

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 School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	April 2022
Date on which it will be reviewed	July 2022
Statement authorised by	A Gallimore Headteacher
Pupil premium lead	A Gallimore
Governor	R Titley Chair of Gov

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42695
Recovery premium funding allocation this academic year	£2248
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2243
Total budget for this academic year	£47186

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 powerful 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 77% 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 Wellcom 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 2022 will 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: £6065

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>	2
<p>Training of teachers and teaching assistants to deliver a new phonics programme.</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>	2
<p>Purchase of standardised diagnostic assessments</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</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>	1, 3, 4

Improve the quality of social and emotional learning.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>We will subscribe to the Derbyshire Positive Play Package</p>	4
---	---	---

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

Budgeted cost: £ 28019

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of phonics-based reading books to support the teaching of reading and phonics.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
Provide high level interventions in reading and writing by highly skilled TA's	<p>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"</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistantinterventions</p>	1, 2, 3, 4
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/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p>	1

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

Budgeted cost: £13130

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/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	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.” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	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	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: £ 472 14

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.

1. Review of expenditure – Completed in October 2021				
Previous Academic Year		2020-2021		
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"> To improve progress and attainment in reading through improving comprehension skills To improve levels of engagement with reading 	<ul style="list-style-type: none"> Guided reading training and team teaching TA support for reading Teacher support for reading intervention Purchase new materials to deliver effective Guided Reading sessions 	<ul style="list-style-type: none"> 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 Whilst the planned CPD for KS1 classes could not take place as planned due to Covid19, support was provided by the deputy as needed <p>We would normally reference our KS1 and KS2 results in this section as evidence of our impact. As these assessments did not take place in 2021 this data cannot be used. However the standardised GL assessments did show that the Year 6 cohort in summer 2021 would have had 80% met or exceeded the expected level, with 35% at GDS which is 10% higher than the 2019 figures for expected and 7% higher for GDS. KS1 figures were similar to 2019 with Exp 73% and GDS 21%</p>	<ul style="list-style-type: none"> We were pleased that the improvements to our reading provision, particularly whole class reading, were impacting on teaching and standards. We recognise that during the period that schools were closed many children were not accessing the same quality reading teaching and learning that they would have had they been in school. This, coupled with our 2019 reading results, makes it clear that a significant part of our School Improvement Plan, Pupil Progress spending plan and Catch-up plan should focus on continuing to improve language and communication, early reading, phonics and comprehension skills. 	£16300

<ul style="list-style-type: none"> To close the gap in language and early literacy skills To raise progress and attainment in phonic skills To improve progress and attainment in reading and spelling teaching 	<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"> There had been some improvements in children's phonic skills and confidence with reading Staff have continued to use the Twinkl Phonic materials to deliver the Letters and Sounds phonic programme but have raised concerns that the materials are not as high quality or as engaging as initially thought Evidence in books has however shown stronger phonic knowledge and use but spelling remains a concern 	<ul style="list-style-type: none"> We are aware that children's early reading skills will have been impacted by the school closures in 2020 and 2021, therefore language and communication skills will be a key focus in 2021/2022 The school have decided to overhaul their phonics delivery completely in line with the DfE Reading Framework. A new phonic programme will be a key feature on next year's SIP and use of Pupil Premium 	
<ul style="list-style-type: none"> To improve progress and attainment in maths through implementing a mastery curriculum To improve teaching and learning of mathematics 	<ul style="list-style-type: none"> Provide high quality CPD for teachers to support the teaching of a mastery curriculum Provide supply cover for a coaching programme led by Joanne Millican 	<ul style="list-style-type: none"> Mastery maths teaching continued to be used in all classes. The White Rose videos and worksheets were used as home learning for maths in the Key Stage 2 lessons and Primary Stars was used for KS1 The coaching programme could not continue as planned due to Covid restrictions and staffing issues <p><i>We would normally reference our KS1 and KS2 results in this section as evidence of our impact. As these assessments did not take place in 2021 this data cannot be used</i></p>	<ul style="list-style-type: none"> Teachers will continue to use the White Rose/Primary Stars materials in class and in the event of a home learning the White Rose videos and worksheets will form the major part of our online maths teaching 	
<ul style="list-style-type: none"> To improve progress and attainment in writing To improve the quality of writing teaching through implementing the 'Write Stuff' method of teaching writing 	<ul style="list-style-type: none"> 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"> The Write Stuff strategy is now well implemented for fiction and non-fiction writing Staff have continued to see more engagement with writing and children are excited about their writing and their writing tasks Lower ability children make extensive progress with the write stuff method <p><i>We would normally reference our KS1 and KS2 results in this section as evidence of our impact. As these assessments did not take place in 2020 this data cannot be used</i></p>	<ul style="list-style-type: none"> We are very pleased that the improvements to our writing provision, particularly with the impact of the non-fiction INSET training day in Dec 2020 School will purchase the subscription to the 'Write Stuff' planning website We feel that we need to continue to use the 'Write Stuff' strategy in 2021-2022 Teachers will use the Oak Academy writing lessons in the event of a national or bubble shutdown. In the event of individual Covid-19 absences teachers will simplify the class 'Write Stuff' activity so that children can continue with the class activity 	£3940

