

Pupil premium strategy statement - 2022-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wilbury Primary School
Number of pupils in school	777 – October 23 Census
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	28.12.23
Date on which it will be reviewed	28.12.24
Statement authorised by	Lisa Wise (HT)
Pupil premium lead	Lisa Wise (HT)
Governor / Trustee lead	Katie Bonham-Carter (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 464,145
Recovery premium funding allocation this academic year	£ 47,270
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	£ 511,385

Part A: Pupil premium strategy plan

Statement of intent

Wilbury is a vibrant and happy school with a hardworking, enthusiastic, and dedicated staff team. We have a very well established and experienced senior leadership team and a school ethos of no excuses, the highest expectations, urgency, and children and staff at the heart of all we do.

We are a large, four form entry primary school in Edmonton, North London, in an area of significant deprivation and children can start school with us from 2 years of age. 70% of our pupils speak English as an additional language and the vast majority of our children start school with very low-level language skills.

For us, early intervention is key, and we are focusing on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners both prior to, and at the end of, the school day. We strongly believe our curriculum *is* our children's opportunity and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for **all** our educationally disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for **all** our pupils and they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, executive leaders and Trustees. This interacts positively with partnership/school-improvement work with organisations such as Early Excellence, Haringey Education Partnership and the Research School Network. It means quality assurance is unequivocally purposeful, transparent, and focussed on the main thing, improving teaching and learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>On entry to Nursery for many years, only 4 or 5% of pupils were assessed as on track in speaking. In 2023, only 12% of our disadvantaged pupils were at age related expectations in speaking when they entered reception, compared with the cohort figure of 23%. Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils from TWOs through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers in the Early Years and KS1.</p>
2	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils was impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>We are incredibly proud of our end of year results for 22/23. Our Wilbury PP children performed significantly better than their national PP counterparts in every area. The gap between PP and NPP has also significantly reduced and for the first time in many years, our PP pupils achieved better than their NPP counterparts in reading in KS2. This is something to be very proud of. We are restless and we know we can do even better next year. By the end of next year, we are looking to create the level playing field in every area.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic, 58 pupils currently require additional support with social and emotional needs. 7 children attend our full-time nurture provision, 30 are receiving one-to-one counselling and 21 children are receiving small group counselling/therapy sessions. Two of the children also currently require 1:1 support/mentoring throughout the day to keep them in their lessons. 78% of all the pupils currently requiring additional support are disadvantaged.</p>
4	<p>Our overall attendance in 2022/23 has risen to 94.02%, this is still however, below the national target of 95% and well below the schools' own target of 96%. As you can see, attendance for all our pupils still needs to improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress and we know what goes on in the classroom on a daily basis makes the biggest difference to our children so we will always strive for excellent attendance for all.</p>

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 and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2.	KS2 maths outcomes in show that more than 85% of disadvantaged pupils met 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 2024/25 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

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: £ 255,693

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to partially fund the Head of Department out of class role and provide daily opportunities for internal skills sharing and modelling/ coaching/collaborative planning with Heads of Department, subject leads, experienced teachers and our literacy leads.</p> <p>Continue to embed high quality adult/child interactions in the early years and across the school.</p> <p>Continue to enhance our language rich learning environments</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p>	<p>1</p>

<p>Introduce well targeted Walkthrus to enhance inclusive practice and participation for all in lessons – cold calling, questioning, explicit vocabulary teaching, retrieval</p> <p>Purchase resources and fund ongoing high-quality teacher training (Early Excellence, Alex Quigley, CLPE, The Literary Curriculum, Noisy Classroom and Walkthrus)</p> <p>Visit other excellent schools/MATs (Cooks Spinney in Harlow) to look at and share best practice</p> <p>Keep up to date with all relevant research</p> <p>Fund the use of ONVU cameras for experienced teachers to share their best practice in language development and walkthrus</p> <p>Take an active part in the ECASS, speech and language programme to bring high quality inclusive practice into the classroom on a daily basis</p>	<p>Professor Julie Fisher – ‘interacting or interfering’ https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group Changing educational practice in the early years through practitioner-led action research: an Adult-Child Interaction Project</p> <p>IMPROVING LITERACY. Supporting oral language development. EEF 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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Deepening knowledge through vocabulary training: https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/</p> <p>Language for behaviour and emotions (Word Aware): https://www.routledge.com/Language-for-Behaviour-and-Emotions-A-Practical-Guide-to-Working-with-Children/Branagan-Cross-Parsons/p/book/9780367331832</p> <p>Accountable talk (Resnick) https://www.researchgate.net/publication/324830361_Accountable_Talk_Instructional_dialogue_that_builds_the_mind</p> <p>Collaborative learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p>	
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	<p>Walkthrus https://www.walkthrus.co.uk/</p>	
<p>Provide daily opportunities for internal skills sharing and modelling/ coaching/collaborative planning with Heads of Department, experienced teachers and our maths lead.</p> <p>Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund subject leader time to work with the Trust’s Maths Hub.</p> <p>Fund teacher release time to embed key elements of guidance in school and to access Maths Hub training/ resources and CPD related to White Rose Hub (including Teaching for Mastery training).</p> <p>Fund the use of ONVU cameras for experienced teachers to share their best practice in maths.</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>EEF Improving Mathematics in the Early Years and KS1</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>2</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 (PSHE Curriculum, E-Tips, RSE)</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>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 127, 846

