

# Willenhall Community Primary School Pupil premium strategy statement 2021-24

September 23

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Willenhall Community Primary School
Number of pupils in school	406 pupils from R-Y6 + 43 Nursery (total 449)
Proportion (%) of pupil premium eligible pupils	43% Pupils R-Y6 ?% nursery pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Jenny Mclean
Pupil premium lead	Jenny Mclean
Governor / Trustee lead	Rosella Brennan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 23/24	£268,350
Recovery premium funding allocation this academic year 23/24	£26,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£294,450

# Part A: Pupil premium strategy plan

## Statement of intent

*Our school aim is to improve the attainment of disadvantaged pupils. We aim for our Pupil Premium Pupils to attain and make the same amount of progress as our non-Pupil Premium Pupils.*

*Currently, the gaps between PP and Non PP pupils in all core subjects across the school have been highly impacted by school closures during the COVID-19 pandemic. Our aim is to diminish the difference between PP and Non PP pupils in reading, writing and maths.*

*We aim for our Pupil Premium Pupils to have good attendance in line with their Non PP peers at school and in line with national attendance.*

*We aim for our Pupil Premium Pupils to have good levels of well-being, positive attitudes to learning, aspirations and access to extra-curricular curriculum and enrichment opportunities within the wider curriculum.*

*Research evidence shows that the quality of teaching and learning is the most important factor in the achievement of all pupils.*

*While we know that high-quality classroom experiences are paramount in the primary learning journey, we also know that providing enhancements and enrichments to the curriculum is equally important. Experiencing the broader world is a crucial factor before joining it.*

*In addition to this provision, some children will need more time and/or support to ensure they are able to fulfil their potential. In these cases, additional targeted intervention and support strategies are provided and the impact reviewed regularly.*

*The school location deprivation indicator is in quintile 5 (most deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.*

### *Current Pupil Premium Strategy*

#### *Tier 1 – Quality of teaching for all*

- Providing consistent, high- quality teaching for all pupils with a focus on PP pupils within lessons and for interventions.*
- Providing high quality CPD for teaching staff based on up-to-date research including coaching and mentoring.*
- Providing high ratio of staff (Teaching Assistants) to pupil to ensure high level of support and intervention.*

- *Providing high quality resources for core subjects and high quality texts for reading.*
- *Using assessment effectively in lessons, diagnostic assessment to identify gaps in learning and summative assessment to identify entry and exit points to plan next steps and intervention.*
- *Providing coaching and mentoring support so middle leaders (subject) support the development of teaching in their subjects.*
- *Providing individual tailored support, coaching and mentoring for all teachers to develop and improve pedagogy.*
- *Focus on language and communication in Early Years*
- *Providing an abundance of quality texts and promoting reading for pleasure and a positive attitude towards reading.*
- *Creating consistency in phonics teaching to ensure continuity and progression across EYFS and KS1 and into KS2.*
- *Enable teachers to observe high quality teaching in other settings.*
- *Access to warm clothing in each classroom.*
- *Access to breakfast for all children.*
- *Inclusion team meet weekly to discuss pathways for identified children.*

#### *Tier 2 – targeted intervention*

- *Identify pupils for intervention during progress meetings for English and Maths with a high proportion of PP included.*
- *Providing good quality interventions (research based) led by highly skilled teaching assistants and teachers targeted at the children identified in the progress meetings.*
- *Provide high quality CPD for teaching assistants to deliver high quality interventions and enable good communication between class teacher and teaching assistants.*
- *Utilise the National Tutoring Programme for targeted interventions.*
- *Provide SEND interventions for children with IEP's/PLPs, My Support Plans and EHCPs.*
- *Intervention for identified children with poor attendance.*
- *Provide additional teachers to deliver small group intervention to address gaps in learning.*

#### *Tier 3 – Wider Approaches*

- *Hold termly pupil meetings with a focus on PP with class teachers, HT and DHT to identify barriers and provide intervention/support to remove barriers.*
- *Provide an enrichment programme including extra-curricular clubs and experiences within the wider curriculum including trips, visits and visitors.*

*(Target PP children for extra-curricular clubs), Off site visits are subsidised to ensure they are accessible to all.*

