



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Wath Central Primary School
Number of pupils in school	428 pupils (including 29 F1)
Proportion (%) of pupil premium eligible pupils	16.7% 23.89% (including awaiting funding)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Dec 2021 – Dec 2024
Date this statement was published	December 2021
Date on which it has been reviewed	September 2022
	September 2023
Statement authorised by	Ms J Gray
Pupil premium lead	Mrs A Shaw (Sept 23 to present) Mr J Barker (Dec 21 to Aug 23)
Governor / Trustee lead	Mr J Breedon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,670.00
Recovery premium funding allocation this academic year	£13,050.00 (90 children x £145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£142,720
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A



Part A: Pupil premium strategy plan

Statement of intent

For us, education is about preparing our children to succeed in a modern world; both in skills and knowledge. As a school, we aim for all children to gain experiences, opportunities and academic accomplishments to achieve this, regardless of their background. However, we appreciate that some children may be considered as disadvantaged and therefore we want to ensure that our pupil premium offer allows us to provide an enhanced curriculum offer that raises aspirations, nurtures SEMH needs and offers experiences that children may not have been provided outside of school, allowing them to thrive and be inspired to achieve their full potential.

This plan details the strategies and procedures in place to ensure children of a disadvantage are provided with enhanced opportunities in addition to the offer for all of our pupils. Our current pupil premium strategy works towards developing each individual holistically using a range of evidence data sources to ensure we provide a first-quality standard of education for every disadvantaged child.

High quality teaching is at the heart of our approach, focussing on areas that our disadvantaged children are requiring the most support. Professional Development opportunities are key to supporting this. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils, regardless of background.

We also appreciate that there is a need for tailored group support and, in some cases, enhanced group support. Our intended outcomes, as seen below, detail what targeted academic support is needed particularly for our Pupil Premium children. This support has been specified and chosen based on research from a wide range of strategies, including the most recent EEF documentation.

Following an inconsistent two years, we have seen and analysed the impact that the COVID-19 pandemic has had on all our children, but particularly our disadvantaged children. Research, along with school based findings, has projected a clear impact on mental health, wellbeing and, in some cases, home life. At Wath Central, we have a nurturing, supportive community and believe that a key role in our school is supporting mental health and wellness. Our wider strategies outcomes, aim to aid children in developing holistically, feel safe and comfortable and feel supported in both their school and home life.

Our approach will be adaptable and respond to the challenges and needs of our disadvantaged children. We will use different forms of assessment and data collection to evidence the implementation of our actions. This goes beyond summative data and also draws on pupil voice, teacher feedback and triangulation of pupil progress. To ensure our pupil premium children are progressing, we will:

- Ensure our disadvantaged children feel comfortable, supported and challenged in the classroom.
- Have access to specific support and wider opportunities, based on the individual's needs and interests.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.



Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil premium children find accessing reading and developing phonics skills challenging and struggling to find reading enjoyable.</p> <p>PP reading data for FS and KS1 saw a significant impact last academic year, with the gap between PP and non-PP remaining steady and not narrowing.</p> <p><i>Evidence: Data collection, staff feedback</i></p>
2	<p>There are an increased number of Pupil Premium children who have gaps in key basic skills, including speech and language, motor skills, social skills and learning behaviours.</p> <p>Through school, following the lockdown, pupil progress meetings shared a trend of needing further key skill intervention support. In particular years, this has seen an impact on PP data in comparison to non-PP years.</p> <p><i>Evidence: Data collection, pupil progress meetings</i></p>
3	<p>Outcomes and progress of our disadvantaged children are affected by an additional need, including SEND, which can impact on their academic performance, and home issues, which can impact on their wellbeing and attendance.</p> <p>PP without additional needs show positive progress against non-PP children. However, a significant number of PP children also have an additional need. The progress measures of these children could be further monitored and evidenced.</p> <p><i>Evidence: Data collection, SENDCO progress monitoring, observations</i></p>
4	<p>Following the COVID lockdown, there has been significant impact on the SEMH needs of our most vulnerable pupils.</p> <p>During welfare walks by the DSL during lockdown, some families requested further support. The return to school, PIVAT documentation and pupil voice has identified that more children are struggling with daily routines and, in some cases, having varying attendance. Attendance records show that a group of PP children are struggling to hit the 96% target since the return to school.</p> <p><i>Evidence: DSL records, PIVAT documentation, Nurture referrals, Pupil Voice, Attendance records</i></p>
5	<p>Many of our pupil premium children have limited life experiences, narrowing their exposure to opportunities to develop hobbies, interests, life lessons and create their own views around the wider world and school life.</p> <p>Pupil voice has identified that more children are struggling with daily routines or are spending less time enjoying out of school activities than prior to the lockdown.</p> <p><i>Evidence: Pupil voice, DSL records</i></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
<p>1.1 Our pupil premium children will make further progress in early reading.</p>	<ul style="list-style-type: none"> • The % of Pure Pupil Premium children will continue to rise and narrow when compared to non-PP. • KS1 reading outcomes in 2024/25 show that more than 80% of PP children, without an additional need, are working at the national expectation. • Each Pupil Premium child will make progress in reading and, if the child has a further SEND need, will make progress in line and evidenced within their support plans. • The % of Pupil Premium passing the phonics screening will further increase to narrow the gap between PP and non-PP.
<p>1.2 - Our pupil premium children will appreciate the joy of reading and develop a passion for books.</p>	<ul style="list-style-type: none"> • Pupil Premium children will be exposed to a variety of texts throughout their school life that develops curiosity. • Children will be read with regularly both in school and at home, and provided additional opportunities for reading if not. • Children can express their favourite text and what they enjoy about reading.
<p>2 - Pupil Premium children will be supported to develop their speech and language and language acquisition skills</p>	<ul style="list-style-type: none"> • There will be scaffolds, support and specific interventions for pupil premium children struggling with language acquisition and early reading. • Pupil Premium children, where needed, will have access to a wider team of external agencies, including a SALT. • The % of pupil premium children meeting FS objectives in language and passing the phonics screen test increases. • KS1 and KS2 writing and maths outcomes in 2024/25 show that more than 80% of PP children, without an additional need, are working at the national expectation.
<p>3 – All pupil premium children make good or better progress through their curriculum diet, including those with a personalised curriculum.</p>	<ul style="list-style-type: none"> • Pupil premium children continue to make good progress in Reading, Writing and Maths.



	<ul style="list-style-type: none"> • The gap between PP and non-PP narrows. The gap between Pure PP and non-PP continues to narrow. • Clear scaffolds and support are in place to support all pupil premium children. • PP children with an additional need make progress towards their individualised targets through support and scaffolds, as outlined in their plan. • By 2024/25 The gap between pure PP children and non-PP children reduces to less than 5% in reading, writing, maths
<p>4 – The nurture provision for all pupil premium children is appropriate and supportive for their individual needs.</p> <p>Children feel happy and safe at school.</p>	<ul style="list-style-type: none"> • Children displaying a SEMH need are supported through an effective and detailed report and advice system. • PP children feel supported and access a school which meets their individual needs. • Provision for SEMH needs is through school, in every classroom, with nurture workshops completed where necessary. • Sustained high levels of wellbeing from 2024/2025 demonstrated by pupil voice and % increase in uptake of nurture and extra-curricular activities.
<p>5.1 – PP children access an enhanced offer of the curriculum that incorporates further experiences and opportunities.</p>	<ul style="list-style-type: none"> • PP children have access to more experiences within and outside of the school day, provided by school. • PP children develop further hobbies and interests due to the diet they are offered at Wath Central. • % increase in uptake of nurture and extra-curricular activities. By 2024/25, 80% of PP children have accessed a form of extra-curricular activity • By 2024-25, children can explain the opportunities they have been involved with since starting their school career.
<p>5.2 – PP children are happy in school and want to come to school.</p>	<ul style="list-style-type: none"> • PP families with low attendance supported through a friendly, supportive and thorough attendance system. • PP children’s attendance rises and children are happy to come into school. • Attendance of identified PP pupils increases and the gap between PP and non-PP narrows. • The attendance of PP children to reach above 96%.