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p> <p>Reading leaders (Heads of Department Early Years & KS1) and RWI coordinator provide daily and weekly coaching and training for staff at all levels</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Regular External Training led by experienced RWI consultant at least 6 x a year for staff across the school</p> <p>Additional reading sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 127, 846

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide 1:1 and group counselling/ELSA & art therapy sessions for vulnerable pupils led by skilled and experienced professionals both within school and externally</p> <p>Provide high quality in-school mentoring/support for identified boys in KS2</p> <p>Partially fund the school's nurture provision so that we can continue with nurture provision for up to 10</p>	<p>There is evidence to suggest that targeted school-based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al., 2014)</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p>	<p>3</p>

<p>pupils in KS1 for 5 mornings and 3 afternoons</p>		
<p>Embed the Trauma Informed Practice approach in school - focusing on a key school principle – building and maintaining positive, trusting and beneficial relationships with all our children and families</p> <p>Provide ongoing CPD for staff by the Enfield SWERRL team and our internal AHT Inclusion (also our mental health lead)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Enfield - Trauma Informed Practice E-TIPS, Enfield SWERRL Team</p> <p>The Lighthouse</p> <p>Anna Freud Centre</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Embed the principles of good practice set out in the DfE’s advice.</p> <p>School attendance guidance May 2022 (publishing.service.gov.uk)</p> <p>This involves training and release time for staff to develop and implement new procedures.</p> <p>Continue to make the best use of our highly skilled Trust EWO, Attendance Officer, AHT Inclusion and Community Development Manager to work with our vulnerable families 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>4</p>

<p>Ensure strong leadership of 4 key teams within the school:</p> <ol style="list-style-type: none"> 1. SEND – led by SENCo 2. Safeguarding – led by HT & DSL 3. Behaviour, Pastoral & Attendance – Led by AHT Inclusion 4. Personal development including character building & enrichment – Led by DHT 	<p>The Power of Teams. How to Create and Lead Thriving School Teams – Sam Cromes</p> <p><i>The Power of Teams</i> explores evidence from across sectors, including education, to find out what high-performing teams share, and how we can adapt the most effective teamwork strategies to the unique environment of a school. The book outlines a model of teamwork factors that contribute to truly thriving teams, with theory, research, tangible actions for school teams, and a range of expert voices who contribute their experience in case studies.</p> <p>Effective teamwork leads to purpose, belonging, trust, learning, and, ultimately, high performance. When we better understand the nuances of how teams can thrive, we discover the real Power of Teams.</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>

Total budgeted cost: £ 511, 385

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.

Results 2023							
	Wilbury	National	Pupil Premium Wilbury	Pupil Premium National	Non-Pupil Premium Wilbury	Gap (PP/NPP) Wilbury	Gap (PP Wilbury/Pupil Premium Nat)
GLD	67.4	67.3	47.4	-	73.1	-25.7	
Phonics – Year 1	89.3	79	86.5	67	90.9	-4.4	+19.5
KS1 - Reading	71.7	68	72.7	54	72.1	+0.6	+18.7
KS1 – Writing	65.1	60	63.6	44	67.2	-3.6	+19.6
KS1 - Maths	71.7	70	70.5	56	73.8	-3.3	+14.5
KS2 - Reading	79.1	73	80.3	60	77.6	+2.7	+20.3
KS2 - Writing	76.5	71	75.8	58	77.6	-1.8	+17.8
KS2 - Maths	80.9	73	78.8	59	83.7	-4.9	+19.8

	School Disadvantaged Pupils	National Non-disadvantaged Pupils
Progress score in reading	3.1	0.4
Progress score in writing	4.3	0.4
Progress score in maths	4.6	0.5
% meeting expected standard in RWM combined	65%	66%
% achieving higher standard in RWM combined	13%	10%
Average score - reading	105	106
Average score - maths	105	105

Over a period of many years since 2012, the outcomes at the end of KS2 almost always show that our disadvantaged students perform as well as and, in many cases, better than their non-disadvantaged peers. Before COVID, in 2019, 74% of our disadvantaged pupils achieved age related expectations in reading, writing and maths. This is above the national average for non-disadvantaged pupils. The aim at Wilbury is for **all** pupils, whatever their needs and starting points, to attain well and we know many of our non-pupil premium pupils still need extra support.

