



Willingham Primary School

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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	Willingham Primary School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	29.11.2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Curriculum Governors
Pupil premium lead	Mr D Morel
Governor / Trustee lead	Chris Woodward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,260
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£103,105



Part A: Pupil premium strategy plan

Statement of intent

At Willingham Primary School we believe that with equitable knowledge and equitable opportunities all pupils can achieve equitable success.

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

The school employs a three-tiered approach to supporting disadvantaged pupils.

Whole school improvement of teaching

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending. We believe that improving the quality of teaching for all pupils will have a disproportionately positive impact on pupils from disadvantaged backgrounds.

At Willingham Primary School we focus on providing a knowledge-based curriculum, delivered using memory-rich pedagogies and all staff PD is focused on developing staff understanding of and ability to deliver our intended curriculum.

Contextualised support for pupils

We carefully consider the make-up of our disadvantaged cohort (taking into account coalescent needs for eg. PPF, SEND and GRT or PPF and CP issues) and specific school development areas and use this information to provide contextualised support for the pupils at Willingham Primary School. This may include mental health and wellbeing provision, catch-up interventions for small groups and one-to-one support. Our intervention is not on disadvantaged students as a cohort, it's a strategy which should help to close many gaps in achievement, not just for those receiving the Pupil Premium

Wider strategies including support for individual pupils

Due to the complex needs of the disadvantaged pupils at Willingham Primary School, we recognise that some pupils need specific support with individual difficulties or barriers to learning. We allocate a proportion of funding each year to enabling equitable access to our curriculum for all pupils. Support might include: payment for school trips and visits, uniform to ensure that pupils feel fully part of the community, clubs and after-school provision to allow access to wider curriculum experiences, KS2 tuck-shop cards to provide a healthy snack daily.

We measure the impact of our provision through our school drivers of Active Participation, Equitable Success and Improvement. We use both academic and wider outcomes to assess disadvantaged progress towards their goals. We do this through termly Pupil Progress Meetings and analysing termly/yearly assessment data, but recognise that the impact (particularly of individualised support) cannot always be measured.

The impact of the overall strategy for disadvantaged pupils is reviewed in termly 'Disadvantaged and Gap Analysis SMT meetings.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	Attainment entry points of disadvantaged pupils is below that of other pupils in each of Oral Language, Reading, Writing and Mathematics across the school – this is limiting their progress.
2	Disadvantaged pupils’ poor executive function and a range of other social and emotional difficulties are hindering their ability to maintain focus and attention during lessons, affecting their ability to learn and impacting on SEMH development.
3	Coalescence of factors contributing to pupils’ disadvantage and vulnerability is leading to challenge in oversight of provision for pupils.
4	Poor attendance of a small number of pupils is preventing them from making strong progress and access to Home Learning is limited whilst some pupils have to isolate.
5	Complex family situations are hindering progress for a number of disadvantaged pupils.
6	Key knowledge, disciplinary features and structures are not clearly defined or consistently delivered across all subjects.

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
Progress of disadvantaged pupils is accelerated in oral language, Reading, Writing and Maths	<ul style="list-style-type: none"> Teaching across the school and within teams, consistently reflects strategies proven to support the acquisition, retention and application of knowledge, developed in PD sessions Gap between disadvantaged pupils and other pupils is narrowed according to statutory assessment and PIRA/PUMa assessments.
Pupils’ academic and social achievements are not hindered by SEMH development.	<ul style="list-style-type: none"> All pupils’ behaviour in lessons and at playtimes is excellent All pupils are focused in lessons and display strong learning behaviours The attainment of vulnerable children continues to improve across all curriculum areas. Pupils’ basic welfare needs are met (uniform, food, socialization etc.)
Increased attendance rates for disadvantaged pupils, with a key focus on those from our GRT community.	<ul style="list-style-type: none"> Attendance of GRT pupils rises towards 95% Overall attendance of Disadvantaged pupils improves towards 95%
Ensure equity of opportunity for all children across the school, regardless of their background, including access to a range of sporting, cultural activities and home learning	<ul style="list-style-type: none"> The school provides a wide range of extra-curricular sporting and cultural activities, school trips and experiences for all children.



