6. To support all pupils that we feel are disadvantaged, regardless of whether the receive the pupil premium or not.
7. To develop support networks around children and their families
- We will also focus on:
- Quality First Teaching and good curriculum planning as a predominant approach to ensuring pupils acquire the skills they need
  - A focus on early identification in EYFS of any pupils or families who may require our support.

## Challenges

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

Challenge number	Detail of challenge	Success criteria
1	<p><b>Outcomes in writing and maths</b></p> <p>Internal assessments, monitoring and discussions with pupils all indicate that attainment is significantly lower in our disadvantaged pupils than our non-disadvantaged pupils – particularly in writing and maths. Since the school closures, backfilling lost learning has taken priority and children still have significant gaps in their knowledge. This is particularly noticeable in UKS2. Our combined score for disadvantaged children last year (2024) was 11%. We would like this to increase in line with national (45%).</p>	<p>KS2 maths outcomes in 2026/27 show that more than 38% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2026/27 show that more than 38% of disadvantaged pupils met the expected standard.</p>
2	<p><b>Phonics</b></p> <p>Assessments, observations and discussions with pupils indicate that our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and in other key areas of the curriculum as the move through the school. Our 2024 data for disadvantaged children who passed the phonics test was 50%. We would like this to increase to in line with national (68%).</p>	<p>Phonics data 2026/27 shows an increase in the % of disadvantaged pupils passing. (68%)</p>

3	<p><b>SEND</b></p> <p>We have a large proportion of children who are disadvantaged and have a special educational need (43%) and out of the 43% of disadvantaged children with SEND, 13% of them have EHCPs. This is something we are working hard on to ensure these children are making progress at their level and are requiring the support - both internal or external that will support them with their learning. We are working on 'Ways in' in for SEN and all staff have and are receiving training on this.</p>	<p>Outcomes for pupils with SEND/EHCP will be in line with their desired targets set with EP/external agencies.</p> <p>These pupils will continue to make the expected progress and will be monitored by SENDCo/SLT.</p>
4	<p><b>Attendance</b></p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2-5% lower than for non-disadvantaged pupils. For most of our disadvantaged pupils having time away from school negatively impacts attainment and progress. We want to ensure we have effective strategies in place to support these pupils and families.</p> <p>Currently 32.1% of our disadvantaged pupils have been 'persistently absent' compared to 14.6% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>the percentage of all pupils who are persistently absent being below 2% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>
5	<p><b>Mental health and well-being</b></p> <p>Our assessments, observations and discussions with pupils and their families have identified social, emotional issues for many pupils, notably due to lack of enrichment opportunities. We have also identified that the current cost of living crisis is having a huge impact on some of our families and is creating a barrier to some of our pupils being able to attend extra-curricular activities. These challenges particularly affect disadvantaged pupils, including their attainment.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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>Improved maths and writing attainment among disadvantaged pupils by the end of KS2.</p> <p><i>Target: (End of KS2 24-25) (current Y6)</i>  <b>KS2 maths target for <i>disadvantaged</i> pupils - 58%</b>  <b>KS2 writing target for <i>disadvantaged</i> children – 75%</b></p> <p><i>Target: (End of KS2 25-26) (current Y5)</i>  <b>KS2 maths target for <i>disadvantaged</i> pupils - 67%</b>  <b>KS2 writing target for <i>disadvantaged</i> children –56%</b></p> <p><i>Target: (End of KS2 26-27) (current Y4)</i>  <b>KS2 maths target for <i>disadvantaged</i> pupils - 62%</b>  <b>KS2 writing target for <i>disadvantaged</i> children – 54%</b></p>	<p>Any gaps in learning are quickly identified, and acted upon. These are targeted in class and where necessary through intervention.</p> <p>Interventions demonstrate accelerated progress (measure of this is set up for each existing intervention)</p> <p>Classroom teaching is of consistently high quality</p> <p>Monitoring by internal and external professionals shows that teaching throughout WSM is at least good or better.</p> <p>Pupil discussion shows that they are remembering the intended curriculum</p> <p>Consistent writing approaches being taught across the school.</p> <p>Pupils falling behind quickly identified and receive targeted intervention – spelling, handwriting, sentence level work.</p> <p>The interventions internal measures of progress show progress through children making progress in writing using in-school assessments as a gauge.</p> <p>All PP children make significant progress towards achieving the national average expected standard in writing.</p>
<p>To see an increase in the number of disadvantaged pupils passing the phonics test at the end of the academic year.</p> <p><i>Target: 2024-25</i>  <b>75% of <i>disadvantaged</i> children to pass phonics test.</b></p>	<p>Any gaps in learning are quickly identified, and acted upon. These are targeted in class and where necessary through intervention.</p> <p>Interventions demonstrate accelerated progress (measure of this is set up for each existing intervention)</p> <p>Classroom teaching is of consistently high quality</p> <p>Monitoring by internal and external professionals shows that teaching throughout WSM is at least good or better.</p>

