

## 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 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 School
Number of pupils in school	212
Proportion (%) of pupil premium eligible pupils	16.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	S Tague Acting Headteacher
Pupil premium lead	S Tague Acting Headteacher
Governor	R Titley Chair of Gov

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,619
Recovery premium funding allocation this academic year	£5,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£28.00
<b>Total budget for this academic year</b>	<b>£53,157</b>

# 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

## 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	Improved 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 issues 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 in July 2023 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	Disadvantaged pupils will take part in all curriculum enrichment activities regardless of the cost, giving them a broader learning

uniform and resources to enable them to learn effectively

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: £8,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of DfE validated phonics scheme	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Continuous training of teachers and teaching assistants to deliver a new phonics programme.	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." <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Purchase of standardised diagnostic assessments  Training for staff to ensure assessments are interpreted and administered correctly	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 3, 4
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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4

	We will subscribe to the Derbyshire Positive Play Package	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30, 019

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. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a>	2
Provide high level interventions in reading and writing by highly skilled TA's	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" <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	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. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</a>	1
Speech and language intervention for the lowest achieving pupils.	As above.	1

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

Budgeted cost: £15,130

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.” <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
All disadvantaged pupils will have access to enrichment activities to help develop their curriculum knowledge a	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.” <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	5
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 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	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: £ 53,157**



## 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.

1. Review of expenditure – Completed in December 2022				
Previous Academic Year		2021-2022		
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
<ul style="list-style-type: none"> <li>To improve progress and attainment in reading through improving comprehension skills</li> <li>To improve levels of engagement with reading</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading training and team teaching</li> <li>TA support for reading</li> <li>Teacher support for reading intervention</li> <li>Purchase new materials to deliver effective Guided Reading sessions</li> </ul>	<ul style="list-style-type: none"> <li>Whole class guided reading took place in all classes and ½ hour dedicated reading sessions had led to an improvement in the quality of teaching</li> <li>Outcomes in reading for summer 2022 in KS1 and KS2 were below national.</li> <li>Outcomes in phonics were not achieved as they were below national.</li> </ul>	<ul style="list-style-type: none"> <li>Reading intervention needs to be redesigned. Reading deep dive in Autumn 2022 identified areas for improvement.</li> <li>The teaching of phonics in reception and KS1 needs to be a strong focus of the school to achieve the desired outcome.</li> </ul>	£16,039
<ul style="list-style-type: none"> <li>To close the gap in language and early literacy skills</li> <li>To raise progress and attainment in phonic skills</li> <li>To improve progress and attainment in reading and spelling teaching</li> </ul>	<ul style="list-style-type: none"> <li>Provide high levels of TA support to ensure focus Phonics teaching and intervention groups (EYFS-Y3)</li> </ul>	<ul style="list-style-type: none"> <li>There had been some improvements in children's phonic skills and confidence with reading but end of summer outcomes in 2022 would suggest further work is needed.</li> <li>Staff have continued to use the Little Wandle phonics scheme but further development of the teaching of this needs to happen.</li> </ul>	<ul style="list-style-type: none"> <li>Academic year 22-23 will give the school the opportunity to deliver phonics more effectively in line with the expectations of the scheme.</li> <li>Reading and in particular early reading and phonics will remain a school improvement priority with the focus of CPD and resourcing invested into it.</li> </ul>	

<ul style="list-style-type: none"> <li>To improve progress and attainment in maths through implementing a mastery curriculum</li> <li>To improve teaching and learning of mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Provide high quality CPD for teachers to support the teaching of a mastery curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Mastery maths teaching continued to be used in all classes.</li> <li>Outcomes in Maths at KS1 and KS2 were below national.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will continue to use the White Rose/Primary Stars materials in class</li> <li>Maths is a priority on the school improvement plan.</li> <li>Maths will be a focus of monitoring for the rest of the academic year.</li> </ul>	
<ul style="list-style-type: none"> <li>To improve progress and attainment in writing</li> <li>To improve the quality of writing teaching through implementing the 'Write Stuff' method of teaching writing</li> </ul>	<ul style="list-style-type: none"> <li>Provide high quality CPD for teachers to support the teaching of non-fiction writing</li> <li>Provide resources to support teaching of The Write Stuff</li> </ul>	<ul style="list-style-type: none"> <li>The Write Stuff strategy has been partly implemented for fiction and non-fiction writing but outcomes in writing at KS1 and KS2 would suggest that the strategy has not yet been embedded sufficiently enough yet.</li> <li>The writing strategy needs to be continued to allow for further CPD and the embedding of the approach across school.</li> </ul>	<ul style="list-style-type: none"> <li>The English lead needs to continue to focus on developing Write Stuff across school.</li> <li>Unpublished data suggest that this needs to continue to be a school priority.</li> <li>Writing remains a school improvement priority.</li> </ul>	£3,940

