

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 | 205 |
| Proportion (%) of pupil premium eligible pupils | 18% (36 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 2023 |
| Date on which it will be reviewed | September 2024 |
| 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 | £46,560 Pupil Premium |
| Recovery premium funding allocation this academic year | £4,928 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £51,488 |

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. |

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| 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. |

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 |
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| 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. |
| 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. | 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 |

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 **2023 – 2024** : £20,100

| 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> |

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| 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. | Investment into the Behaviour Support Package to support staff with relevant skills, knowledge and understanding to support the most vulnerable pupils in school. | 4 |

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

Budgeted cost **2023 – 2024**: £17,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of further phonics-based reading books to support the teaching of reading and phonics. | 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 phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 2 |
| Provide high level | 1:1 or small group interventions with a skilled teaching assistant has a positive effect on closing gaps in | 1, 2, 3, 4 |

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| interventions in maths. | <p>knowledge and skills and boosts confidence in pupils. “There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes”</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/teaching-assistantinterventions</p> | |
| Additional assessments and interventions to support oral language development for disadvantaged pupils. | <p>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.</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/oral-languageinterventions</p> | 1 |

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

Budgeted cost **2023 – 2024**: £9560

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Identified pupils will receive regular positive play and Nurture sessions with trained leaders | <p>(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.”</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotionalllearning</p> | 4 |
| All disadvantaged pupils will have access to enrichment activities to help develop their curriculum knowledge a | <p>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.”</p> <p>https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/arts-participation</p> | 5 |
| Vulnerable pupils will have access to the Educational Psychology | <p>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.</p> | 4 |

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| Service, where they will have their specific needs identified and supported. | | |
| 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 |

Total budgeted cost: £46560

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 2022 to 2023 academic year.

| 1. Review of expenditure – Completed in December November 2023 | | | | |
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| Previous Academic Year | | 2022 - 2023 | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| Improved oral language skills and use of vocabulary | <ul style="list-style-type: none"> Independent S & L therapist appointed until Spring 2023 High quality S and L interventions in place | <ul style="list-style-type: none"> Improved outcomes in writing KS2 – above national 2023 Improved ELG – above national 2023 | <ul style="list-style-type: none"> Opportunities for S and L to be embedded across the curriculum with more opportunity for talk across the curriculum. SLT to build this into the 'HABITS of good teaching framework. | £16,039 |
| Improved attainment in phonics for all pupils and disadvantaged pupils to be in-line with non-disadvantaged pupils. | <ul style="list-style-type: none"> Provide high levels of TA support to ensure focus Phonics teaching and intervention groups (EYFS-Y3) | <ul style="list-style-type: none"> Outcomes in phonics were above national. Outcomes in phonics improved by 40%. | <ul style="list-style-type: none"> Continue to monitor the implementation of Little Wandle phonics in FS2. New class teacher in post, requires training and support to ensure that the delivery is consistent with the Little Wandle approach. Prioritise fluency resources and strategies to improve pupil fluency in KS1 and lower KS2 | £4,339 £8,730 £750 |

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| Improved attainment in reading writing and maths amongst disadvantaged pupils | <ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a mastery curriculum Provide high quality CPD for teachers to support the teaching of non-fiction writing Provide resources to support teaching of The Write Stuff | <ul style="list-style-type: none"> Improved pupil outcomes in KS2. Engagement with the English Hub – Flying High trust. New approach to teaching shared and whole class reading in place. New approach to teaching the wider curriculum – Essentials Framework in place (CQ) Mastery CPD has not been delivered. Purchase of additional assessment resources to ensure standardised scores and supporting children to catch up | <ul style="list-style-type: none"> Teachers will continue to use the White Rose/Primary Stars materials in class CPD for all staff – Mastery Maths. Monitoring the maths teaching across the school. Support weaker teachers with bespoke CPD and support through team teaching. The English lead needs to continue to focus on developing Write Stuff across school. Unpublished data suggest that this needs to continue to be a school priority. Writing remains a school improvement priority. | £5500 |
| | | | | £2,092 |
| | | | | £525 CQ |

| ii. Targeted support | | | | |
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| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this) | Cost |

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| <ul style="list-style-type: none"> To provide Early Help support for families, including the provision of a family support worker when needed | <ul style="list-style-type: none"> Provision of Early Help Support Family Support Worker Experienced professional to carry out Early Help Assessments | <ul style="list-style-type: none"> A number of families received high levels of support from Childrens First Family Support Workers. Advice and support were provided by Children's First From January 2023. Children's First has supported 5 children, 3 different families. Building relationships, supporting with transitions, support in the family home. Positive play training for all TAs – Spring term 2023 Behaviour Support Subscription | <ul style="list-style-type: none"> We will continue to buy into the Childrens First Early Help Offer This will be strengthened by new contacts and agreements between the cluster schools and Childrens First Continue to engage with Children's First to ensure additional support for vulnerable families. Positive play – continue to engage with the service to sustain the silver mark award. Appoint a Senior Mental Health lead to lead on well being opportunities across the school. | <p>£3969</p> <p>£550</p> |
| <ul style="list-style-type: none"> To improve children's emotional wellbeing and social development | <ul style="list-style-type: none"> Positive Play sessions | <ul style="list-style-type: none"> The impact of Positive Play sessions is highly valued by the children and the school. Support for individual children was provided by the TAs working in specific classes so the costing was still used | <ul style="list-style-type: none"> School understands the value of Positive Play sessions and recognise them as an important part of our provision so these will continue this academic year. Positive play sessions to continue as they are a critical part of our Early Help provision and will be critical to ensuring children catch-up. | £400 |
| <ul style="list-style-type: none"> To improve children's emotional wellbeing and social development | <ul style="list-style-type: none"> Nurture training Nurture sessions | <ul style="list-style-type: none"> Nurture sessions have continued to be accessed by the school's most vulnerable children. Support for individual children was provided by the TAs working in specific classes so the costing still used | <ul style="list-style-type: none"> Nurture provision to continue next year for three afternoons per week. Nurture provision critical as part of our Early Help provision | £400 |
| <ul style="list-style-type: none"> To improve children's mathematical skills and confidence | <ul style="list-style-type: none"> TA group support in KS2. | <ul style="list-style-type: none"> Improved Pupil Outcomes in Maths KS2 above national Pupil outcomes in KS1 in Maths improved on 2022 outcomes. Assessment papers are used to identify gaps in knowledge (QLA) | <ul style="list-style-type: none"> Continue to provide TA support for groups in KS2. Review the approach to small group interventions. Review the approach to mastery maths- ensure all members of staff have received high quality CPD. | £500 |

| iii. Other approaches | | | | |
|------------------------------|---------------------------------|---|--|-------------|
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this) | Cost |

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|--|--|---|---|------------------------------------|
| <ul style="list-style-type: none"> Pupils will experience the same enriching curriculum and activities as other pupils. | <ul style="list-style-type: none"> Subsidise trips, visits and residential visits | <ul style="list-style-type: none"> Parents continue to respond positively to reduced rates for visits and residential visits A visit to Lea Green took place in the Autumn Term to ensure that the Year 6 children had that experience. Each year group had the opportunity to experience a trip out of school this year. All trips were subsidised for pupils in receipt of pupil premium funding. Author Visit – Subsidised | <ul style="list-style-type: none"> Continue to provides reduced rates for visits Continue to use ParentPay for visits so that all parents who are entitled for a reduced payment receive it | <p>£500</p> <p>£485 Author</p> |
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| | <p>Total £44,779</p> |