



South Wingfield

PRIMARY SCHOOL

Pupil Premium Strategy Statement

2024-2026

Detail	Data
School name	South Wingfield Primary School
Number of pupils in school	137
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	7 TH November 2024
Date on which it will be reviewed	7 th November 2026
Statement authorised by	Melissa Kealy
Pupil premium lead	Melissa Kealy
Governor / Trustee lead	Lynne Beeson

Funding Overview	
Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£ 34,250
Pupil premium funding allocation this academic year (2025-2026)	£42,850
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	£42,850

Part A: Pupil premium strategy plan

Pupil Premium Strategy Statement

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the full breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context

We are a growing rural school with 137 children on role, our PP percentage is 6.5%. Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 support
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to support pupils in their emotional and social development. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify specific intervention and support for individual pupils, who require wave 2 or wave 3 intervention every half term in the form of an IEP. In addition, to this PPG children will be identified on the class provision map. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs receive pastoral support and access to high quality provision from appropriately trained adults e.g. Positive Play.

Challenges

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

Challenge number	Detail of challenge
1	Regulating Emotions and Self Esteem Assessments, observations and discussions with staff, parents and pupils all raised the issues of social and emotional resilience, including those of high ability. This impacts greatly on their ability to manage anxiety or regulate their emotions; and their listening skills, so slowing their progress.
2	To identify and understand learning behaviours. Some pupils in receipt of PP funding show weakness in learning behaviours. These pupils often have low aspirations and lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack the self-motivation and confidence to improve. Academic confidence and resilience are challenges faced by such disadvantaged pupils who may also have limited experience of success coupled with limited life experiences beyond their home and immediate community.
3	Access to enrichment opportunities Disadvantaged pupils often struggle to access enrichment opportunities outside of school. This is a result of a variety of factors e.g. financial, practicalities of living in a rural area with poor public transport links etc.
4	Improved Attainment in Reading Assessments, observations and discussions with staff, parents and pupils all raised the issue of disadvantaged children working below age group expectations in Reading. 53.85% of disadvantaged children are currently working below ARE in comparison to 27.66% of non- disadvantaged children.

Intended Outcomes

Intended Outcome	Success Criteria
Challenge 1: Regulating Emotions and Self Esteem	
For children to effectively identify and regulate their own emotions	<p>Student voice, parent surveys and staff feedback indicate that pupils are showing higher levels of emotional and educational resilience. This is having a positive impact on self-esteem for pupils in receipt of PP.</p> <p>Pupils take pride in themselves as learners, shown by the quality of their books and their engagement and attitude to learning in lessons</p>
Challenge 2: To identify and understand learning behaviours (metacognition)	
	<p>All children to be taught explicitly metacognitive strategies including how to plan, monitor and evaluate their own learning.</p> <p>Teachers explicitly model and verbalise their thought process when teaching and provide feedback to pupils.</p> <p>Teachers will provide carefully designed guided practice, with support gradually withdrawn as pupils become proficient and allow pupils to develop skills and strategies before applying them in independent practice.</p> <p>During pupil voice, children will be able to discuss clearly their thought processes around different areas of learning and how they overcome challenges.</p>
Challenge 3: Access to enrichment opportunities	
For PPG to have the opportunity to access a variety of enrichment opportunities.	
For PPG to have the opportunity to access a variety of enrichment opportunities	<p>For PPG children to access extra Forest School sessions.</p> <p>For all PP children to access school trips.</p> <p>PPG children have the opportunity to represent their school at a sporting event.</p>
Challenge 4: Attainment in reading.	
For PPG children to achieve in line with their peers in reading.	<p>For PPG children to have results equal to that of non-disadvantaged pupils.</p> <p>For PPG children to pass their phonics screening in Year 1.</p>