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this)</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>To provide high quality speech and language support</li> </ul>	<ul style="list-style-type: none"> <li>Targeted speech and language support sessions</li> </ul>	<ul style="list-style-type: none"> <li>Children receiving Speech and Language support make good progress with improving their speech sounds</li> <li>We provided additional private speech and language sessions than expected</li> </ul>	<ul style="list-style-type: none"> <li>School will continue to provide Speech and Language support as needed, including by continuing to employ our own private speech and language therapist</li> <li>School will continue to work with Speech and Language outside agencies</li> <li>School will continue to provide TA support to outside agencies</li> </ul>	£18,000
<ul style="list-style-type: none"> <li>To provide Early Help support for families, including the provision of a family support worker when needed</li> </ul>	<ul style="list-style-type: none"> <li>Provision of Early Help Support</li> <li>Family Support Worker</li> <li>Experienced professional to carry out Early Help Assessments</li> </ul>	<ul style="list-style-type: none"> <li>A number of families received high levels of support from Children's First Family Support Workers.</li> <li>Advice and support were provided by Children's First</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to buy into the Children's First Early Help Offer</li> <li>This will be strengthened by new contacts and agreements between the cluster schools and Children's First</li> </ul>	£8,607

<ul style="list-style-type: none"> <li>To improve children's emotional wellbeing and social development</li> </ul>	<ul style="list-style-type: none"> <li>Positive Play sessions</li> </ul>	<ul style="list-style-type: none"> <li>The impact of Positive Play sessions is highly valued by the children and the school.</li> <li>Support for individual children was provided by the TAs working in specific classes so the costing was still used</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>To improve children's emotional wellbeing and social development</li> </ul>	<ul style="list-style-type: none"> <li>Nurture training</li> <li>Nurture sessions</li> </ul>	<ul style="list-style-type: none"> <li>Nurture sessions have continued to be accessed by the school's most vulnerable children.</li> <li>Support for individual children was provided by the TAs working in specific classes so the costing still used</li> </ul>	<ul style="list-style-type: none"> <li>Nurture provision to continue next year for three afternoons per week.</li> <li>Nurture provision critical as part of our Early Help provision</li> </ul>	
<ul style="list-style-type: none"> <li>To improve children's mathematical skills and confidence</li> </ul>	<ul style="list-style-type: none"> <li>TA group support in KS2.</li> </ul>	<ul style="list-style-type: none"> <li>End of KS2 outcomes would suggest that the TA support in KS2 needs to be redesigned.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide TA support for groups in KS2.</li> </ul>	

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this)</b>	<b>Cost</b>
<ul style="list-style-type: none"> <li>To improve experiences for PP children</li> <li>To improve outdoor experiences for PP children</li> </ul>	<ul style="list-style-type: none"> <li>Subsidise trips, visits and residential visits</li> </ul>	<ul style="list-style-type: none"> <li>Parents continue to respond positively to reduced rates for visits and residential visits</li> <li>One visit to Lea Green took place in the summer to ensure that the Year 6 children had that experience</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide reduced rates for visits</li> <li>Continue to use ParentPay for visits so that all parents who are entitled for a reduced payment receive it</li> </ul>	£500

<b>iv. Approaches needed for Covid-19 response</b>
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<ul style="list-style-type: none"> <li>To ensure that all children have appropriate school uniform</li> </ul>	<ul style="list-style-type: none"> <li>Good quality second hand provided to all families that wanted it</li> </ul>	<ul style="list-style-type: none"> <li>Good quality second hand uniform was made available to all parents throughout the year for no cost</li> </ul>	<ul style="list-style-type: none"> <li>We will continue to provide free school uniform when needed next year</li> </ul>	£0
<ul style="list-style-type: none"> <li>To ensure that children could access home learning (in the event of a future national lockdown like the ones in 2020-21.</li> </ul>	<ul style="list-style-type: none"> <li>Free stationery (books, pencils, crayons, felt tips, rulers etc) was provided to all families that wanted it</li> </ul>	<ul style="list-style-type: none"> <li>A full range of stationery was made available for families to collect at the start of the national school closure. This was available throughout the closure period</li> </ul>	<ul style="list-style-type: none"> <li>In the event of a bubble or school closure stationery will be provided free of charge</li> </ul>	£100
				Total
				£47,186