- *Provide children with inspirational opportunities for example: Futures Week, Ogden Trust, working with network schools, working with local secondary schools, inspirational visitors.*
- *Develop parent/school relationships and improve communication.*
- *Provide support for parents to understand how to support their child at home through curriculum meetings for parents and parent/teacher meetings.*
- *An identified community space for use for pastoral support in liaison with the family hub.*
- *Provide support for parents through the Family Support Team such as financial advice, housing, food vouchers, warm clothing grant, Hygiene packs, Social supermarket (Spring 23) signposting to other agencies, parenting courses.*
- *Supporting families that reach the Early Help Thresholds and working with agencies.*
- *Supporting attendance through the attendance team working with families to support and set up attendance plans.*
- *Supporting with additional costs e.g. visit and trips, transport, uniform, subsidising residential trips.*

*The key principles of our Pupil Premium Strategy*

- *To develop a Pupil Premium Focus, which means focusing on PP pupils in lessons for targeted questioning, support, praise, marking and feedback, and for interventions.*
- *Knowing the barriers for each individual child and family and striving to remove those barriers.*

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language, listening, understanding and speech, on entry to school, significantly below the expected level.
2.	Poor entry point for personal, social and emotional development.

3.	Low self-esteem, lack of confidence, poor concentration and focus which can lead poor self-regard as a learner.
4.	Weak resilience in the face of challenge which leads to avoidance of self-challenge to extend and deepen learning.
5.	Low attendance and punctuality rates which impacts on pupils' attainment and progress.
6.	Many of our Pupil Premium Pupils lack support at home with homework and reading. The majority of our pupils have limited access to wider life experiences and this impacts on their aspirations and ability to bring wider knowledge and experience to the curriculum.
7.	Poor diet and home routines e.g. appropriate bedtimes ensuring sufficient sleep.
8.	The impact of the pandemic has widened the gap due to lack of engagement with Remote Learning, lack of an appropriate learning environment at home, poor home routines and the additional pressures placed upon family.

## 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
1. The gap has significantly diminished between PP and Non PP pupils	At the end of year, the gap has diminished in English and Maths progress and attainment data for each year group. The vast majority of PP pupils make at least the expected progress in a year in English and Maths. The large majority of Y2 and Y6 pupils attain in line with their Non-PP peers nationally in English and Maths. PP pupils attain in line with their Non-PP peers nationally in phonics screening. PP pupils attain in line with their Non-PP peers nationally for GLD in Early Years. PP pupils attain in line with their Non-PP peers nationally in the Multiplication Tables Check (Year 4).
2. Pupils will develop a good level of vocabulary from Nursery to Year 6. Pupils develop reading fluently and comprehension. Pupils develop and readily express a love of reading.	Children choose and use appropriate vocabulary in writing across the curriculum. Children can articulate clearly using a range of appropriate vocabulary purposely for a range of audiences. Children show confidence talking to any audience.

<p>3. Pupils develop good self-esteem as learners, show resilience and demonstrate high levels of engagement in lessons.</p>	<p>The large majority of PP pupils display high levels of confidence and will be focused in lessons.</p> <p>The large majority of PP pupils will participate fully in lessons leading to accelerated progress.</p>
<p>4. The attendance and punctuality of PP pupils will improve to be in line with their non-PP peers and in line with national</p>	<p>At the end of each term, the gap will diminish between PP and Non-PP pupils</p> <p>The large majority of PP pupils are punctual.</p>
<p>5. 5. Improved parental engagement with parent/teacher meetings.</p> <p>Improved support at home with homework and reading</p>	<p>The vast majority of PP pupils' parents attend parent consultation meetings.</p> <p>PP children read 3 times a week and complete homework regularly and to a good standard.</p>
<p>6. Pupils have access to a wide range of experiences at school which enhances their knowledge and understanding of the world.</p>	<p>Each year children experience a range of trips, visits and visitors which builds upon their knowledge and provides access to experiences outside the scope of their current situation.</p>
<p>7. The impact of the pandemic is minimised and children will achieve academically and have an improved sense of well-being.</p>	<p>PP children achieve in line with Non PP peers.</p> <p>PP children will be confident, driven, aspirational and have good well-being.</p>