We have very high expectations of **all** our children. As you can see from the table above, disadvantaged pupils perform much better at Wilbury than those nationally and the gap is significant in all areas. 65% of our disadvantaged pupils achieved age related expectations in reading, writing and maths combined, compared with 66% of non-disadvantaged pupils nationally. For greater depth, 13% of

Wilbury's disadvantaged pupils achieved the higher standard in reading, writing and maths, compared with 10% of national non-disadvantaged pupils. Our average score for disadvantaged pupils was 105 in reading, compared with 106 nationally. In maths, I am proud to say we equalled the national non-disadvantage figure of 105.

The gap between Wilbury's PP and NPP counterparts has reduced year on year since 2021 and we are very proud of our 22/23 results in every area. We are confident that we are seeing the positive impact of the school improvement strategies outlined in this pupil premium strategy. This year, we will continue to work hard to accelerate progress for **all** our pupils, through ensuring consistently high-quality classroom practice on a daily basis, with a focus on language acquisition in all its forms across the curriculum.

Our overall attendance in 22/23 has risen again this year (94.02%) and is the highest in our Trust and above the national figure for 22/23. Although this is positive, we are still well below the national target of 95% and the school's own target of 96%. The gap between PP & NPP attendance and persistent absenteeism has reduced year on year, however, attendance for all our pupils needs to continue to improve which is why whole school attendance and persistent absenteeism remains a focus of this current plan. Attendance is central to any school improvement strategy because we know pupils experiencing success in the classroom is key to improving their life chances.

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health were significantly impacted due to COVID-19-related and subsequent cost of living issues. The impact is particularly acute for disadvantaged pupils which is why this will remain a clear focus for us. Ensuring strong leadership of four key teams within Inclusion; 1) SEND 2) Safeguarding 3) Behaviour, Pastoral and Attendance 4) Personal Development, is key to improvement for **all our educationally disadvantaged pupils.**

At Wilbury, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to the Wilbury community. We all hold our families in very high regard, irrespective of background and staff try to develop 'conversations,' and a sense of belonging rather than expecting all families to behave in the same way. We rarely say no because it is just the right thing to do. In a review carried out by Marc Rowland in May 21 parents confirmed this and spoke of the exceptional level of support they have received. They reported that they are made to feel like they belong in the school community, whatever their need or starting point and it was clear to Marc that they referred to interactions with all staff. ***'They are all amazing...not just lockdown, not just children...It has kept me going...they just help...I am very proud that my children come here... There is a culture of respect...I admire the teachers, the way they manage the children, the way they teach....Wilbury show me there are good people in the***

world...wherever you come from, they are good to you.' Summer 21 – Disadvantaged Learners Project Report, Marc Rowland.
Governors also met with a different group of parents Nov 22 and I am pleased to report the feedback remains incredibly positive.

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
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Hub
Power of Reading	CLPE
The Literacy Curriculum Writing programme	The Literacy Curriculum
Early Years Training	Early Excellence

Service pupil premium funding (optional)

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

Measure	Details
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

Further information (optional)

Our strategy for *all* our educationally disadvantaged pupils is based on three key principles:

We focus on:

- The vital importance of an **open and enthusiastic culture and positive relationships** (staff, pupils, parents, governors, external partners and the wider community)
- **The highest expectations of all staff and pupils** and a clear and shared understanding of what constitutes high quality classroom practice through our use of words (highest expectations, urgency, flexibility, immediate intervention, challenge, support and high-quality adult-child interactions)
- **Leadership at all levels** – a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.

School leaders work hard to ensure that activities focus on controllable factors – we focus on the **main thing - teaching and learning** - because we know what goes on in the classroom and in our interventions daily makes the biggest difference to the life chances of **all** our educationally disadvantaged pupils. We are also a **RESTLESS** school; we focus on fewer things and aim to do everything well. We are constantly looking to refine and improve our current practice, looking inwards to secure wise development and outwards for the next school improvement strategy, backed by research, and linked to our current priorities.

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.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration, i.e. working with Edmonton Community Partnership on a whole range of enrichment projects, working with Leo Powell (coach and mentor), outdoor and forest school activities. 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 last year 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, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of 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 refine our strategy and we have put a robust evaluation framework in place for the duration of our three-year approach and will continue to adjust our plan over time to secure better outcomes for pupils.

Finally, as a school, we will focus on keeping things **simple, effective, and enjoyable** for us all. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.