

Worplesdon Primary School



Pupil Premium Strategy

Strategy Reviewed	September 2023 (for 2022-23 spend)
Next Review	September 2024

Contents

Pupil premium strategy statement.....	3
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.	3
School overview	3
Funding overview.....	3
Part 1: Pupil premium strategy plan	3
1a. Statement of intent.....	3
1b. Challenges	4
This details the key challenges to achievement that we have identified among our disadvantaged pupils.	4
1c. Intended outcomes	4
1d. Planning implementation	4
1e. Activity in this academic year	5
Teaching.....	5
Targeted academic support	6
Wider strategies.....	7
Part 2: Review of outcomes in the previous academic year	8
2a. Pupil premium strategy outcomes 2021- 2022	8
2b. Pupil premium strategy outcomes 2022- 2023	8

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 under-served (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	538
Proportion (%) of pupil premium eligible pupils	12%
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 then 2023
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	£ 95,540
Recovery premium funding allocation this academic year	£ 12,571
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	£108,111

Part 1: Pupil premium strategy plan

1a. 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 pupils (at Worplesdon, we refer to these pupils as our 'under-served' children). Allocation of funding is made according to the number of pupils 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:

Year group	2022-23	2023-24
R	6	2
1	5	9

2	2	5
3	15	12
4	15	15
5	13	15
6	17	10

This represents 12.5% 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 pupils and their peers. For us, it is a very high priority and we see it as our moral duty to ensure that under-served children make outstanding progress.

1b. 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/under-served 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 & life opportunities
5	Barriers to learning that these priorities address

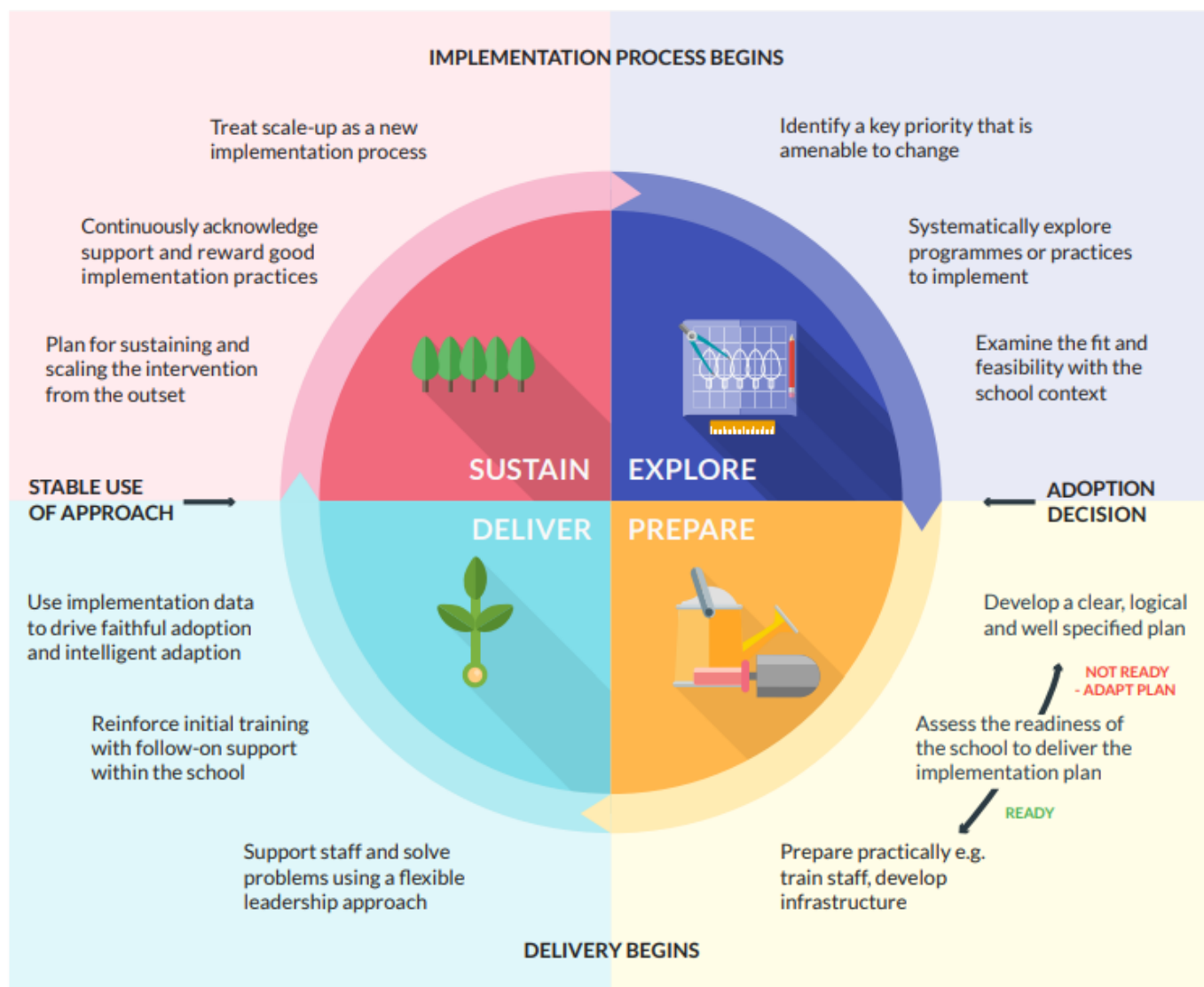
1c. Intended outcomes

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 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 our under-served pupils, narrowing the gap with all pupils

1d. Planning implementation

As stated by EEF 'Once the problem, potential solution, and rationale are clear, the final step before deciding whether to proceed is to consider implementation, and whether your school has the capacity to implement the approach effectively'. We use the diagram below (from the EEF) to support our plans to implement.