## 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: £104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality CPD for teaching staff</p> <ul style="list-style-type: none"> <li>• External consultants during teacher days + staff meeting</li> <li>• Subject leaders</li> <li>• National College webinars</li> <li>• Gateway Alliance</li> <li>• Research and reading</li> <li>• Network activity</li> </ul>	<p>EEF quality teaching has the most impact on learning +8            NFER 2015 Quality First teaching and high aspirations for all are common factors of schools' success with PP pupils.</p>	<p>All pupils in school            449 children            43% PP</p> <p>1 – 8</p>
<p>Coaching for teaching staff with external consultant, subject leaders and SLT</p>	<p>EEF quality teaching has the most impact on learning +8            NFER 2015 Quality First teaching and high aspirations for all are common factors of schools' success with PP pupils.</p>	<p>All pupils in school            449 children            43% PP</p> <p>1 – 8</p>
<p>Whole school focus on Oracy, vocabulary and reading</p> <ul style="list-style-type: none"> <li>• Purchase additional matched books to phonic levels</li> <li>• Pupils will have high quality phonics teaching.</li> <li>• Colour coding new reading books to match national reading bands to ensure pupils are reading correct level of book.</li> <li>• Using the DFE reading framework to support development</li> <li>• Purchase non-fiction books to widen reading experience and support knowledge learning.</li> </ul>	<p>DFE Reading Framework 2021</p> <p>EEF reading comprehension strategies high impact low cost</p> <p>DFE reading for pleasure DFE 2012</p>	<p>All pupils in school            449 children            43% PP</p> <p>1 – 8</p>

<ul style="list-style-type: none"> <li>• Deep Dive subject monitoring training for reading leaders to support the monitoring and evaluation of reading</li> <li>• Training for English leaders with an external consultant</li> <li>• Auditing and replenishing reading materials across the school</li> <li>• Evaluating and refining the English strategy</li> <li>• Create vocabulary spines in each subject across the school</li> <li>• Focus on vocabulary in EYFs following the new framework</li> <li>• Ensure that all children own a reading book and have access to a wide range of books throughout the year (Own Books charity)</li> </ul>		
<p>Developing the maths curriculum</p> <ul style="list-style-type: none"> <li>• Participate in the Maths Hub Mastery project</li> <li>• Training for subject leaders</li> <li>• Purchase manipulatives to support the CPA approach to maths</li> <li>• Purchase assessments (PUMA)</li> <li>• Training and CPD for Maths leader using external consultants and providers</li> </ul>	EEF Mastery Approach +5 months progress low cost	All pupils in school 449 children 43% PP  1 – 8

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

Budgeted cost:£102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted interventions</i></p> <ul style="list-style-type: none"> <li>• In all year groups, interventions to follow up lessons to address misconceptions.</li> <li>• Additional 1:1 reading for the lowest 20% across the school</li> <li>• 1:1 tutoring for Maths in Y6</li> <li>• 1:1 tutoring for Reading in Y6</li> <li>• SEND PLP interventions for identified children</li> </ul>	EEF	All pupils in school 449 children 43% PP  1 – 8



<ul style="list-style-type: none"> <li>• SEMH TA assigned to children with SEND and PP</li> <li>• Teaching Interventions in all year groups to address missed learning.</li> <li>• Teaching assistants for Years 1 – 6 run interventions for groups to address gaps in learning and support acquisition of basic skills in English and maths.</li> <li>• Additional teachers in Years 2 and 6 to support catch up</li> </ul>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Implementing a PP focus strategy which will identify the barriers for our PP pupils and will enable us to target intervention and diminish barriers so that PP pupils reach the expected levels of attainment in each year group.</i></p> <p><i>Termly Progress Meetings to include a focus on PP progress. Meetings with class teachers and HT/DH</i></p> <p><i>Purchase of SLA for SEML, CCT, EP and LA Inclusion Team.</i></p> <p><i>Work with Family Hub to support family needs</i></p>	<p>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns.</p> <p>The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium.</p> <p>It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p>Emotional and personal needs must be addressed to support learning. Any barriers to learning must be identified and support put in place to reduce the impact of such barriers.</p>	<p>All pupils in school 449 children 43% PP</p> <p>1 – 8</p>

<p><i>Purchase SATs books, Head Lice lotion, uniform, hygiene packs</i></p> <p><i>Buy in additional NHS Speech &amp; Language Services.</i></p> <p><i>Support programme for EAL pupils where lack of mastery of language presents as a barrier to learning.</i></p> <p><i>Organise Futures weeks to raise aspirations</i></p> <p><i>Provide a wider range of extra-curricular opportunities targeted at PP pupils</i></p> <p><i>Subsidise all school trips and educational visitors/experiences in school.</i></p> <p><i>Funding individual travel needs e.g., to intervention unit.</i></p> <p><i>Organise reward experiences to promote attendance and punctuality.</i></p>		
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**Total budgeted cost:** £294,450

## 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 2022-2023 academic year.

#### Key Data Headlines

##### Year 1

Pupil Premium children and boys are standing out as an area for development particularly in writing, which therefore impacts on the combined outcomes for these groups. Pupil premium pupils do show more accelerated progress than non PP children showing we are closing the gap between these groups.

