

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	Willingham Primary School
Number of pupils in school	[HARD WORK : INTEGRITY : KINDNESS]
	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	Sept 2023
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*	£101,105
Recovery premium funding allocation this academic year*	£11,164
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	£112,269
*Value is based on 7/12 of funding for 2022-23 + prediction of funding for Summer 2022 (based on 72 pupils)	



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 (considering coalescent needs for e.g. 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 and clubs and after-school provision to allow access to wider curriculum experiences.

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 half-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
1	Attainment entry points of disadvantaged pupils are 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.
5	Complex family situations hinder the progress of a small number of disadvantaged pupils.
6	Key knowledge and disciplinary features 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 Phonic/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 have the strategies that they need to self-regulate in challenging situations The attainment of vulnerable children continues to improve across all



	<p>curriculum areas.</p> <ul style="list-style-type: none"> • Pupils' basic welfare needs are met (uniform, food, socialization etc.)
<p>Increased attendance rates for disadvantaged pupils, with a key focus on those from our GRT community.</p>	<ul style="list-style-type: none"> • Attendance of GRT pupils rises towards 95% • Overall attendance of Disadvantaged pupils improves towards 95%
<p>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</p>	<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 pupils.



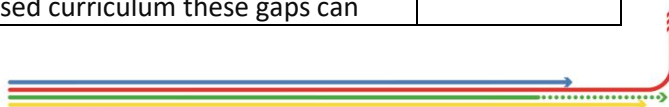
Activity in this academic year

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: £132,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development and embedding of the Ark Mathematics Mastery Curriculum and NCETM Mastering Number sessions	<p>EEF evidence shows +5 months 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.</p> <p>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.</p> <p>£4,500 – Ark £5,200 – Subject Leader release</p>	1, 6
Review of Storytime Phonics programme	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics scores have been strong since implementation of Storytime phonics up until Summer 2022. Storytime phonics is not on the DfE validated list of schemes, so the school wishes to undertake a thorough review of current teaching and learning of phonics and evaluate Storytime phonics and other potential schemes.</p> <p>£5,200 – Subject Leader release</p>	1, 5, 6
Development of reviewed Humanities Curriculum	<p>Evidence seen in during visits to schools with fantastic outcomes for disadvantaged pupils, 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</p>	1, 6,



	<p>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.</p> <p>£1,500 – Opening Worlds £5,200 – Subject Leader release</p>	
<p>Development of the vocabulary spine across the school</p>	<p>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.</p> <p>£5,200 – Subject Leader release</p>	<p>1, 6</p>
<p>Deliver a progressive, well-structured and well-resourced curriculum for all pupils</p>	<p>Developing the school’s curriculum including delivery is its number one 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 can 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 our pupils with the self-confidence and aspiration to achieve through their focussed, hard work.</p> <p>The school is supporting 3 ECTs and one new Phase Leader, who will need to be supported in understanding the school’s culture, expectations and pedagogies.</p> <p>£5,200 – Subject Leader release £100,000 – cost of 14 class structure on top of revenue income</p>	<p>1, 6</p>



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

Budgeted cost: £72,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide Leadership oversight of Disadvantaged and Vulnerable pupils	Due to the breadth of need, alongside the significant coalescence of vulnerability factors, the school needed greater strategic oversight of the provision and progression of the most vulnerable pupils. The leadership commitment to this strategic oversight sets a clear tone and indicates the importance and priority that the school places upon this area. Inclusion Lead – 2 days - £25,857	3, 5
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 - £29,856	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. £3,400 on top of the NTP fund	1, 4
Provision of Literature spine books for all disadvantaged pupils and copies of pupil booklets	Helping to provide a book-rich environment for pupils who live in households with lower incomes, has been shown by research to support improvements in academic outcomes. Through the commitment to providing a copy of each book from the literature spine for these pupils, the school will help to build the bank of high-quality	



	<p>fiction in houses across the community. £7,000 – Literature spine book £1,000 – Pupil booklets for KS2</p>	
<p>Provision of Animal Support for pupils with high SEMH need.</p>	<p>Improvements in pupils’ social/emotional wellbeing and their self-regulation have consistently high impacts on their learning outcomes. Kaplan’s Attention Restoration Therapy (ART) us a concept that time spent in nature and with animals can help improve mental well-being and the ability to concentrate. £1,980</p>	



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

Budgeted cost: £16,150

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. £7,500	2, 3, 4, 5
Provide free/supported places at extra-curricular activities and school curriculum trips/visits	As part of the broad, knowledge-rich curriculum that the school is committed to offering, pupils need to be given the opportunities to access 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. Residential trips - £1,000 Non-residential trips and visits - £300 Sporting Events for high needs pupils - £2,500	2, 3, 5
Employment of Attendance Officer	As poor attendance is habitual, prevention and early intervention is crucial (DfE Mar 22), Attendance Lead and officer's weekly data monitoring leads to early intervention and consistently applied formal procedures. 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). £4,600	4
Attendance incentives	As part of the school-wide culture of promoting excellent attendance, the use of rewards to celebrate improvement in attendance is a DfE recommended strategy (DfE March 22) £250	4

Total budgeted cost: £221,001



[HARD WORK : INTEGRITY : KINDNESS]

[HARD WORK : INTEGRITY : KINDNESS]



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.