**Activity in this academic year Teaching (for example, CPD, recruitment and retention)
Budgeted cost: £21,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All classes from Y1-6 to have general TA every morning Quality First Teaching- teachers plan the role of the T/TA at all parts of maths and english lessons to maximize progress of learners</p>	<p>Staff training and support to deliver a curriculum to a mixed age class. To improve reading fluency new whole class Guided Reading to be introduced, training to be given. Lesson studies and staff meetings to monitor the impact and any potential barriers.</p> <p>Provision maps to be used effectively to identify children with gaps in learning and them to receive extra support, interventions or be part of the target group during the lesson.</p> <p>Teaching Assistant Interventions EEF</p>	<p>1, 3 and 4</p>
<p>General and SEND TAs using Precision Teaching to support individual PP pupils</p>	<p>Research shows that 'little and often' interventions where children overlearn and image, word, letter, GPC or number is effective for SEND pupil.</p> <p>This intervention is a short burst so that the rest of the curriculum is not narrowed.</p> <p>Teaching and Learning in the Classroom Precision Teaching: S Guide</p>	
<p>PP pupils have access to resources that support their independent learning like phonic displays, vocabulary walls, word mats, writing packs, dictionaries. Thesauruses etc</p>	<p>Quality First Teaching states to importance of pupils having access to resources that support their learning, staff model how these can be used and pupils are encouraged to access them Monitoring of quality teaching and learning</p>	<p>1, 2 and 4</p>
<p>2 staff per class allow staff to pre and post teach individuals and groups of PP learners on difficult to learn concepts</p>	<p>EEF Blog: ECF- Exploring the Evidence: Prior knowledge and... EEF All lessons to start with a recap of previous learning to build on children's knowledge and understanding.</p>	<p>2, and 4</p>
<p>Knowledge of metacognition, forgetting curves, cognitive overload and spaced retrieval will be</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Metacognition = +7 months. Peer Tutoring = +5 months. As well as developing resilience, studies have identified benefits for both</p>	<p>2 and 4</p>

<p>used as a basis for classroom planning and practice; engaging all pupils and developing their ability to commit learning to their long term memory</p>	<p>tutor and tutee, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low attaining and disadvantaged make accelerated progress.</p>	
<p>Whole school programme and in house CPD on developing reading fluency theory and classroom practice for teachers, teaching assistants, parents and volunteers. This has included shared best practice with cluster schools, parents meeting about reading fluency and staff meetings.</p>	<p>There is a strong evidence base that suggests that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. The use of continued professional development, including mentoring/sharing best practice and observation focusing on reading fluency, will improve the quality of teaching. This is supported by the selection of high-quality reading materials, linked to standardised fluency assessment</p>	<p>2 and 4</p>
<p>Increase knowledge and understanding of metacognition by working alongside an outstanding provider for whole staff training and long term support</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit Metacognition and Self-regulated Learning EEF</p>	<p>1, 2 and 3</p>
<p>Whole school approach to mental wellbeing using the SMILERS approach</p>	<p>Disadvantaged children to form part of the SMILERS ambassadors group to incorporate and monitor the impact of the SMILERS approach. Staff to be trained in the SMILERS initiative and incorporate into the class</p>	<p>1 and 2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £10, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1 to 1 reading to improve fluency and comprehension.	Reading comprehension strategies EEF Children to have the opportunity to read 1to 1 to an adult to improve fluency, and comprehension skills. An opportunity for individual barriers to be identified and addressed.	2 and 4
Additional KS2 daily phonics group.	Phonics EEF Children to re-visit the South Wingfield Phonics curriculum, using assessment to identify and target the gaps in learning.	and 2
Pre- learn at the start of each reading unit for identified children, to remove any barriers linked to vocabulary or context of the task. The text is also to be sent home so they have pre access to the text.	Preparing for Literacy EEF EEF blog: Reading Comprehension: Strategies for building... EEF EEF Blog: ECF- Exploring the Evidence: Prior knowledge and... EEF Removing barriers and pre learning is key to improving children's self-esteem, removing/reducing any barriers enables the children to participate in whole class reading.	2 and 4