	All PP children make significant progress towards achieving the national average in the phonics test.
<p>To see an increase in behaviour and attainment (in line with their personal trajectory) for disadvantaged pupils with SEND.</p> <p><i>Target:</i>  <i>Smaller % of SEND/PP children being given red cards - currently 44% of disadvantaged/SEND pupils being given red cards for poor behaviour choices.</i>  <i>Fewer SEND/PP being excluded for poor behaviour - current disadvantaged exclusions this academic year - 50%</i></p>	<p>SENDCo to work with staff to ensure 'Ways in' for SEN children are being followed and work set is correct for their stage.</p> <p>SENDCo to work with nurture lead and ELSA staff to ensure those children needing additional support for behavioural issues are fully aware of strategies which can be applied.</p> <p>Ongoing training for staff about how to manage challenging behaviours.</p> <p>SENDCo to support 1:1 staff and advise on up-to-date training to help support them in their role.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p><i>Target:</i>  <i>Improve attendance of disadvantaged pupils to national expectations (96%)</i></p>	<p>Attendance figures half termly</p> <p>Where pupils have an attendance below 96% this is seen to be improving</p> <p>School attendance policy and LA help is accessed is followed to support families</p> <p>Families supported through challenging times enables their children to access school and continue learning.</p> <p>Working closely with the LA and other local schools to access external support eg play therapy, social care (Pastoral lead)</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p><i>Target:</i>  <i>100% of our disadvantaged children to take part in a club</i>  <i>100% attendance of disadvantaged children on trips</i>  <i>100% of disadvantaged children take part in experience days</i></p>	<p>Pupils are accessing pre-loved school uniform</p> <p>Priority access to Nurture and Forest School</p> <p>100% attendance on school trips</p> <p>Priority to clubs: Craft Club, Textiles club, Running club, Basketball club, Film Club, Eco/gardening club and Board games club, Multi-sports club, gymnastics club, Football club, cricket club, Survival Club, French club.</p> <p>Ensuring children participate fully in an enriching school life. Funding needs to ensure that children can access trips,</p>

	clubs, etc. (Extra funding can be made available in some circumstances.)
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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: £35,781

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>-CPD in writing to ensure a consistent approach across whole school in English lessons</li> <li>-Use of INSET days to work on pedagogy and develop strategies to use in classrooms to support best practise.</li> <li>- Maths CPD to be developed over the year to ensure consistency and to upskill staff (Maths training during staff meeting/Twilight)</li> <li>-Staff meetings review good practise and give staff a chance to share positive developments</li> <li>-Teachers who need support are receiving it through subject leaders, CLP central team and practice is improving</li> <li>-New staff are supported by subject leads and plan together for first half term</li> <li>- Constant links between reading and writing obvious in all lessons High quality texts chosen for lessons and used to demonstrate different styles of writing and techniques used. Importance of reading at home reinforced by weekly reading raffle.</li> <li>-Use of key ingredients developed for core subjects and teachers monitored in their usage.</li> </ul>	<p>EEF guide to pupils premium – tiered approach – teaching is the top priority, including relevant CPD.</p> <p><i>‘John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an ‘unerring focus on the quality of teaching’</i></p> <p><i>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant’</i></p> <p><i>Education Endowment Foundation</i></p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes</p>	<p>1 - Attainment in Wr and Ma</p> <p>3 - SEND</p>

<p>-Develop work on SEN 'Ways in' - support from CLP, SENDCO time, INSET/Staff meeting time, visits to other schools/Peer review</p> <p>- Individualised support/in class coaching for teachers to enhance subject knowledge and provision delivered by subject leaders both core and foundation subjects</p>		
<p>Purchase of standardised diagnostic assessments. (NFER)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	<p>1 – Attainment in writing and maths</p> <p>3 - SEND</p>
<p>Continue to develop and build phonics scheme created by HT and phonics team.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2 -Phonics</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</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><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>1 - Attainment in maths</p>

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

Budgeted cost: £11,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics - Targeted children who did not achieve phase 2/3 phonics are supported through high quality teaching in small group interventions. Stage not Age philosophy. Thus supporting development of reading and enhancing writing across the school.</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Our specialist phonics teacher will work with a number of children from KS1 and LKS2 to support them with gaps in phonics knowledge.</p>	<p>Previous success with phonics attainment due to our phonics planning, teaching and setting.</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:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2. Phonics 3. SEN</p>
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:  <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1 – Attainment in writing and maths</p>

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

Budgeted cost: £45,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>All pupils with low attendance identified and individualised support in place leading to external intervention where needed (Schools Exclusion, Guidance and Training Officer)</p> <p>Disadvantaged pupils attend breakfast club, upon request from parent/ carer or as requested by school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4 - Attendance</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, 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>All</p>
<p>Nurture provision will support children to overcome social and emotional barriers to both attendance and learning.</p> <p>Nurture Lead and separate classroom space: Improve social skills and accessing class time.</p>	<p><i>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year'</i></p> <p><b>Education Endowment Foundation</b></p>	<p>All</p>

Further ELSA staff being trained to manage the needs of our children.		
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**Total budgeted cost: £92, 240**

## 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.

Aim	Outcome
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### Outcomes for disadvantaged pupils

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**Further information (optional)**

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