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: £59,424.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>First Quality Teaching</p> <p>Teaching staff deliver high quality, supportive lessons that allow children to feel challenged and enquire about the learning taking place, supporting each individual to reach their potential.</p>	<p>EEF Evidence: High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children’s outcomes in the classroom.</p> <p>In School Evidence: Tailored training to ensure high quality teaching is key to ensuring progress of every individual.</p>	1, 2, 3
<p>CPD – Early Reading</p> <p>All staff are provided with early reading CPD to consistently and accurately use ‘Little Wandle’ through school, ensuring fidelity.</p>	<p>EEF Evidence: As James Zuccollo and Harry Fletcher-Wood note, the impact of high quality PD on pupil attainment compares to the impact of having a teacher with ten years experience rather than a new graduate.</p> <p>In School Evidence: Tailored training to ensure high quality teaching is key to ensuring progress of every individual.</p>	1
<p>Purchase of Little Wandle</p> <p>Following government guidance, Little Wandle will be purchased and used throughout school, including through catch up sessions in Key Stage 2</p>	<p>Little Wandle Evidence: Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p>In School Evidence: A systematic synthetic phonics programme was required and Little Wandle was felt most appropriate based on our previous practice and allows us to move swiftly into a new approach.</p>	1
<p>Reconnection Curriculum</p> <p>Continue the development of the ‘Reconnection Plan’ that supports developing the progress of key basic skills through application and real life contexts.</p>	<p>COVID-19 Evidence Summary: Recently published studies show that time out of school in the 2019/20 academic year may have affected primary pupils’ performance in reading, maths and spelling, punctuation and grammar assessments, with pupil premium pupils being more affected, as well as basic skills for independence in younger children.</p> <p>In School Evidence: Data analysis shows that key areas of understanding have been largely impacted by the pandemic. This is particularly in Writing and Reading.</p>	2
<p>CPD – Monitoring Progress</p> <p>School will continue to have a rigorous monitoring schedule that allows teaching staff to look at barriers to learning within their class, PP group and PP children with SEND. Time provided for monitoring and data analysis.</p>	<p>EEF Guide to Implementation: Recommends using implementation data to actively tailor and improve approaches whilst sustaining implementation through ensuring data remains fit for purpose.</p> <p>In School Evidence: Termly Pupil Premium Progress meetings ensures that PP children are being given consistent opportunities to make progress and allows an exploration of barriers.</p>	1, 2, 3



<p>CPD – SEND Support Review and further develop SEND support and scaffolds in class. The SENDCO and PP Champion to work together to monitor progress of those with an additional need and PP.</p>	<p><u>EEF Special Education in Mainstream Schools:</u> Recommends building an ongoing, holistic understanding of pupils and their needs using an ‘assess, plan, do, review’ approach. In School Evidence: SEND children are monitored carefully by the SEND team at school. There is a need to combine the PP champion and SEND team to support PP+SEND children.</p>	<p>3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Support Staff Teaching Assistants are well trained and provided with opportunities to upskill in order to provide high quality support to PP children.</p>	<p><u>EEF Evidence:</u> Schools should use a small number of carefully chosen and well-structured interventions, with reliable evidence of effectiveness In School Evidence: Following the pandemic, the use of high quality interventions proved crucial for supporting PP children. It is felt that this needs to continue in future academic years.</p>	<p>1, 2, 3</p>
<p>Early Reading Structured Interventions Children in F1 – Y2 will receive phonics sessions in line with Little Wandle. Those who need further catch up, will receive interventions through school (F1 – Y6)</p>	<p><u>Little Wandle Evidence:</u> Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers. In School Evidence: A systematic synthetic phonics programme was required and Little Wandle was felt most appropriate based on our previous practice and allows us to move swiftly into a new approach.</p>	<p>1, 2</p>
<p>Pleasure for Reading PP children will have the opportunity to share texts, read texts aloud and have additional support in reading. This will be supported by the ‘South Yorkshire Reading Guarantee.’</p>	<p><u>UKLA Reading for Pleasure:</u> Children deserve to be offered the same opportunities for choice when deciding what to read In School Evidence: Following the return to school, children have appeared less motivated to read and there therefore needs a further emphasis on developing a love for reading.</p>	<p>1, 2</p>
<p>Key Skills Interventions Where a PP need is provided, interventions will take place to rehearse and develop key skills in Mathematics and English. The SENDCO team will monitor and review progress with these interventions.</p>	<p><u>COVID-19 Evidence Summary:</u> Recently published studies show that time out of school in the 2019/20 academic year may have affected primary pupils’ performance in reading, maths and spelling, punctuation and grammar assessments, with pupil premium pupils being more affected, as well as basic skills for independence in younger children. In School Evidence: Data analysis shows that key areas of understanding has been largely impacted by the pandemic. This is particularly in Writing and Reading.</p>	<p>2, 3</p>



<p>External Support The use of external agencies will be used to support PP children who show a specific need. For example, SALT.</p>	<p>EEF: Oral language interventions consistently show positive impact on learning. In School Evidence: Following baseline assessments, there is a need for further external support to support the implementation of SALT through school.</p>	<p>1, 2</p>
<p>Tutoring Identified children will undertake intensive intervention programmes that will last between 6 – 10 weeks. Focus year groups are 2, 5 and 6.</p>	<p>DfE: Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months. In school evidence: Following baseline assessments, there is a need for key skills to be developed amongst our PP children.</p>	
<p>PP Focus All staff are aware of the provision expectation for PP children and maintain a monitoring approach to learning from each individual.</p>	<p>EEF Guide to Implementation: Recommends using implementation data to actively tailor and improve approaches whilst sustaining implementation through ensuring data remains fit for purpose. In School Evidence: Termly Pupil Premium Progress meetings ensures that PP children are being given consistent opportunities to make progress and allows an exploration of barriers.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £48458.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nurturing Environment A supportive, high quality SEMH nurture support provision in place. Taking place within the classroom, from a warm welcome to a calm, neutral feel to each classroom.</p>	<p>EEF SEND in mainstream: Pupils' needs will change as they move through different environments and life experiences. 'Environment' does not just mean the physical environment in the school; it refers to the activities that pupils take part in and the interactions they have with staff and other pupils. Environmental factors can play an important role in creating barriers that compromise a pupil's experience at school. In School Evidence: Pupil voice reflected the need for a quieter, calmer environment in school.</p>	<p>4</p>
<p>SEMH Support - Nurture A well-planned nurture referral process to work alongside two learning mentors and an ELSA specialist. Careful monitoring and review process to fully analyse the holistic progress. This will be in liaison with and support from the Real Training NASENDCO course uptake and external provision such as MIND.</p>	<p>EEF Social and Emotional - The effects of SEL work can be amplified through classrooms that help children to practise their skills in their everyday interactions. In School Evidence – SEMH records and RecordMy notifications show an increase in SEMH needs that need supporting in school.</p>	<p>4</p>



