

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	Willington Primary
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	S Cornforth
Pupil premium lead	S Cornforth
Governor / Trustee lead	O Gunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147915
Recovery premium funding allocation this academic year	£15805
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	£163720

Part A: Pupil premium strategy plan

Statement of intent

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	Many children enter reception with low levels of speech, language and social development.
2	Percentage of PP children recorded as persistent absentees is higher than non-PP.
3	Phonics check –fewer PP children meet phonic standard than non-PP children
4	Reading attainment at KS2 was lower for PP children than Non-PP
5	High percentage of PP children experiencing social and emotional barriers to learning.
6	High levels of deprivation in the catchment limits children’s opportunities to access experiences that enhance their vocabulary and creativity.
7	High levels of obesity/ lack of physical activity. (In addition, many children do not have sufficient access to positive male role models)
8	Many children do not get off to the best start to a day due to chaotic households and poor routines.
9	Percentage of PP children recorded as persistent absentees is higher than non-PP.

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
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 GLD
Improve phonic outcomes in KS1.	Aim to at maintain 80%+ in year 1 Phonics. Aim to at least maintain % of disadvantaged pupils achieving phonic standard in 2019 (75%).
Develop reading fluency and consequently improve pupils’ comprehension.	Aim is for 60% of PP children to reach expected in 2021 at end KS2 (48% in 2019)
Maintain attendance levels in line with national for all schools and better than similar schools for PP children.	The percentage of PP children recorded as persistent absentees will remain below 10%.

Vulnerable children starting the day with a positive experience.	Staff find children more settled and ready to learn at the start of the day.
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.

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: £76,667

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 3x FTE Teaching Assistants to support PP children in making the required progress. All classes to have up to 80% TA support across week.	<i>EEF Toolkit – Small Group Intervention (+4) Support for the PP children within the class environment – delivering small group support.</i>	1,3,4,5
Non-class-based deputy head to organise and train teachers regarding range of reading interventions across the school – particularly focusing on the lowest 20% in each class.	<i>EEF Toolkit- Reading comprehension strategies +5 months School data from 2020-21 showed 11 months progress in 4 chronological months i.e. +7 months</i>	4

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Communication - small groups in Nursery and Reception.</p> <p>Nuffield Early Language – introduce and establish small group interventions across EYFS following baseline assessments. Training for all staff in EYFS with one teaching assistant to deliver the intervention 3 times per week.</p>	<p>Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention 'Update (Aug 2020): The Department for Education is currently working with the EEF and other delivery partners to make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as 2 4 8 part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catch-up' package announced in June 2020.'</p>	1,3, 6
<p>Phonic Intervention for those pupils who need additional support.</p>	<p>EEF Toolkit +5</p> <p>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.</p>	1,
<p>Additional TA led groups running 4 times per week to develop reading fluency and comprehension.</p> <p>8 week intervention to develop prosody for upper KS2 pupils led by DHT.</p>	<p>EEF toolkit +5</p> <p>Impact of reading comprehension strategies.</p>	4
<p>Reading intervention – 'Project X' – designed to provide more age appropriate content for pupils still not blending fluently in lower KS2</p>	<p>EEF toolkit +5</p> <p>Impact of reading comprehension strategies.</p>	4
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations</p>	<p>EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targeted-academic-support 'Some pupils may require additional support alongside high-</p>	

	<i>quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,183

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.	This success of the system is evidenced by attendance rates in line with national for the last two years. (Attendance in 2019-20 was 96.5% which is better than national figure from 2018-19 of 96.1% NB there is no comparison data available for 2019-2020 as yet). PSA involvement enables a more supportive approach to parents in tackling poor attendance.	9
A restructured PSHE curriculum which will focus on life skills, emotional wellbeing, positive relationships and digital citizenship. Our aim is to develop a wider curriculum which will enhance pupils' exposure to stimulating life experiences and build cultural capital. We will support payment for activities, educational visits and residentials - this will ensure children have first-hand experience of learning opportunities outside the classroom. Provision of a wide range of after school activities. Provision of weekly cookery sessions. 'Willington 30' – 30 experiences we believe our children should	According to the EEF, SEAL interventions have, on average, an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	5,6,8

have by the time they leave at the end of Y6.		
Mr Littlefair to Lead PE sessions throughout the school. Provide a positive role model for pupils at break/lunch times. COVID break time system – 30 min structured activity breaks for classes on rota basis – classes will receive a minimum of 1 hour extra physical activity each week.	Health benefits of exercise and tackling high levels of obesity. Mental health and emotional wellbeing benefits of regular structured exercise.	7
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 randomised controlled trial published by the EEF Nov'16	5,8
Nurture provision in place 3 afternoons per week to address attachment, regulating emotions and other issues impacting on wellbeing and consequently academic progress.	Systems are now embedded in school and have a positive impact on pupil behaviour and performance across all areas of school life. We have had no fixed term exclusions for the past 4 academic years and feel this is strongly linked to the high levels of social/emotional support we provide.	5,8

Total budgeted cost: £145,850

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Pupil Premium pupils were invited to attend school during the spring lockdown to support their learning. Staff training in the use of SeeSaw online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during lockdown. If a class, or individual pupils, had to isolate due to a positive case, high quality work was provided. We implemented a full home-learning programme.

All staff attended training about the emotional resilience programme 'We Eat Elephants' and when this was implemented in classes, it had a positive impact. Targeted Intervention Children who had missed key teaching were supported to develop their Phonic Knowledge.

Phonics interventions took place for pupils in Year 1 and 2 and these helped to diminish the gap against non-Pupil Premium pupils. Pupils accessed Lego Therapy and Connecting with Children. These schemes had a positive impact for these pupils. Pupil Premium children accessed free instrumental tuition and, due to there being limited school trips, we had additional visitors into school.