

Worplesdon Primary School



Pupil Premium Strategy

Date:	September 2022
Next Review:	September 2023

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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	Worplesdon Primary School
Number of pupils in school	521
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kareen O'Brien
Pupil premium lead	Kareen O'Brien
Governor / Trustee lead	Pauline Alexander

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,555
Recovery premium funding allocation this academic year	£ 4,401
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	£ 84,956

Part A: Pupil premium strategy plan

Statement of intent

How Worplesdon Primary School uses the Pupil Premium

The Pupil Premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived students. Allocation of funding is made according to the number of students entitled to free school meals currently or at any time within the last six years (known as Ever 6 FSM) and children in care (known as LAC) who attend the school in Year R - 6.

Worplesdon Primary School targets the additional funding directly at eligible students and does not simply absorb it into the whole-school budget.

Funding and use of the Pupil Premium

Current number of eligible Pupil Premium students 2021-2022 (72)

- Year R - 3
- Year 1 - 8
- Year 2 - 6
- Year 3 - 7
- Year 4 – 15
- Year 5 – 17
- Year 6 - 16

This represents 14% of the total number of students at Worplesdon Primary School – below the national average.

Worplesdon Primary School's Pupil Premium Team

All staff at Worplesdon Primary School are fully committed to closing the attainment and progress gaps that exist between eligible students and their peers. For us, it is a very high priority and we see it as our moral duty to ensure that disadvantaged children make outstanding progress.

Challenges

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

Challenge number	Detail of challenge
1	Priority: Increase progress and attainment - <i>Low prior attainment and slow progress rates made by pupil premium/disadvantaged children</i>
2	Priority: Support families mental wellbeing (lockdown and post-pandemic) - <i>Pupils and their families have social & emotional difficulties, including medical and mental health issues</i>
3	Priority: Meeting needs of more diverse and increasing SEND needs
4	Priority: Supporting families on low income to ensure pupils do not miss out on learning opportunities
5	Barriers to learning that these priorities address

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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Progress in Reading	Achieve national average progress scores in KS2 Reading/PP pupil progress to be in line with non-PP pupils
Progress in Writing	Achieve national average progress scores in KS2 Writing/ PP pupil progress to be in line with non-PP pupils
Progress in Mathematics	Achieve national average KS2 Mathematics progress score for KS2 Maths/PP pupil progress to be in line with non-PP pupils
Phonics	Achieve national average expected standard in PSC/PP in line with non-PP
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD ensures all staff have received further training on:</p> <ol style="list-style-type: none"> 1. 'high quality first teaching' 2. Evidence based intervention programmes 3. Personalising / scaffolding the curriculum for SEND cohort 	<p>In line with EEF findings, good quality teaching is the most important lever schools have to improve outcomes for children deemed 'disadvantaged'.</p> <p>Furthermore, our disadvantaged group have varying starting points therefore a focus on high quality teaching will focus on middle and high attainers too.</p> <p>A focus on high quality teacher training showed the gap narrowing at WPS however, the impact of the pandemic has widened the gap again.</p>	1, 3, 5
Design & deliver a bespoke induction programme for ECT's and ECT +1's	As above	1, 3, 5
Further training on the effective use of feedback to accelerate progress including the implementation of hot marking and assessment at the point of learning to maximise learning gains.	High impact tool identified by EEF i.e. +8 months	1 & 5
Design lessons to provide more opportunities for collaborative learning (in line with our curriculum drivers). Interventions planned in as part of in class learning.	High impact tool identified by EEF i.e. +5 months	1, 3, 5
Further develop staff understanding of metacognition and self regulation through staff training.	High impact tool identified by EEF i.e. +7 months	1 & 5
Leadership structure to reflect needs of school with two new Assistant Heads (in y2 & y6) with T & L responsibility including diagnostic assessment across infants & juniors respectively	<p>As stated by EEF, when used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> • decide to adjust the level of challenge of activities • reteach specific concepts or topics • adjust curriculum content in the medium or long term • provide pupils with feedback through which they can address their own areas for improvement • decide which pupils may need additional, targeted academic support 	1, 3, 5