##### Year 2

There is still a gap between PP and non PP children's attainment however PP children made more accelerated progress in all subjects apart from Maths which shows that the gap is closing between these groups.

##### Year 3.

There is still a gap between PP and non PP children's attainment however PP children made more accelerated progress in all subjects apart from Reading which shows that the gap is closing between these groups.

##### Year 4

There is still a gap between PP and non PP children however PP children made more accelerated progress in all subjects (in Maths it was the same between PP and non PP). This is clear evidence that the gap is closing.

##### Year 5

PP children attained higher in Reading but there is still a difference in other subjects. PP pupils did not make as much accelerated progress as non PP pupils and so this will need to be a focus group for this year.

##### Year 6

There was significant amounts of accelerated progress in Year 6 which resulted in fantastic statutory test results.

Our **school's gap to Non-Disadvantaged** pupils **nationally** has **improved by 18.0%** from -39.9% in 2021/22, to -21.9% in 2022/23 for combined Reading, writing and maths.

The gap between PP and Non PP has reduced since the last year in Reading, Writing and Maths.

### Reception

There was significant amounts of accelerated progress in reception meaning that 57% of children gained GLD compared to 26% last year. The gap is smaller between PP and non PP pupils but is still present, particularly in communication and language.

#### Progress data PP vs Non PP

Show/Hide cumulative figures		Pupil Premium						Non Pupil Premium						Difference				
Figures are non-cumulative		Prog	Below	Expected	Above		Prog	Below	Expected	Above		Below	Expected	Above				
<b>Combined</b>																		
Year 1	Summer 2022/23	0.8	2/25	8%	12/25	48%	11/25	44%	0.71	1/35	2.9%	25/35	71.4%	9/35	25.7%	5.1%	-23.4%	18.3%
Year 2	Summer 2022/23	1.24			11/25	44%	14/25	56%	0.68	1/34	2.9%	20/34	58.8%	13/34	38.2%	-2.9%	-14.8%	17.8%
Year 3	Summer 2022/23	0.97	1/30	3.3%	12/30	40%	17/30	56.7%	0.48	1/25	4%	12/25	48%	12/25	48%	-0.7%	-8%	8.7%
Year 4	Summer 2022/23	0.68			14/31	45.2%	17/31	54.8%	0.21	2/29	6.9%	22/29	75.9%	5/29	17.2%	-6.9%	-30.7%	37.6%
Year 5	Summer 2022/23	0.14	3/29	10.3%	20/29	69%	6/29	20.7%	0.23	3/22	13.6%	13/22	59.1%	6/22	27.3%	-3.3%	9.9%	-6.6%
<b>Reading</b>																		
Year 1	Summer 2022/23	0.52	3/25	12%	15/25	60%	7/25	28%	0.63			24/35	68.6%	11/35	31.4%	12%	-8.6%	-3.4%
Year 2	Summer 2022/23	1.4	3/25	12%	14/25	56%	8/25	32%	-0.03	5/34	14.7%	25/34	73.5%	4/34	11.8%	-2.7%	-17.5%	20.2%
Year 3	Summer 2022/23	0.93	1/30	3.3%	13/30	43.3%	16/30	53.3%	0.72			8/25	32%	17/25	68%	3.3%	11.3%	-14.7%
Year 4	Summer 2022/23	0.48	1/31	3.2%	16/31	51.6%	14/31	45.2%	0.28	3/29	10.3%	18/29	62.1%	8/29	27.6%	-7.1%	-10.5%	17.6%
Year 5	Summer 2022/23	0.38	2/29	6.9%	16/29	55.2%	11/29	37.9%	0.27	1/22	4.5%	15/22	68.2%	6/22	27.3%	2.4%	-13%	10.6%
