

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our three-year pupil premium strategy, how we intend to spend the funding in this academic year and the effect that each year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Willington Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	18% (38 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	K Spencer Lovesey Headteacher
Pupil premium lead	K Spencer Lovesey Headteacher
Governor	T Chase Chair of Gov

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,475 Pupil Premium
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£63,475

Part A: Pupil premium strategy plan

Statement of intent

At Willington Primary School we aspire to raise the progress and attainment of our disadvantaged pupils so that they make good progress irrespective of their background or challenges they face. It is critical that all pupils achieve high attainment in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve high attainment and progress, regardless of their starting points.

We will consider the challenges faced by all of our vulnerable pupils, including those who have a social worker, need Early Help support or are a young carer. The plans outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

We will provide high quality teaching for all pupils. We identify the needs of our pupils at the earliest opportunity and put in place educational, social and emotional support to enable all pupils to succeed. This strategy will close the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in this plan, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We use data and research to ensure the best provision is put in place to support our disadvantaged and vulnerable pupils, enabling all pupils including those who are not disadvantaged to catch up and keep up.

We will ensure that our disadvantaged and vulnerable pupils have the same access to a broad curriculum, enriching experiences and knowledge as their peers.

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 Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	Our assessments and data indicate that levels of assessment in reading, writing and maths are lower in pupil premium pupils than other pupils who are not pupil premium
4	Observations and surveys show that a large proportion of our pupil premium pupils have varying levels of social and emotional needs and/or poor confidence. This can manifest itself in lack of resilience when finding tasks difficult and higher levels of anxiety which can impact on learning.
5	Low income in some pupil premium families means that some pupils have poor cultural capital knowledge and lack of opportunities to develop this. Enrichment opportunities need to be made available to these pupils to develop their wider curriculum knowledge.
6.	Maintaining high levels of attendance for vulnerable families. As a result of rigorous attendance systems and monitoring, we have found that the attendance levels of PP children is below that of non-pp children. In 2023/24, PP children's average attendance was 2.2% below that of nonPP.

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 use of vocabulary	Continuing to improve outcomes from RBA baselines for reception children. Assessments and observations indicate significantly improved oral language skills among disadvantaged pupils. Pupils will have greater engagement in lessons.
Improved attainment in phonics for all pupils and disadvantaged pupils to be in-line with non-disadvantaged pupils.	Early gaps and challenges with phonics will be addressed quickly through high quality teaching and interventions. Disadvantaged pupils will attain similar levels in phonics assessments/statutory assessments as their peers in EYFS, Year 1 and Year 2
Improved attainment in reading writing and maths amongst disadvantaged pupils	Reading, writing and maths outcomes show an increase in disadvantaged pupils meeting the expected standard.
To achieve and sustain wellbeing for all pupils in our school, particularly our disadvantaged pupils	All pupils, including disadvantaged pupils will have higher levels of wellbeing and develop more resilience in challenging circumstances. This will result in improved behaviour and attainment. Evidence will be collected via teacher surveys and pupil wellbeing surveys.

<p>Disadvantaged pupils will experience the same enriching curriculum and activities as other pupils. They will have the correct uniform and resources to enable them to learn effectively.</p>	<p>Disadvantaged pupils will take part in all curriculum enrichment activities regardless of the cost, giving them a broader learning experience. Evidence will be taken from teacher assessments and observations</p>
<p>Attendance rates of disadvantaged children are above the national average. Individual rates of attendance are good for all pupils.</p>	<p>Individual pupil attendance rates are consistently high or show improvement, both throughout 24/25 and when compared to previous years attendance rates. The gap between PP and Non-PP attendance rates is closing to within 1%. Persistent Absence rates for the most vulnerable pupils also indicate a gap of 13% compared to other pupils.</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 **2024 – 2025** : £ 25,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the DfE validated phonics scheme and rapid catch up groups.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Continuous training of teachers and teaching assistants to deliver the phonics programme, rapid catch up programme and assessment in fluency.</p>	<p>High quality training for all teachers and teaching assistants is essential to ensure a comprehensive and systemic approach to teaching phonics and early reading. “Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.” Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Purchase of standardized diagnostic assessments – ongoing-papers must be purchased each term for each year group.</p> <p>Training for staff to ensure assessments are interpreted and</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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 3, 4</p>

administered correctly		
Improve the quality of social and emotional learning.	Identified staff to be to deliver positive play. Time each week will be dedicated for those members of staff to deliver a quality positive play provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning We will subscribe to the Derbyshire Positive Play Package	4
Improve the quality of social and emotional learning.	All staff to be trained in The Emotional Zones of Regulation. INSET CPD and ongoing training support and resources to be purchased.	4
Improve the quality of social and emotional learning.	An ELSA to be appointed to support the most vulnerable children in school. Ongoing training package to be accessed, resources to be purchased and time to embed.	4
Improve the quality of social and emotional learning.	Continue to invest in Children's First support package for schools, so that a family support worker can work with vulnerable families.	4
Improve the attendance figures of the most vulnerable pupils.	Continue to invest in Children's First for schools, so that support can be given with pupil attendance, lateness, understanding the process and procedures for school attendance and offering a support package for the most vulnerable families.	6