1e. 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

Budgeted cost: £ 87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD ensures all staff have received further training on: 1. 'high quality first teaching' 2. Evidence based intervention programmes 3. Personalising / scaffolding the curriculum for SEND cohort	In line with EEF findings, good quality teaching is the most important lever schools have to improve outcomes for children deemed 'disadvantaged'. Furthermore, our disadvantaged group have varying starting points therefore a focus on high quality teaching will focus on middle and high attainers too. A focus on high quality teacher training showed the gap narrowing at WPS however, the impact of the pandemic has widened the gap again.	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
Implementation of government accredited ELS phonic programme	High impact tool identified by EEF i.e. +5 months	1, 3
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 deputy head teachers, one focusing on infants and the other juniors. Furthermore, they are supported by two new Assistant Heads with T & L responsibility including diagnostic assessment across infants & juniors respectively	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: <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
Update interactive whiteboards and software packages, and the associated training to be able to maximise their impact	As stated in EEF, with the right pedagogical understanding, technology can provide new, impactful ways for teachers to model new concepts to supplement their own modelling.	1, 3, 5
Use of technology to support teaching (i.e. lexia software, read write, Atom Prime)	As stated by EEF, we have considered how technology is going to aid learning and have trialled it before implementing. We have decided to: <ul style="list-style-type: none"> Be part of the EEF trial of Lexia (reading) in y2 Use Atom Prime (maths and reading) in KS2 due to the algorithm which adjusts questions based on pupils previous answers Use Read Write software to support the progress of children with dyslexia 	1, 3, 5
Providing additional non-contact time to teachers to undertake NPQ's	As stated by EEF, when staff are given additional time to complete CPD (such as NPQ's), this helps reduce workload and supports retention of good quality staff.	1, 3, 5

Targeted academic support

Budgeted cost: £ 34,000

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

Establish small group phonics interventions (provided by ELS) 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
Atom Prime (maths) in years 5 & 6 which provides online tutors and additional videos to model concepts	Evidenced-based intervention to improve progress in maths	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
Provide further training and time to discuss planning for support staff to ensure they intervene at the right time.	In line with EEF guidance, support staff to receive training (both away from the class and live within their classroom) to ensure they allow sufficient wait time so pupils can respond to a question or attempt a task first independently. Provide non-contact time at the start of the day and within assembly time for support staff to have professional dialogue with their class teacher and SENDCo (as appropriate) so support staff have the 'need to knows' ahead of the lesson such as concepts & facts to be taught, skills to be learned and practised, expected feedback.	1, 2, 3
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
Intervention specialists to target those not on track in year 5 & 6	EEF findings show small group tuition can add 4 months progress	1, 3, 5

Wider strategies

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure staff understand the layers of pastoral support within school including: 1. Class teaching team (ELSA trained) 2. Pastoral team clinics (DSL, DDSL, 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 through celebrating attendance, proactive meetings when attendance begins to slip, use of EWO	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 learning (metacognition). This includes the use of restorative approach.	High impact tool identified by EEF i.e. +7 months	1 & 5
Ensure PP children have correct resources and access to wider curriculum e.g. school trips, everyday consumables, music lessons	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	1, 4, 5

Part 2: Review of outcomes in the previous academic year

2a. Pupil premium strategy outcomes 2021- 2022

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.

2b. Pupil premium strategy outcomes 2022- 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The progress of our under-served children has increased significantly compared to previous years. Across all year groups, average progress in reading was 79%, in writing 84% and maths 79%.

- **In Early Years**, 83% of our under-served children made a good level of development (compared to 80% of all children making a GLD).
- **In reading**, good progress was made for: 80% of y1 (compared to 95% all children), 100% of year 2 & 3 children (compared to 86% & 89% respectively), 77% of year 4 (compared to 87% all), 71% of year 5 (compared to 91% all). However, disappointingly, only 53% of year 6 (compared to 81% all).
- **In writing**, good progress was made for: 80% of y1 (compared to 98%), 100% of year 2 (compared to 93%), 92% of y 3 (compared to 96%), 91% of year 4 (compared to 88%), 85% of year 5 (compared to 87%). However, disappointingly, only 60% of year 6 (compared to 85%).
- **In maths**, good progress was made for: 100% of year 2 & 3 children (compared to 84% & 99% respectively), 77% of year 4 (compared to 87%), 100% of year 5 (compared to 91%). However, disappointingly, only 40% of year 1 (compared to 89%) and 53% of year 6 (compared to 81%).

The attainment of our under-served children continues to be significantly lower than all other children in most year groups. Our focus continue to be on accelerated progress for these children through targeted support including improving attendance. It is important to note that one third of our under-served are on the SEND register with 3 who joined mid year from Ukraine.

- **In reading**, those meeting ARE and beyond was: 40% in year 1, 100% in year 2, 54% in year 3, 54% in year 4, 71% in year 5 and 33% in year 6.
- **In writing**, those meeting ARE and beyond was: 40% in year 1, 50% in year 2, 31% in year 3, 39% in year 4, 57% in year 5 and 47% in year 6.
- **In maths**, those meeting ARE and beyond was: 20% in year 1, 100% in year 2, 54% in year 3, 46% in year 4, 43% in year 5 and 26% in year 6.