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: £60,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Ark Mathematics Mastery Curriculum	EEF evidence shows +5 mos for Teaching for Mastery. School monitoring indicates that the key knowledge sequencing of its mathematics curriculum was leading to gaps in understanding, which is limiting further attainment in KS2, particularly for the most vulnerable. Teacher knowledge, understanding and confidence has significant impact on their ability to teach effectively. Ark programme is designed to provide structured PD for staff to address this. £4,000 – Ark £1,260 – Subject Leader release	6
Attendance at NCETM Mastering Number programme	Securing good foundations in number sense in EYFS and KS1 will lead to improved confidence and mathematical attainment in KS2. £0	6
Implementation of reviewed Humanities Curriculum	Evidence seen in during visits to schools with fantastic disadvantaged outcomes indicate that a broad and aspirational curriculum will support pupils in their preparation for the next stages in their educational journey. The most disadvantaged pupils enter school with a relative paucity of general knowledge, which can hinder their progress. Through a structured, subject-based curriculum these gaps can be addressed and all pupils given the knowledge that they need to excel. Through improvements in these subjects, pupils will develop greater reading comprehension and writing skills. £800 - Opening Worlds £1,260 – SL release	1, 6,
Implementation of a new vocabulary spine across the school	EEF evidence for oral language programmes shows +6 mos. Evidence from school's monitoring indicated that, although robust vocabulary instruction is being delivered across the school, the consistency of delivery and progression of vocabulary selected needs improving.	1, 6



	£1,200	
Deliver a progressive, well-structured and well-resourced curriculum for all pupils	<p>Developing the school’s curriculum including delivery is its no. 1 driver for improvement. Ofsted guidance promotes deep and careful consideration of school curricular, including ensuring that underpinning principles are clear and firm. At WPS, we aim to provide a knowledge-rich, subject-based curriculum that is equitable for all pupils and prepares them to excel at secondary school. Through the predominantly single year-group teaching structure of the school and maintenance of this over-time, the school is able to develop a 2-year rolling curriculum that ensures substantive and disciplinary progress.</p> <p>Through development of consistent approaches to teaching, all pupils will be supported in being able to concentrate fully, understand the expectations and have access to intelligently planned learning sequences.</p> <p>Where schools have the greatest student cultures (ELP programme) outcomes for disadvantaged pupils improve. Through the development of these at WPS, we intend to provide all of our pupils with the self-confidence and aspiration to achieve through their focussed, hard-work.</p> <p>£53,000 - cost of 13 class structure on top of revenue income</p> <p>PD – sessions on school culture</p> <p>SMT – Coaching and appraisal development</p> <p>Subject Leader release for curricular work</p>	6



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

Budgeted cost: £32,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide 35 hours of ESA support a week	Improvements in pupils' social/emotional wellbeing and their self-regulation have consistently high impacts on their learning outcomes. Behavioural interventions and those that reduce classroom disruption also have highly positive effects on the learning of pupils. ESA Salary - £26,102	2, 3, 5
Implement the NELI programme for improving oral language	Oral language interventions are regularly shown (EEF and Hattie) to have positive impacts on pupils' outcomes. These are seen particularly in language comprehension, reading and writing. £3,758	1, 4
Small Group Tuition	DfE guidance and recommendations suggest that small-group tuition can have a significant impact on pupils who have been most affected by the pandemic. Alongside the School-led Tuition grant, some of the recovery premium allocation will be used to pay for this tuition. £2,160	1, 4

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

Budgeted cost: £12,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide free places at Breakfast and After-School Clubs.	Pupils' general needs being met has a significant impact on their ability to learn. Through both the BC and the ASC, pupils are provided with food and stimulation to ensure that they are best prepared to start the day/provided with social interactions to support their SEMH and self-regulation. £4,500 (4 children)	2, 3, 4, 5
Provide free/supported places at extra-curricular	As part of the broad, knowledge-rich curriculum that the school is committed to offering, pupils need to be given the opportunities to access	2, 3, 5



<p>activities and school curriculum trips/visits</p>	<p>experiences and visits that without the school's support, they would not have a chance to access. Through access to these experiences, the life-chances of these pupils will be improved.</p> <p>Residential trips - £415 Non-residential trips and visits - £1,000</p>	
<p>Employment of Attendance Officer</p>	<p>DfE research shows a clear and relevant link between regular school attendance and improved outcomes (as much as 1.6x more likely to be ARE if 0 absence than pupils with 15-20% absence). £7,000</p>	<p>4</p>

Total budgeted cost: £105,655



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.

See Pupil Premium Review 2019-21 for this information.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	