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £11,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure pupils that require positive play are able to access it and staff receive the support required from the hub	An evaluation by Sheffield Hallam University found evidence for both the need for the Positive Play Support Programme and its effectiveness. It found that the majority of children and young people referred to the programme had the ability to learn, but their emotional and behavioural difficulties had a self-limiting effect on their progress in school, hindering	1 and 3

	the chances of them achieving their potential in life.	
Ensure that all children are able to access the wider curriculum and extra-curricular activities	EEF toolkit shows social and emotional learning (+4) has high impact on engagement. Enable access for PP pupils to create shared experience, build selfesteem & positive attitudes to life.	3 and 2
Extracurricular activities including sporting activities.	There is some evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention. Children are unable to achieve if they are not in school and if their selfesteem is low. Sporting activities increases both of these especially for disadvantaged children who may not experience extracurricular activities should school not offer these.	3
Provide resources to disadvantaged pupils e.g. <ul style="list-style-type: none"> • Uniform • Equipment (SATs revision books) • Residential trip and visits fee 	Removing potential barriers to participation increases attendance. Evidence from Education Endowment Foundation - The Guide to Pupil Premium : A Tiered Approach to Spending John Hattie, Visible Learning – Study skills reports an effect size of 0.46 (0.4 being average effect size). The Index of Multiple Deprivation is amongst the bottom 20%. Many of our pupils do not have access to resources at home.	1, 2 3 and 4
Opportunities to provide extra Forest School sessions.	Children to have extra on site Forest School sessions to develop their resilience, , and self-esteem. Outdoor adventure learning EEF	1 , 2 and 3

Externally provided programmes		
TT Rockstars	Maths Circle	Spelling Shed
Nessy	Ed Shed	

Review of outcomes in the previous academic year

2024/2025

Data Protection

Due to the small number of pupils receiving Pupil Premium funding, detailed data is not published on the school website to ensure individual progress cannot be identified.

Reading and Guided Reading

Since the introduction of whole-class Guided Reading, staff have reported significant improvements in pupils' fluency, expression, and intonation. This progress is attributed to:

- **Explicit modelling** throughout units.
- Use of **fluency grids** for key words in each text, which has built confidence and supported pupils in reading with increasing assurance.

Impact:

- The proportion of Pupil Premium pupils achieving Age-Related Expectations (ARE) in reading increased by **5%** during the academic year 2024–2025.
- 100% of PPG children achieved ARE in reading at the end of KS2,

Positive Play and P4YP

Children participating in the **Positive Play** programme and **P4YP** demonstrated:

- Increased levels of **self-esteem and confidence** (as evidenced in pupil profiles).
- Improved ability to manage different situations during lesson time, as noted by teachers.
- Increased parental engagement with school and home.

Forest School

All pupils accessed whole-class Forest School sessions during the year. In addition:

- Targeted pupils received **extra sessions** led by the Forest School Practitioner.
- Children were selected from across Key Stages.

Impact:

- These sessions were highly successful, encouraging attendance among pupils with school-related anxiety and improving overall well-being and mindset. Children were eager to participate.

Metacognition and Thinking Moves

All classes now use **Thinking Moves** strategies, including:

- **“Think Back”** at the start of each lesson for recap.
- Four additional thinking moves embedded within the curriculum.

Impact:

Evidence from learning walks, lesson observations, and pupil voice shows:

- Staff modelling knowledge and thinking aloud to support pupils’ cognitive processes.
- Increased opportunities for pupils to share ideas and reasoning, deepening understanding.

Wider Curriculum and Enrichment

Throughout the year:

- Pupils represented the school at **inter-school competitions**.
- All children accessed **wider curriculum days at DNA**.
- Pupil Premium pupils were tracked to ensure participation and removal of barriers.

Impact:

- PPG children have the opportunity to represent the school
- Potential barriers (transport, uniform) are identified and removed

SMILERs and Movement Breaks

- **SMILERS** introduced across the school.
- Year 5 pupils received training from the Local Authority.
- All pupils attended an assembly for basic understanding.
- Following pupil voice feedback, **movement breaks** have been incorporated into all classes.

Impact

- Children have more opportunities to self-regulate throughout the day.

Zones of Regulation and Restorative Practice

Teaching Assistants received Local Authority training on **Zones of Regulation**, complementing the ongoing embedding of **Restorative Practice** throughout the school.

Impact

- Restorative practice is used throughout the school
- There is more of a consistent approach to language used
- Children take more accountability for their actions
- The zones are used to discuss children's regulation, resulting in a more consistent approach

Next Steps

- Continue to embed **Thinking Moves** strategies across all classes.
- Maintain focus on **fluency development** in reading.
- Further develop **well-being initiatives** and ensure equitable access to enrichment opportunities for all pupils.