Targeted academic support

Budgeted cost: £54,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Better Reading Partnerships across years 2-5	Evidenced-based intervention proved to increase reading for pleasure and to improve fluency	1,3, 5
Embed use of 1 st Class @ Number intervention	Evidenced-based intervention proved to improve maths fluency	1, 3, 5
Implement and embed a whole school Phonics programme (ELS) to ensure progress and attainment metrics are maximised.	Use of accredited Phonics scheme to ensure fidelity and rigour.	1,3,5
Establish small group phonics interventions for pupils falling behind age-related expectations	EEL learning toolkit shows that a focus on early phonics can add 4 months progress.	1, 3, 5
Ensure support staff intervention training so that class interventions such as 'pre-teach' and 'peeling down' sessions are successful with maximum impact	A strategy linked directly to 'feedback' which EEF suggest adds 8 months progress.	1, 3, 5
Promote and continue to use NELI programme in EYFS to build language skills	Oral language intervention is low cost for moderate impact i.e. + 5 months	1 & 3
Implement whole class Phonics (ELS) into EYFS and plan and deliver interventions for target pupil group.	Oral language intervention is low cost for moderate impact i.e. + 5 months	1,3
Recruit intervention specialist to target those not on track in year 6	EEF findings show small group tuition can add 4 months progress	1, 3, 5

Wider strategies

Budgeted cost: £22,456

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure staff understand the layers of pastoral support within school including: <ol style="list-style-type: none"> 1. Class teaching team (ELSA trained) 2. Pastoral team clinics (DSL, SENDCo, HSLW) 3. Referral to HSLW 	EEF learning toolkit shows that a focus on emotional and social learning has a moderate impact of adding 4 months accelerated progress.	2, 4, 5
Improve PP attendance in line with non PP	Wide range of evidence that shows attendance is directly linked to children's progress	1, 4, 5
Behaviour intervention to improve children's ability to think about their	High impact tool identified by EEF i.e. +7 months	1 & 5

learning (metacognition). This includes the use of restorative approach.		
Ensure PP children have correct resources and access to wider curriculum e.g. school trips, everyday consumables, music lessons	<p>We believe self esteem is directly linked to children's learning behaviours. By focusing on developing the whole child, our aim is to improve self esteem which will aid children's learning. This is directly linked to our explicit curriculum focus on VBE (Values Based Education and Growth Mindset strategies).</p> <p>The school spent £2511 on wider strategies to support access to education and improve equity</p>	1, 4, 5

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.

Reading

- In Year 1 there were 8 PP children and 67% of these pupils made good progress we can draw links here with the implementation of a dedicated and validated Phonics scheme.
- In Year 2 where there are 6 PP children we can see the progress gap closing. 64% of PP pupils made Good progress and 65% of non-PP pupils made Good progress in Reading.
- In Year 40% of PP pupils (15) are on track to make ARE and 76% of non PP pupils made Good progress.

Writing

- 57% of all PP pupils made Good progress in all year groups.
- In year 6 PP pupils outperformed non-PP pupils (60% of non-PP made good progress and 64% of PP pupils made good progress.
- In Year 5, 12% of PP pupils exceeded ARE and were on track to be GDS.

Maths

- In Year 1 67% of PP pupils made a Good level of progress against ARE.
- In Year 2 there are 6 PP pupils and the gap between the GDS PP and non-PP pupils is reducing. 9% of PP children achieved GDS and 9.9% of non-PP pupils achieved GDS.
- In Year 3 50% of PP pupils (7) achieved ARE in Maths.
- In Year 5 17% of PP pupils achieved GDS in Maths.
- In Year 6 76% of PP pupils achieved Good progress in Maths.