<p>Lunchtime Provision A well-planned and well-staffed lunch time provision, including when eating lunch, to support and model appropriate play and conversation during unstructured times. Break out spaces and resources to support safe and calm play.</p>	<p>EEF Social and Emotional - The effects of SEL work can be amplified through classrooms that help children to practise their skills in their everyday interactions.</p> <p>In School Evidence – Some of our PP children may not get the chance to sit around a table to eat as a group or have appropriate play exemplified which is the reasoning behind our support.</p>	<p>4, 5</p>
<p>Attendance Implementation of a breakfast club and walking bus to support the arrival of children on time and ready to learn. Where attendance trends become a concern, a ‘team around the family’ approach is taken to take a proactive, supportive method to raise attendance again.</p> <p>Nurture breakfast where necessary, and a PP healthy snack option at break for wellbeing purposes.</p>	<p>British Psychological Society – It is claimed that children who are absent from school to any extent are more likely to leave school with few or no qualifications and are more likely to be out of work, suffer mental health difficulties and become homeless.</p> <p>In School Evidence – Attendance data and case studies</p>	<p>4</p>
<p>Developing Experiences Subsidy in place to allow for more opportunities for PP children, including musical instrument lessons, school visits and after school clubs. PP children to take priority. Visits and other experiences planned throughout the child’s experience at Wath Central.</p>	<p>EEF Toolkit – EEF rates the participation in the arts and outdoor activities as moderate impact at a low cost.</p> <p>In School Evidence – PP children’s experiences are limited at home and WCP aim for all children to be provided with a variety of childhood experiences.</p>	<p>4, 5</p>
<p>Supporting Families and Wellbeing Support A supportive, familiar family support worker (DSL) who builds and supports relationships with families. An open, friendly staff body who work on building family’s trust and support.</p>	<p>EEF – Social and Emotional Learning: An important part of whole school strategies is therefore the school’s engagement with families to ensure that social and emotional skills that are taught and practised at school are reinforced in the home environment.</p> <p>In School Evidence: There are a number of families who have had negative experiences of education growing up. Through support and engagement, it is felt important that we build relationships with all our PP families, to fully support them.</p>	<p>4, 5</p>

Total budgeted cost: £143,271.43



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 previous academic year.

Review of statement at end of academic year 2021-22:

*The strategy outcomes detailed above are in relation to a 3 year plan. This review documents the progress made towards these targets at the **first** year of the plan being implemented.*

Outcome: Our pupil premium children will make further progress in early reading.

Early Reading at Foundation Stage 2 has been positive and the intended impact of Little Wandle is apparent. As this was implemented from the start of F2, there should be further progress seen in Y1 with assessments passed through school. In Year 1, there is a smaller % of PP children reaching age related. This will need to be a review and focus moving forward into Year 2. The Year 2 data was strong. Ofsted praised the consistency of the Little Wandle approach and stated that children 'get off to a strong start with reading'.

Further actions: Updated provision of PP children who did not meet age related expectations or pass phonics test. Further interventions in place to support. Little Wandle to continue and maintain for consistency.

Outcome: Our pupil premium children will appreciate the joy of reading and develop a passion for books.

There has been significant development in the pleasure for reading aspects, particularly in younger children. During this year's Ofsted inspection, it was noted that 'Teachers throughout school share stories with pupils daily. They have identified a 'Reading Super 6' collection of books to give pupils access to high-quality texts, poems and stories. Pupils enjoy talking about authors and are confident to give their opinions about books.'

Further actions: Develop more of variety of reading, particularly for PP children and encourage more regular reading opportunities.

Outcome: Pupil Premium children will be supported to develop their speech and language and language acquisition skills

Foundation Stage data shows a developing picture of speech and language skills. However, with some PP children, there is limited progress being shown. This links to access at home and intervention support. This will be further monitored into the next academic year. The SALT has noted progress in individuals but wider support packages could be provided next academic year.

Further actions: English lead and PP lead to monitor intervention opportunities for those struggling with developing speech and language and intervention strategies to support this.



Outcome: All pupil premium children make good or better progress through their curriculum diet, including those with a personalised curriculum.

Based on flight paths, PP children are maintaining or, in some cases, excelling in areas of the curriculum. However, there is still a wide gap between PP and non-PP children. In some cohorts of children, Pure PP children are still not performing as well as non-PP. Individual case studies have been completed which show progress of these individuals but not at the hoped accelerated pace.

Further actions: Ensure the diet of every PP child reflects potential. Class teachers and wider team to support individual children where necessary with support to excel.

Outcome: The nurture provision for all pupil premium children is appropriate and supportive for their individual needs. Children feel happy and safe at school.

The nurture provision this year has become more rigorously monitored and assessed. Workshops, CPD and assessment opportunities have been provided throughout the year to support PP children. Although this is not assessed from a performance perspective, a SEMH analysis has showed improving levels of resilience and social ability in some PP children. As stated by Ofsted 'Leaders prioritise pupils' well-being. They have created a nurturing atmosphere in the school. Pupils are listened to and feel valued. They know that staff care about them. Pupils say that they feel safe.'

Further actions: Continue to provide the nurture offer to all appropriate PP children.

Outcome: PP children access an enhanced offer of the curriculum that incorporates further experiences and opportunities.

Experiences for PP children has developed further this year. However, with the impact of COVID and raising prices, some of these activities have been limited. Moving into the next academic year, there will be further monitoring of the offer for our pupils. The development of '70 things to do at Central' has been implemented this academic year and has proven useful as a tool to ensure our children are getting a variety of experiences. All PP children are offered reductions with after school clubs and many take up the opportunity. There are some PP children who do not access clubs. Use of pupil voice has allowed us to begin tailoring the extra-curricular clubs to develop involvement.

Further action: Use pupil voice to further develop extra-curricular offers

Outcome: PP children are happy in school and want to come to school.

Attendance has been monitored and supported for PP children all academic year. The attendance team offer support through access to a walking bus or incentives to come to school to support.

Further actions: Attendance will continue to be monitored with further incentives and maintaining clear expectations for children to be in school.



Review of statement at end of academic year 2022-23:

The strategy outcomes detailed above are in relation to a 3 year plan. This review documents the progress made towards these targets at the **second** year of the plan being implemented.

Outcome: Our pupil premium children will make further progress in early reading.

There has been significant improvement over the last academic year in relation to early reading. Now the current cohort of Y1s have been using Little Wandle for 2+ years, the progress is evident.

Y1 whole cohort

Last year's (May 2022) – 69.5% (below national which was 75.5%)

This year's (May 2023) – 83.3% (above national which was 78.9%)

Y1 Pupil Premium cohort

Last year's (May 2022) – 46%

This year's (May 2023) – 69%

There were 5 PP children who did not pass this year's phonics screening. Out of those who did not pass, 4 of which have an additional learning difficulty and on the SEND register. The 1 child who is not on the inclusion register is on the pathway to the SEND register.

Y2 whole cohort

Reading SATs

Last year's (May 2022) – 67% (slightly above national A+ - 66.9%) 31% (above national GD 18%)

This year's (May 2023) – 71.2% (above national A+ 68.3%), 27.1% (above national 18.8)

This year's PP (May 2023) – 54.4% (at national A+ - 54%), 9.1% (at national GD, 9.1)

Phonics Screening

Last year's (May 2022) – N/A due to COVID the whole cohort

This year's (May 2022) – 76%

This year's PP – 66.6% (4 out of 6 – those who did not pass had an additional learning need)

Foundation Stage

Early Reading continues to perform well with a good baseline.

74% met Word Reading objectives

74% met Comprehension objectives



Further actions: Further focus in Foundation Stage with a push on reading interventions to support those not meeting the expected band.

Outcome: Our pupil premium children will appreciate the joy of reading and develop a passion for books.

This year, reading for pleasure sessions has become more consistently delivered and more apparent through school. The pupil premium children can talk about texts or experiences they have joined, as noted in pupil voice.

Key celebrations have been carried out through school, including Booknic, Author Study week and Book week. Online author visits have been made where authors from around the world and locally celebrate their stories and their journeys – inspiring some of the children involved.

This year, all of Wath Central from F2 to Y6 have been signed up to the local library. This provides opportunities for our children to be more exposed to different texts and have access to literature in their community.

In addition, we have raised the profile of reading ambassadors, invested in a new book scheme for Key Stage 2 that focuses on book enjoyment, both fiction and non-fiction wise and developed a 'lending library' where children can access texts about topics they are studying.

CPD opportunities has included our Reading Lead joining the training for 'Transforming your reading culture'. Staff are then trained from the staff member to develop school practice, having an impact on all children.

Further actions: Developing consistency for reading for pleasure sessions and reading out loud for all. The focus being on book talk. Pupil Premium children to have more exposure to recent and more up to date texts with a variety of authors

Outcome: Pupil Premium children will be supported to develop their speech and language and language acquisition skills

83% of Foundation Stage cohort shows an improving picture of speech and language. 6 children did not meet the criteria for ELGs.