Despite the efforts that the school has put into improving the outcomes for disadvantaged pupils across the school, their performance in both statutory and internal assessments in reading, writing and mathematics. However, the life chances of these pupils have been improved by the targeted strategies and support put in place during the 2021-22 academic year.

Developing the school's curriculum, including delivery, is its primary 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 has been able to develop a 2-year rolling curriculum that ensures substantive and disciplinary progress across the breadth of subjects. Disadvantaged pupils are exposed to a rich, aspirational, and inspirational curriculum that continues to be developed over time.

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.

Where schools have the greatest student cultures (as evidenced in the Exemplary Leadership 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. Internal monitoring and external visitors highlight this as a key feature of the school; the calm, purposeful atmosphere permeates the classrooms and supports disadvantaged pupils in accessing the lesson content.

The school's internal monitoring and statutory data indicated that pupils at WPS have performed less well in mathematics than other pupils nationally over the past few years. As a result of a strategic review of the curriculum, the ARK Maths Mastery programme was selected to provide the foundation for a new mathematics curriculum across the school. This was launched in September 2021 with staff immersing themselves in the PD resources provided by ARK. Through allocated time during training days and PD sessions, the staff were supported in understanding the principles of the programme and were supported in the subject knowledge



across mathematical domains. Internal monitoring indicated that this had a clear effect on the teaching of mathematics across the school with a particular improvement in the use of mathematical vocabulary and the consistent application of appropriate manipulatives to support conceptual understanding. In addition, daily 'maths meetings' have been consistently implemented through the use of NCETM Mastering Number resources in KS1 and ARK resources in KS2. Evidence from internal monitoring showed that the improvements in vocabulary and use of manipulatives was evident for *all* pupils with disadvantaged pupils being particularly impacted.

14 pupils were supported through funded provision at Breakfast and After-School clubs, which provided those pupils with a positive start to the day and appropriate sustenance both before and after school. A further 18 places were funded to allow them to attend their small group tuitions, which they would not have been able to benefit from without this provision. This provision came at a cost of £7,486 to the school.

14 pupils were supported in attending school trips and visits, including residential experiences at a cost of £1,200. These pupils would not have had these experiences without this use of the funding.

The NELI programme had a positive impact on all six PPF pupils involved, achieving an age-appropriate level on the OxEd & Assessment Language Screen by the end of the intervention/academic year. Impact was noted in day-to-day informal assessments and in progress towards meeting the ELGs for oral language, reading and writing. ELG attainment for the six NELI PPF pupils: 5/6 achieved speaking, 4/6 listening; 6/6 comprehension; 2/6 reading; and 2/6 achieved writing.

Of the 23 PP eligible pupils who received small group tuition 100% were described as making at least accelerated progress by the tutors and 100% as displaying at least 'improved' confidence with 98% as showing at least 'improved' engagement. Teachers reported broadly similar assessments of these pupils' progress, in class.

Weekly attendance analysis by the attendance officer has ensured close monitoring of all children, but in 2021/22, there has been closer monitoring of individual PPF pupils. Weekly meetings between the Attendance Officer and Lead ensure concerns are actioned and processes are followed. Pastoral meetings were added to the school's procedures in 2022, to discuss any initial attendance concerns and ensure school/home communication and support. Attendance Lead has held Pastoral Meetings and/or Parent Contract meetings with the parents/carers of seven PPF pupils (5% of PPF cohort) to support families and maintain/improve attendance. Reward systems for three PPF pupils have been used in 2021/22 to encourage improved attendance. Of these seven PPF pupils, five showed at least a short-term, improved attendance. In Autumn and Spring terms, attendance of the PPF cohort was 2/3% lower than non-PPF cohort, an improvement on pre-Covid data; this rose to 8/9%



lower in the summer term, mainly due to four pupils, 5% of PPF Travelling for entire summer term.

The social and emotional support provided by the school's Emotional Support Assistant has positively impacted 29/73 (39.7%) Pupil Premium pupils from across the school. This support has enabled them to access the learning within the classroom and make progress from their individual starting points. A direct impact of the support given to these 29 pupils is that 100% of the disadvantaged pupils across the school have remained in the classroom, alongside peers and experiencing a knowledge-rich curriculum. These pupils have been supported in developing the tools and strategies they need to regulate their emotions enabling them to be in the classroom and not need extended periods away from learning. This has also ensured that the learning of the other pupils in the class is not being disrupted. For 8 pupils, behavioural interventions have meant that they are supported in making positive choices and therefore coping with social situations in a more positive manner.

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	

Service Premium

Total funding received - £1,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Emotional Support Assistant support for Service Pupils	SPP should be used to can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment. £1,550 cost of E.S.A.	2, 5

