Pupil premium strategy statement – Werrington Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	7% (33)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs Caroline Prince
Pupil premium lead	Mrs Kay Croft
Governor / Trustee lead	Mrs Anne Hunt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,688
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£40,688

Part A: Pupil premium strategy plan

Statement of intent

1. To ensure that additional funding meets the unique and individual needs of all pupils

2. To close the gap between Pupil Premium achievement and Non-Pupil Premium achievement

3. To use the additional funding to address any underlying inequalities between children eligible for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	Lack of cultural capital/ expectations/ self-belief - narrow experience of life outside school;
2	Emotional barriers to learning;
3	Low aspirations and/or low self-expectations from pupils and parents
4	Language poor environments;
5	Attendance and punctuality issues;
6	Poor literacy/numeracy levels - less support at home (with schoolwork)
7	Broken family structures – family stress and low resilience
8	Socio-economic disadvantage i.e. poverty
9	Safeguarding and welfare issues which may lead to Social Services involvement

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

Improve the progress made by all, particularly the disadvantaged with low and high prior attainment	Knowledge of starting points will enable staff to target the curriculum and their teaching approaches to maximise the potential for progress. Accountability for progress from starting points is improved. Targeted support will improve outcomes for disadvantaged pupils
Increased attendance rates and reduced lateness for disadvantaged pupils	Attendance is key to progress – Attendance is in-line with whole school
To identify and use strategies to close the gap between Pupil Premium and non-Pupil Premium; disadvantaged and non-disadvantaged	Highly trained staff provide support and deliver interventions enabling pupils to catch up. Pupils need to be ready to learn and demonstrate appropriate learning behaviours so that they can access the curriculum.
The self-awareness and confidence of disadvantaged pupils has improved	Pupils that are engaged with their education and are motivated to learn will achieve better outcomes. Remove where possible physical barriers that exist to enable pupils to be ready to learn
Increase parental involvement	Evidence suggests parental support has the greatest impact on a child's academic success
Provide a safe and engaging environment to improve behaviour at play time/Lunch time	Pupils who have active and engaged lunchtimes and playtimes will ready to learn and have a greater ability to engage with learning. Teaching Assistants who support children in the classroom will provide a seamless transition between structured and unstructured times
Emotional Support	Pupils feel emotionally 'sound'. Wellbeing is good
To monitor and review interventions and actions taken to ensure that disadvantaged pupils have made accelerated progress	Disadvantaged pupils make accelerated progress

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Feedforward Policy' to be implemented and embedded	EEF* - 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 rightly be a top priority for pupil premium spending Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice - A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach.	3, 6
Metacognition (Learning how to learn) to be discussed and modelled across the whole school		2, 3, 6
'Mastery' learning to be enhanced and embedded across the curriculum		4
Develop use of/access to latest digital technology (eg Chromebooks)		3
Extend opportunities for reasoning and problem solving through STEM activities		3
Laptops/Chromebooks loaned to pupil premium pupils -'Nessy' programme purchased to assist with speech and language development -Doodle Club launched for PP pupils – 3 times per week		4, 6
Collaborative learning opportunities provided across year group/school/groups of schools		3, 4
Staff CPD / Coaching		3, 6

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities – visits, trips, cultural events, specialist tuition	EEF* – Evidence consistently shows the positive impact that targeted academic	1, 3, 8

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from Teaching Assistant to deliver interventions, including: 1:1 reading comprehension support, Speaking & Listening (Oral) interventions, phonics 'catch-up'	support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.	1, 4
One-to-one tuition used as appropriate		6
Parent groups established - Maintain effective parental communication – dojo, social media, website	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	3, 6, 7, 8
Lunchtime - Improve and increase the equipment available; Alter the playground use to maximise space; Employ Teaching Assistants to provide support/purposeful activities at lunchtimes; Additional hours for lunchtime supervisors to lead small group activities; Improvements to the 'dining experience' of pupils	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.	1, 2

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Weekly monitoring/analysis of class attendance - Providing appropriate support to help parents ensure that their child attends school regularly and on time	EEF* – Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment. Given the impact of the pandemic, issues such as securing high levels of attendance may be more prominent for schools as they develop their strategy. While many challenges may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.	5
Specialist staff to provide behaviour support for individual and groups of pupils		3, 9
Wellbeing support provided – A trained ELSA will support any pupils to help remove barriers to their learning; Wellbeing room to host emotional wellbeing activities support; Providing a 'Wellbeing Mentor' to support pupils with emotional/ mental health needs; Liaise with PET to oversee and deliver mental health/wellbeing initiatives for pupils and parents Breakfast club to encourage reluctant attendees	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	2, 6, 7, 8, 9
Enrichment activities – Extra curricular clubs		1, 3, 6

* PUPIL PREMIUM MENU - EEF Evidence Brief (www.eef.li/pupil-premium)

Total budgeted cost: £40,688

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

• Disadvantaged students were a priority for teachers and other staff. Enhanced provision is in place for disadvantaged pupils within the classroom - including them having the most appropriate seat, and being a focus for questioning, support, and feedback.

• In general, extra-curricular opportunities were minimised due to COVID 19 but where clubs and events were able to be held, our disadvantaged pupils were encouraged to attend.

In terms of attainment there was a gap in terms of outcomes:

Year Group	Pupil Premium 2022/23	Performance/Attainment Data - number at ARE or above			
		R	W	M	Phonics
N	3	-	-	-	-
R	2	1	1	1	-
1	5	5	4	5	3
2	4	3	3	3	-
3	5	1	1	3	-
4	6	4	4	4	-
5	7	2	2	4	-
6	8	2	2	3	-
Total	40	17	16	22	

Attendance

- In terms of attendance there was a gap in terms of disadvantaged pupils having lower attendance.
- Disadvantaged student attendance has been monitored by support staff funded via PPG and work completed with families to improve attendance.
- In all year groups attendance of disadvantaged continues to be a key focus as there is a gap between PP and NPP

PPG funding has been used to support behaviour across the school.

Pupils have had financial support for trips, revision guides and music lessons.

Where possible disadvantaged students have had access to laptops to support learning at home and homework.

To support wellbeing, the grant has afforded the support of two wellbeing workers who have provided mental health support

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider