

Willington Primary School Pupil Premium Strategy Statement 2023/24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Willington Primary
Number of pupils in school	169 (down from 193)
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	2023- 2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	April 2024, Sept 2024, Dec 2024
Statement authorised by	K Harker
Pupil premium lead	K Harker
Governor lead	O Gunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,765
Recovery premium funding allocation this academic year	£ 16,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 190,440

Part A: Pupil premium strategy plan

Statement of intent

At Willington Primary School we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

Our aim is to create an environment in which all children can thrive. The decision-making process of how to use pupil premium funding is considered in the context of our school and the challenges our pupils and community face. The common barriers which children in receipt of Pupil Premium funding face are lack of support from home, weak language and communication skills, lack of confidence, more frequent behavioural difficulties and an increased risk of attendance and punctuality issues. There may also be very complex family situations that can also impact on pupils' development and progress.

We also recognise that there is not a one size fits all model and that some pupils are also able and talented and therefore Pupil Premium funding can be used to great effect to develop and enhance those talents thus enhancing life chances and opening new avenues for many pupils. The key to effective pupil premium spending is to ensure that we meet the needs of all of our pupils, but it is essential we narrow the gap between pupil groups. Historically, attainment for our pupils eligible for FSM is lower and this is identified as a national trend.

Through targeted interventions and working to eliminate the barriers pupils may face, we consider each pupil as an individual and look at what will make a difference to them. We ensure we do whatever it takes to develop their learning thus optimising the impact of pupil premium funding. Our aim is early identification and intervention to give all pupils the opportunity to reach age related expectations (ARE) and above as they progress through the school.

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 indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers
2	Children's mental health and wellbeing being continues to be a challenge and, with the ever-growing concerns in relation to the cost of living crisis for parents, this remains a priority.
3	Due to low starting points in verbal communication and language and word reading, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year (63% of Year 1 disadvantaged pupils met the expected standard in phonics in 2022). This slows their progress in all curriculum areas that demand effective reading strategies.
4	Reading attainment at KS1 and KS2 was considerably lower for Pupil Premium children than Non-Pupil Premium children.
5	Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers. The percentage of persistent absentees are recorded as being higher with Pupil Premium pupils than Non-Pupil Premium.
6	A lack of enrichment opportunities particularly affects disadvantaged pupils which impacts directly on their attainment.

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 language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	<p>engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>A higher proportion of Pupil Premium children meet ELG than in 2023.</p>
<p>To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a strong network of mental health support established linking school, home and external partners facilitated by our Senior Mental Health Lead
<p>Y1 phonics test outcomes and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.</p>	<p>% of PP pupil meeting the expected standard in phonics improves from 2023.</p>
<p>Improved reading attainment for disadvantaged pupils at the end of KS1 & 2.</p>	<p>By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2023.</p>
<p>Reduce the number of persistent absentees.</p>	<p>% of persistent absentees is at least in line with National Average.</p> <p>There are increased attendance rates for Pupil Premium children.</p>
<p>Improved enrichment opportunities will impact directly on the attainment of disadvantaged pupils.</p>	<p>Children will have the opportunity to experience enrichment activities which will ultimately lead to higher attainment.</p>

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: £ 100,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in CPD for teaching staff and support staff to ensure best use of Quality First Teaching- use in school and external training providers.	Great Teaching Toolkit 2020 (Rob Coe) <u>Sutton Trust</u> Sutton Trust - additional 5 months progress	1,2,3,4
Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance (The Reading Framework, drawing on evidence-based approaches: The reading framework - GOV.UK (www.gov.uk) The EEF guidance is based on a range of the best available evidence: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Additional 3x FTE Teaching Assistants to support Pupil Progress children in making the required progress.	EEF Toolkit Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) EEF Toolkit- TA intervention - additional 5 months progress <u>EEF Guidance reports TAs</u>	1,2,3,4
Read Write Inc training for all teaching and support staff from YN-Y6.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF Toolkit- Teaching & Learning Toolkit: Phonics- additional 4 months progress Phonics EEF (educationendowmentfoundation.org.uk) Choosing a phonics teaching programme - DfE	3,4

<p>Purchase of high quality, phonetically decodable reading books.</p>	<p>The new reading framework explains the importance of having appropriate resources at the right stage of reading. Well organised resources which allow children to apply what they have been taught. Children should practice reading with a book decodable to them at their stage of learning. 'The organisation of books matches the order in which the phonics programme introduces grapheme-phoneme correspondences (GPCs) and exception words. Enough books are available at each stage of the phonics programme for children to practise reading.'</p> <p>EEF Toolkit- Teaching & Learning Toolkit: Phonics- additional 4 months progress</p> <p><u>The reading framework (publishing.service.gov.uk)</u></p>	<p>1,3,4</p>
<p>Purchase of standardised diagnostic assessments. Purchase of Arbor tracking and assessment system. Training for staff to ensure consistency in assessment and tracking procedures throughout KS1 and KS2</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Providing pupils with high quality feedback ensures progress in lessons</p> <p>EEF Toolkit- Feedback - additional 6 months progress</p> <p><u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u></p>	<p>1,3,4</p>
<p>Embedding vocabulary & oracy activities across the school curriculum: Vocabulary Ninja & Picture News</p>	<p>Embedding vocabulary & oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will reinforce tiers of vocabulary to ensure children can articulate, through spoken and written language, deep subject knowledge and make connections between concepts. 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:</p> <p>EEF Toolkit- Teaching & Learning Toolkit: Oral Language intervention- additional 46months progress</p> <p><u>Oral language interventions EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1,4</p>

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic Intervention for those pupils who need additional support.	EEF Toolkit +5 months <i>1:1 and 1:2 interventions to develop phonic awareness and support those children who are still struggling with phonics and who are reading at pre-accelerated levels.</i>	3
Additional Teacher/ TA led groups running 2 times per week to develop reading fluency and comprehension.	EEF Toolkit +5 months <i>Impact of reading comprehension strategies.</i>	4
Reading intervention – ‘Project X’ – designed to provide more age-appropriate content for pupils still not blending fluently in lower KS2	EEF Toolkit +5 months <i>Impact of reading comprehension strategies.</i>	4

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

Budgeted cost: £ 64,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
PSA to work with Business Manager to monitor attendance of pupils causing concern weekly, conducting home visits when parents out of contact. PSA to undertake parenting and family work to improve attendance and engagement. Business manager to attend Termly Targeted Support Meetings to look at increasing overall attendance in line with new DFE guidance.	This success of the system is evidenced by attendance rates in the top 25% compared with similar schools in 2022. PSA involvement enables a more supportive approach to parents in tackling poor attendance. Parental engagement has a positive impact on average of 4 months’ additional progress. <u>EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</u>	1-5

To provide a trained TA to deliver social, emotional and mental health support, counselling and time to talk	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): <u>EEF Improving Social and Emotional Learning – additional 4 months progress</u> <u>Improving Social and Emotional Learning in Primary Schools EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	2
To enhance cultural enrichment that is accessible as part of the curriculum for all children. Subsidising trips, residential, clubs, uniforms etc	The evidence in EEF Toolkit and literature review on non-cognitive skills suggest that character related approaches can be most effective for improving attainment when they are specifically linked to learning. <u>Essential life skills EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	6
To ensure attendance for children in receipt of PPG to be in line with non-PPG	The DFE Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DFE Improving School Attendance	1-6
PSA and staff to highlight children to be targeted to attend breakfast club to ensure they start the day positively, resulting in more progress academically.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a <u>randomised controlled trial</u> published by the EEF Nov'16	2-5
Contingency fund for acute issues.	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.	All

Total budgeted cost: £ 189,440

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 2020 to 2021 academic year.

Intended outcome	Success criteria	Outcomes 2022-23
Continue to work at improving levels of speech and language in EYFS so that all pupils can access provision.	Continue to narrow the gap between proportions of PP and non-PP pupils achieving ELG	Overall % of children reached expected standard in Speaking ELG fell but it was a small cohort with pupils with some additional medical needs. The gap between PP and non-PP achieving the ELG narrowed to 3%.
Improve phonic outcomes in KS1.	Aim is to reduce the gap between PP and non-PP children's phonic outcomes.	The number of PP children reaching the expected standard rose by 6% on the previous year. Year 1 phonics outcomes dipped from previous year's standards (66.7%- National 72%).
Develop reading fluency for PP children and consequently improve pupils' comprehension.	A higher proportion of PP children to reach expected in 2022/3 at end KS2	Only 42% reached expected standard in reading compared with 60% the previous year. However, the impact of reading fluency interventions for PP children was seen in Y3-5.
Maintain attendance levels in line with national for all schools and better than similar schools for PP children.	The percentage of persistent absentees is at least in line with National Average.	School attendance (93.46%) was in line with National (94%). Persistent absentees (23.4%) were higher than National (17.2%).
Vulnerable children starting the day with a positive experience.	Staff find children more settled and ready to learn at the start of the day.	Morning routines are successful. Although we offer a soft start, most children are in school on time.
Higher levels of activity for all children, leading to improved fitness and positive effects on emotional wellbeing.	Increase in number of hours of physical activity each week for all pupils.	Every class now has 2 hours of P.E a week. Sports after school clubs are also well attended.

Further information (optional)

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. 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 in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

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 also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Spring 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Summer 2024 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		

Activity	Autumn 2023 Evaluation	Committee Date
Teaching Priorities		
Targeted Academic Support		
Wider Strategies		