<b>Writing</b>																		
Year 1	Summer 2022/23	1.48	2/25	8%	12/25	48%	11/25	44%	0.6	3/35	8.6%	25/35	71.4%	7/35	20%	-0.6%	-23.4%	24%
Year 2	Summer 2022/23	1.32			9/25	36%	16/25	64%	0.68	2/34	5.9%	17/34	50%	15/34	44.1%	-5.9%	-14%	19.9%
Year 3	Summer 2022/23	1.1	1/30	3.3%	9/30	30%	20/30	66.7%	0.32	3/25	12%	12/25	48%	10/25	40%	-8.7%	-18%	26.7%
Year 4	Summer 2022/23	0.61			16/31	51.6%	15/31	48.4%	0.17	2/29	6.9%	23/29	79.3%	4/29	13.8%	-6.9%	-27.7%	34.6%
Year 5	Summer 2022/23	0.07	3/29	10.3%	21/29	72.4%	5/29	17.2%	0.23	2/22	9.1%	14/22	63.6%	6/22	27.3%	1.2%	8.8%	-10.1%
<b>Mathematics</b>																		
Year 1	Summer 2022/23	0.88	1/25	4%	12/25	48%	12/25	48%	0.49	1/35	2.9%	25/35	71.4%	9/35	25.7%	1.1%	-23.4%	22.3%
Year 2	Summer 2022/23	0.32	3/25	12%	17/25	68%	5/25	20%	0.24	1/34	2.9%	24/34	70.6%	9/34	26.5%	9.1%	-2.6%	-6.5%
Year 3	Summer 2022/23	0.4	2/30	6.7%	16/30	53.3%	12/30	40%	0.24	1/25	4%	18/25	72%	6/25	24%	2.7%	-18.7%	16%
Year 4	Summer 2022/23	0.39			21/31	67.7%	10/31	32.3%	0.38	2/29	6.9%	17/29	58.6%	10/29	34.5%	-6.9%	9.1%	-2.2%
Year 5	Summer 2022/23	0.21	3/29	10.3%	19/29	65.5%	7/29	24.1%	0.46	2/22	9.1%	12/22	54.5%	8/22	36.4%	1.2%	11%	-12.3%
<b>English Grammar, Punctuation &amp; Spelling</b>																		
Year 1	Summer 2022/23	2.08	2/25	8%	14/25	56%	9/25	36%	1.06	1/34	2.9%	22/34	64.7%	11/34	32.4%	5.1%	-8.7%	3.6%
Year 2	Summer 2022/23	1.82	1/11	9.1%	5/11	45.5%	5/11	45.5%	0.26			14/19	73.7%	5/19	26.3%	9.1%	-28.2%	19.2%
Year 3	Summer 2022/23	0.86	1/29	3.4%	12/29	41.4%	16/29	55.2%	0.2	5/25	20%	10/25	40%	10/25	40%	-16.6%	1.4%	15.2%
Year 4	Summer 2022/23	0.19	3/31	9.7%	20/31	64.5%	8/31	25.8%	0.21	3/29	10.3%	20/29	69%	6/29	20.7%	-0.6%	-4.5%	5.1%
Year 5	Summer 2022/23	0.04	2/27	7.4%	22/27	81.5%	3/27	11.1%	0.23	1/22	4.5%	18/22	81.8%	3/22	13.6%	2.9%	-0.3%	-2.5%

As part of poverty proofing, we have been working with the cost of the school day project. In line with one of the recommendations, we ensured we have a behaviour policy which promotes success and as part of that, we rewards children for demonstrating positive attitudes to learning and displaying positive behaviours

School trips were reinstated in Summer 2022 and each year group's trip was subsidised to enable all children to attend. Residential trips were heavily subsidised but ran at full capacity.

### Attendance: PP vs Non-PP Pupils (Current data)

Currently we have 172 children from Reception to Year 6 who are Pupil Premium (38.3%)  
 Currently Pupil Premium attendance is at 90.7% compared to Non-Pupil Premium which is 95.5%.  
 Of the 172 children who are Pupil Premium, 38 are currently classed as PA (22%). This means that 78% of our Pupil Premium Children have above 90% attendance.  
 We have 234 children (61.7%) who are Non- Pupil Premium. 29 of these children currently have below 90% attendance (12.3%). This means attendance above 90% for Non-Pupil Premium is 87.7%.

