

Faith is all around us.

We have to have faith in ourselves in order to be the best that we can be.

We are a small school, with big hearts and together we beat as one.

Sowing seeds of knowledge and faith, with nurture and love;

we thrive, we grow.



At Wistow Parochial C of E Primary School, we ensure that teaching and learning opportunities meet the needs of all our pupils and appropriate provision is made for all pupils who belong to vulnerable groups. We are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress in all areas. The school receives funding to ensure we provide additional support to raise the attainment of disadvantaged pupils, this is called Pupil Premium.

Every pupil who is eligible for free school meals, or who has been in receipt of them in the last six years, receives £1,385 for the academic year. Pupils who are looked after and post looked after receive £2,410 and service pupils receive £320. The virtual school allocates funding for LAC pupils and school receive up to £1,900 from them if we apply for specific targeted support. All of these pupils are referred to as Ever 6. It is our role to ensure we allocate and spend this funding responsibly in order to have an impact on the progress of these pupils and close the gap between the non-pupil premium pupils. Since September 2014, all pupils in KS1 have received universal free school meals, meaning all pupils aged 4 to 7 have a hot meal, every day, in school. Those pupils in KS1, whose families are classed as disadvantaged, are in receipt of the pupil premium funding too.

The range of provision that Governors and the Head Teacher may consider include additional staff support, training, providing small group / intervention work and support from Higher Level Trained Teaching Assistants. All this work is aimed to accelerate the progress of these pupils with a specific emphasis on Literacy and Numeracy.

We also recognise the importance of emotional and mental well-being with all our pupils. We strive to support children who need social, emotional and development and work hard to ensure that our vulnerable children are nurtured and supported in a variety of ways to become happy and confident individuals in and out of school.

As a school, we forecast the pupil premium allocation and then aim to spend it in the most effective way possible, supporting our eligible pupils with resources that will benefit them over each year. We review the impact of our spending annually and this then influences how we spend the funding the following year.

Wistow Parochial C of E Pupil Premium Strategy Statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wistow Parochial C of E Primary School
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Allen Blake
Pupil premium lead	Carla Cox
Governor / Trustee lead	Allen Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,020
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£24,020

Part A: Pupil premium strategy plan

Statement of intent

The Head Teacher and Governors have targeted PPG to:

- 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 disadvantaged attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school.
- Fund teaching assistants to support all classes to ensure that all vulnerable groups receive additional support. This includes: one to one / support, in class, aimed at ensuring children close gaps/reach age related expectations in English and Maths
- Fund relevant training to support PP children and their progress and well-being – as and when needed.
- Provision mapping to target pupils, who are need support both academically and emotionally. These interventions are tailored to suit pupil's needs and pupil progress meetings identify how we will address gaps and needs. The SENCO will provision map and ensure staff are used effectively.
- Provide opportunities to attend after school and lunch time clubs to promote physical and mental health and well-being when needed and available.
- Funding our home school link worker to work alongside parents to engage in school life and their child's learning, working with them to ensure they are aware of the expectations of their children and what they are working towards with regards meeting national expectations. Also, to engage with particular families who may be experiencing difficulties and to oversee nurture of particular pupils who may require additional emotional support.

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 and parents/ carers indicate emotional literacy barriers – regulating emotions and managing relationships sufficiently to be ready to learn. These are in general, more prevalent among our disadvantaged pupils than their peers.
2	A high proportion of PP pupils (44%), are on the SEND Register. These children may need additional differentiation, support and intervention to make good progress and achieve national standards.
3	Assessments, observations, and discussions with pupils and parents/ carers indicate underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Absences from school e.g. illnesses, unauthorised holidays in term time and punctuality are areas that can impact upon pupils' learning. Covid and its impact is also something that is still having an impact for some pupils, due to missed time in school, which has impacted upon their academic but also personal, social and emotional development.
5	Parental Engagement is a challenge for a proportion of PP children. Parents may be less aware of age-appropriate expectations, less confident to engage with school and less confident to support the children at home.