80% of PP Foundation Stage children met the S&L criteria. This shows the need for further SALT support due to the progress shown and those still struggling. The child who did not meet this has an additional need and started school in late Spring term on a part time timetable.

Further actions: English lead and PP lead to monitor intervention opportunities for those struggling with developing speech and language and intervention strategies to support this. Consideration of further implementation through school.

Outcome: All pupil premium children make good or better progress through their curriculum diet, including those with a personalised curriculum.

Similar picture to last year.

Based on flight paths, PP children are maintaining or, in some cases, excelling in areas of the curriculum. However, there is still a wide gap between PP and non-PP children. In some cohorts of



children, Pure PP children are still not performing as well as non-PP. Individual case studies have been completed which show progress of these individuals but not at the hoped accelerated pace.

Y1 PP cohort are performing well academically. The majority of those without an additional need are meeting the national expectation. Writing must be a focus moving forwards.

Y2 PP cohort are performing well academically across the curriculum.

Y3 PP cohort are performing well academically across the cohort. Writing needs to be a focus over the next year.

Y4 and Y5 PP cohort have a significant number of PP with an additional need. These children are maintaining their current ability but not making accelerated progress. Those without an additional learning barrier are working broadly in line with national expectation.

Y6 PP cohort have not performed as academically successfully as targeted. Maths is a strength with 83% of PP children who do not have an additional need reaching ARE. Reading and Writing must be a focus in the next year.

GD academic achievement will continue to be a focus next year.

Further actions: Ensure the diet of every PP child reflects potential. Class teachers and wider team to support individual children where necessary with support to excel into Greater Depth

Develop a resource that supports smaller steps of progress for PP children with additional learning barrier.

Outcome: The nurture provision for all pupil premium children is appropriate and supportive for their individual needs. Children feel happy and safe at school.

The nurture provision this year continues to be an integral part of Wath Central. Through rigorous monitoring and assessment, the progress to supporting mental health has been strong.

A SEMH analysis has showed improving levels of resilience and social ability in some PP children.

Moving forward, there will be a development in delivery of SEMH provision through the use of an internal resource to support our most vulnerable children.

Further actions: Develop a resource to support SEMH needs, ensuring appropriate intervention monitoring and assessment.

Outcome: PP children access an enhanced offer of the curriculum that incorporates further experiences and opportunities.

Pupil voice has been at the core of all decisions made in relation to the wider curriculum and this will need to continue into the future.

As the year has come to a close, the staff have reflected on the experiences provided, picked out the most useful aspects and maintained them for future practice. The use of '70 Things To Do at Central' has been promoted and continued through school. Pupil Premium children have been provided with a range of experiences that have inspired and made life long memories.

After school clubs, following pupil voice, have been extended upon and use staff interest to provide a breadth. The focus year groups are from Y1 to Y6 and have included clubs such as Lego, Warhammer,



Choir and Computing. This is in addition to the sports clubs and activities that provide a range of opportunities.

All PP children are offered reductions with after school clubs and visits. However, we are still noting that some families are unable to pay. A review of provision and offer may need adapting in the future. In relation to pupil premium uptake, clubs normally have around 10% of Pupil Premium children, despite the reduction and prioritising of club spaces.

Action: Continue to offer an extensive range of sports and after school clubs. Consider the money reduction and what can be done to further support struggling families.

Outcome: PP children are happy in school and want to come to school.

A similar picture to last year.

Attendance has been monitored and supported for PP children all academic year. The attendance team offer support through access to a walking bus or incentives to come to school to support.

Further actions: Attendance will continue to be monitored with further incentives and maintaining clear expectations for children to be in school.

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
Bug Club	ActiveLearn
TimesTables Rock Stars	Maths Circle

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?	Wath Central Primary currently have two service children attending school.



James Montgomery Academy Trust Pupil Premium Strategy Statement

	<p>1 child receives funding through academic support due to the needs shown.</p> <p>1 child received funding through access to wider curriculum opportunities.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Both children have full access to the curriculum Wath Central provides and opportunity to extend their curriculum further in post school opportunities.</p>