ii. Targeted support				
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

<ul style="list-style-type: none"> To provide high quality speech and language support 	<ul style="list-style-type: none"> Targeted speech and language support sessions 	<ul style="list-style-type: none"> Children receiving Speech and Language support make good progress with improving their speech sounds We provided additional private speech and language sessions than expected Speech and Language outside agencies are pleased with the school's provision and progress of children 	<ul style="list-style-type: none"> We will continue to provide Speech and Language support as needed, including by continuing to employ our own private speech and language therapist We will continue to work with Speech and Language outside agencies We will continue to provide TA support to outside agencies 	
<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, including during the periods of National Lockdown Advice and support were provided by Children's First 	<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 	
<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"> Positive Play sessions could not happen in the planned way during 2020-2021 due to the impact of the pandemic, particularly on staffing 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"> We understand the value of Positive Play sessions and recognise them as an important part of our provision 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 as soon as Covid and staffing implications allow 	
<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 could not happen in the planned way during 2020-2021 due to the impact of the pandemic, particularly on staffing 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 once Covid-19 restrictions and 'bubble' provision allow Nurture provision critical as part of our Early Help provision 	
<ul style="list-style-type: none"> To improve children's mathematical skills and confidence 	<ul style="list-style-type: none"> Provision of 'Third Space' individual tutoring sessions for highlighted Year 5 and 6 children 	<ul style="list-style-type: none"> Use of Third Space definitely improved the targeted children's confidence The intervention continued during periods of isolation or shutdown 	<ul style="list-style-type: none"> Third Space coaching will not continue in 20-22 as although we were pleased with the improvement in confidence there did not appear to be a significant improvement in attainment 	

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

<ul style="list-style-type: none"> To improve experiences for PP children To improve outdoor experiences for PP children 	<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 All visits and most residential experiences were cancelled due to the school closures and impact of Covid19 One visit to Lea Green took place in summer 2021 to ensure that the Year 6 children had that experience The Mount Cooke experience from March 2020 has been carried over to the next academic year although the subsidised rate for this has come out of this year's funding 	<ul style="list-style-type: none"> Continue to provide reduced rates for visits Continue to use ParentPay for visits so that all parents who are entitled for a reduced payment receive it 	£300
--	--	---	--	------

iv. Approaches needed for Covid-19 response

<ul style="list-style-type: none"> To ensure that all children have appropriate school uniform 	<ul style="list-style-type: none"> Good quality second hand provided to all families that wanted it 	<ul style="list-style-type: none"> Good quality second hand uniform was made available to all parents throughout the year for no cost 	<ul style="list-style-type: none"> We will continue to provide free school uniform when needed next year 	£0
<ul style="list-style-type: none"> To ensure that children could access home learning 	<ul style="list-style-type: none"> Free stationery (books, pencils, crayons, felt tips, rulers etc) was provided to all families that wanted it 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> In the event of a bubble or school closure stationery will be provided free of charge 	£100

NB – Some of the above planned actions (eg nurture and positive play sessions in the spring and summer terms) did not take place due to the Covid-19 school closures, however TA or teacher costs for these remained as we continued to pay our staff throughout and TAs implemented those strategies whilst working in bubbles and classes.

Total	£38940
-------	--------