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 readiness to learn results in greater engagement with the curriculum, attainment and progress.	Assessments and observations indicate improvement in emotional literacy (emotional regulation and managing relationships) enabling children to be more ready to focus on learning.
Improved attainment, progress and readiness to access the next steps in learning.	SEND and whole class interventions take place regularly. As far as possible these are same-day and contain flexible groups of children.
To close the gap between our children eligible for pupil premium and non-pupil premium children at end of Key Stage 2, in core subjects identified in pupil progress meetings for each individual.	PP pupils to be making good progress and be in line with peers for end of year expectations or have made good progress from baseline (including catch-up from any COVID gaps)
Improved oral and language skills and vocabulary among the PP pupils results in greater engagement with the curriculum.	Assessments and observations indicate significantly improved oral language among PP pupils.
Continued good parental engagement for PP children (particularly those with SEND)	<p>Parents are involved in Individual Provision Map (IPM) writing and target setting and have regular communication with school, to support collaborative working for the child.</p> <p>All parents to have signed the home school learning partnership, to agree to support their child and school, to give pupils the best chance to learn.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000 (This is also supplemented from the main teaching budget).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued staffing of GTA support in class</p>	<p>GTA's are a significant part of the whole school provision mapping across the year groups. All staff have been trained in various interventions and these will be rolled out to support targeted pupils.</p> <p>Half termly intervention evaluation supports monitoring of progress and plans next steps for PP pupils. Assessments are fed into these and also SEMH events, to ensure we consider the whole child.</p>	<p>1,2,3,4</p>
<p>Additional CPD time for all staff for Support Plan writing and meetings with parents. Also release time as needed for Home-School Worker to support families struggling to engage, when directed by Head teacher, as and when needed.</p>	<p>Improved parent engagement results in parents better able to support their child at home</p> <p>100% of parents involved in IPMS</p> <p>Head teacher/class teacher to hold meetings with parents if concerns arise to work together to resolve and support child moving forward.</p>	<p>2, 5</p>
<p>PSHE leader to continue to track the skills through the chosen scheme Kapow, so teachers are aware which areas will need to be met outside the scheme.</p> <p>Staff monitor collectively.</p> <p>SENCO monitors SEMH with support and input from class teachers of pupils.</p>	<p>See EEF below, evidence linking 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 – readiness to learn in all areas</p> <p>EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1</p>

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

Budgeted cost: £ 5,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for SENCo to complete data analysis and SEMH tracking and look at whole school provision mapping.</p> <p>Including: SNAP screening tool (tool funded by Locality Hub) to identify needs and appropriate intervention</p> <p>Led by the SENCO, teacher and GTA led interventions will be planned and rolled out over the academic year including NELI (as above), Write Away Together, Lego Therapy, RWI</p>	<p>Programmes selected have been evaluated and shown to be effective</p> <p>Enables adults to work with pupils either 1-1 or in small groups in and out of the classroom to introduce/reinforce skills. Giving children skills and confidence encourages and motivates</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (EEF)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4</p>

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

Budgeted cost: Estimated cost - £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HT to monitor attendance and instigate support for pupils and families who are targeted.</p> <p>Home-School Worker/Key person to be allocated and released for time to support families with low attendance or wellbeing e.g. Phoenix Compass wellbeing and mental health activities</p> <p>Continuation to build up resources to support regulation station</p>	<p>Regular attendance and emotional readiness to learn supports engagement with the curriculum</p> <p>Compass Buzz Legacy Report supports work and training done to support schools and pupils with mental health and wellbeing needs https://www.compass-uk.org/wp-content/uploads/2021/07/Compass-BUZZ-report-20.07.pdf</p> <p>Human Rights in SENDIASS ‘For children with additional needs, this right can be particularly important. Many special needs children rely on certain items to help manage sensory challenges, regulate emotions, or simply bring comfort.’</p>	<p>5</p>

Total budgeted cost: £24,020

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 2023 to 2024 academic year.

- In Key stage 1, 100% PP pupils made 3 point progress and met expectations in Reading, Writing and Maths.
- In Key stage 2, 78% PP pupils made 2 or more steps progress.
- Combined, the whole school PP pupils' steps progress made average across the R/W/M is 2.72.
- Collectively, the averages for PP pupils' within school, for each subject are:
Reading 2.7 steps, Writing 3.1 steps and Maths 2.4 steps.
- Use of PP funding ensured pupils were in carefully planned and targeted interventions, with high quality GTA support and supported good progress made in.
- A low number of behavior incident/wellbeing incidents with PP pupils. Children have supported this impact statement when talking in pupil voice and monitoring visits.
- Regulation station/calm corner and its resources are accessible to all pupils in every classes when needed. PP pupils access with SEMH in those classes have used the areas with effect, supporting their emotional health and wellbeing and allowing them to regulate and then rejoin the class for effective learning.

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
N/A	

Service pupil premium funding (N/A at this time)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A