

Pupil premium strategy statement

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 in the next two academic years and the effect that the previous year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Willington Primary
Number of pupils in school	193 (down from 207)
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
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	£164815
Recovery premium funding allocation this academic year	£TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for the academic year- 2021-22	£164815+ recovery TBC

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.

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 is to reduce the gap between PP and non-PP children’s phonic outcomes. (Non PP100% and PP 58% in 2021)
Develop reading fluency for PP children and consequently improve pupils’ comprehension.	Aim is for 60% of PP children to reach expected in 2022/3 at end KS2 (55% in 2021)
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 fall 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.
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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: £84334

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: £13,200

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><i>EEF Toolkit +5</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.</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><i>EEF toolkit +5</i> <i>Impact of reading comprehension strategies.</i></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><i>EEF toolkit +5</i> <i>Impact of reading comprehension strategies.</i></p>	4
<p>Establish small group maths intervention for disadvantaged pupils falling behind age-related expectations</p>	<p><i>EEF Toolkit guidance:</i> 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: £62901

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Business manager to attend Termly Targeted Support Meetings to look at increasing overall attendance in line with new DFE guidance.</p>	<p>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).</p> <p>PSA involvement enables a more supportive approach to parents in tackling poor attendance.</p>	2
<p>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.</p> <p>Provision of a wide range of after school activities.</p> <p>Provision of weekly cookery sessions.</p>	<p>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.</p>	5,6,8

<p>'Willington 30' – 30 experiences we believe our children should have by the time they leave at the end of Y6.</p>		
<p>Mr Littlefair to Lead PE sessions throughout the school. Provide a positive role model for pupils at break/lunch times.</p> <p>We will retain the 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.</p>	<p>Health benefits of exercise and tackling high levels of obesity. Mental health and emotional wellbeing benefits of regular structured exercise.</p>	7
<p>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.</p>	<p>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</p>	5,8
<p>Nurture provision in place 4 afternoons per week to address attachment, regulating emotions and other issues impacting on wellbeing and consequently academic progress.</p> <p>Additional staff member recruited to facilitate this.</p>	<p>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.</p>	5,8

Total budgeted cost: £160,435

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Outcomes 2021-22
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	70% reached GLD in speaking 75% reached GLD in Listening and understanding. The PP/ non-PP gap is still larger than we would like at 25%
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%).	77% of pupils passed the phonic test. Whilst this was lower than last year it was above the national figure of 76%. 100% of non-PP children passed the test but only 58% of PP children.
Develop reading fluency and consequently improve pupils' comprehension.	Aim is for 58% of PP children to reach expected in 2021 at end KS2 (48% in 2019)	60% of pupils reached age related expectations in Reading in 2022. 55% of PP children reached ARE compared to 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 that of similar schools.	Last year's attendance fell to 93.62%. We are waiting for national comparative data to be made available but expect attendance across the country to be lower due to the COVID pandemic and changes to the way attendance is reported.
Vulnerable children starting the day with a positive experience.	Staff find children more settled and ready to learn at the start of the day.	Breakfast club levels were high in 2021-21. We were able to secure support for the national school breakfast programme NSBP and this funding provided enough bagles for the whole school to have half a bagle each day. Our breakfast club averaged 35 children per day but this is steadily increasing. Staff report that children who attend are more settled as they are in school at the start of the day and not rushing in late.

<p>Higher levels of activity for all children, leading to improved fitness and positive effects on emotional wellbeing.</p>	<p>Increase in number of hours of physical activity each week for all pupils.</p>	<p>Having a dedicated sports teacher has raised the profile of physical activity throughout the school day. Additional focused sessions 2 or 3 times each week ensure our children get over 2 hours of physical activity per week on top of normal break/ lunchtimes. KS2 classes are now all using the MOKI band fitness tracker and we hope to develop the use of the information we receive from the bands to stimulate further activity in the future.</p>
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