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

Budgeted cost **2024 – 2025**: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of further phonics-based reading books to support the	Combined with phonics-based activities, evidence from the EEF toolkit states a very positive impact of phonics to support early reading. Quality reading books which match the level of phonics are essential for the pupils to practise and progress. "Research suggests that	2

teaching of reading and phonics.	phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/phonics	
Provide high level interventions in maths.	1:1 or small group interventions with a skilled teaching assistant has a positive effect on closing gaps in knowledge and skills and boosts confidence in pupils. “There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes” https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/teaching-assistantinterventions	1, 2, 3, 4
Additional assessments and interventions to support oral language development for disadvantaged pupils.	Oral language interventions have a positive impact on pupils’ language skills. Approaches that focus on speaking and listening and a combination of the two show a positive impact on attainment. https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/oral-languageinterventions	1

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

Budgeted cost **2023 – 2024**: £ 18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils will receive regular positive play and Nurture sessions with trained leaders	(Social and Emotional Learning) “SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotionalllearning	4
All disadvantaged pupils will have access to enrichment activities to help develop	Identified disadvantaged pupils will receive support to attend all curriculum enrichment activities regardless of their cost. This will improve their social and emotional wellbeing and can support confidence and progress in other in other areas of the curriculum. The EEF Toolkit states: “Improved outcomes have been identified in English, mathematics and science.”	5

their curriculum knowledge a	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	
Vulnerable pupils will have access to the Educational Psychology Service, where they will have their specific needs identified and supported.	Identified pupils will receive specialist support through the Educational Psychology Service. A programme of support will then be put in place to support wellbeing and emotional needs.	4
Vulnerable pupils will have access to a family support worker from the Childrens First team	Identified pupils will receive specialist Early Help family support worker intervention from trained workers from Childrens First. This support services is purchased as a member of the Trent Valley cluster https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	All
Improve the attendance figures of the most vulnerable pupils.	Continue to invest in Children's First for schools, so that support can be given with pupil attendance, lateness, understanding the process and procedures for school attendance and offering a support package for the most vulnerable families. Additional hours for TA and Office support to continue to monitor and review attendance figures, generate reports and administer relevant paperwork to ensure all processes are in place for attendance monitoring.	6

Total budgeted cost: £62,600

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 2023 to 2024 academic year.

*Additional learning resources were purchased to support the extra interventions taking place and to supplement class teaching resources. This successfully supported pupils in need.

- On-line learning apps. Subscriptions were made to these apps enabling all pupils to access extra learning from home to enhance their learning in school e.g Learning by questions.

*Canoeville Coaching 6 week programme in place to support the most vulnerable pupils with Mental Health and well being strategies, as well as boosting self esteem and confidence.

- Speech and language interventions were delivered to identified pupils. This has had a positive impact on well-being, communication, behaviour and in phonics.

- ELSA TA provided with additional CPD and release time to work with the most vulnerable pupils across the school.

- Revision guides were purchased to support disadvantaged pupils in Y6 to revise and catch up.

- Education Psychology Service. Identified children received support where appropriate. Appropriate strategies were put in place to support behaviour and emotional wellbeing, enabling those pupils to become more involved with the learning and to succeed.

- OPAL play leader appointed to support the delivery of OPAL over lunchtimes to enhance lunchtime provision for disadvantaged children. This saw improved learning behaviours from disadvantaged children within the classroom in the afternoons and enjoyable lunchtimes, ensuring that children experience joy each day.

- Qualified teacher delivered Maths intervention sessions for vulnerable pupils.

Willington KS2 results for disadvantaged children: PP Non-P

KS2									
No. Pupils	7			4			6		
%EXS+ RWM	28.6	72	42.7	50.0	35	44.0	33.3	66	45.6
%EXS+ Reading	42.9	86	62.3	75.0	28	60.2	66.7	45	62.5
%EXS+ Writing	28.6	88	55.2	50.0	63	57.9	50.0	64	58.7
%EXS+ Maths	42.9	74	56.3	75.0	26	58.8	66.7	37	59.2
%EXS+ SPAG	42.9	79	58.6	50.0	65	58.9	83.3	16	59.1
Reading APS	98.4	86	102.2	110.3	4	102.4	101.8	62	102.8
Maths APS	99.2	67	100.8	106.7	8	101.3	100.7	58	101.5

All Pupil Attendance

Attendance	2022			2023			2024 (DFE dashboard - Wonde)		
	School	Percentile	National	School	Percentile	National	School	Percentile	National
Overall Absence	5.7	34	6.3	4.7	23	5.9	4.6	na	5.5
Persistent Absence	13.9	35	17.7	9.1	22	16.2	11.3	na	15.0

PP Pupil Attendance

Attendance	2022			2023			FSM Only		
	School	Percentile	NCER National	School	Percentile	NCER National	School	Percentile	National
Overall Absence	8.3	54	8.2	6.8	30	8.3	6.9	na	8.1
Persistent Absence	28.6	50	28.9	27.3	53	28.2	24.3	na	28.1