

Pupil premium strategy statement – Worples 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	216
Proportion (%) of pupil premium eligible pupils	21.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Marais Leenders
Pupil premium lead	Val Hurn / Hannah Finch
Governor / Trustee lead	Malcolm Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60, 940
Recovery premium funding allocation this academic year	£7 058
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£67, 998



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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. An integral part of our strategy is our focus on developing social and emotional skills to enable children to access the curriculum and develop a 'love of learning'.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We ensure our teachers are well-supported and well-trained and have the resources they need to support a wide range of learners within the classroom.

We do recognise that some children may need increased opportunities for reinforcement of learning through the school's strategic intervention programme. We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. 44% of children who are pupil premium are also SEND and teachers work very closely with the SEND team and the pastoral lead to ensure a holistic approach to meeting their needs. We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We plan to use the majority of our recovery premium and pupil premium funding to pay for human resources in the form of teaching assistants (who not only deliver small-group and individual tuition, but release class teachers to provide interventions) and specialist services who provide a whole range of support for children and their families.

To ensure our planned approach is effective, we will:

- Provide support as soon as needs are identified;
- Deploying teaching staff effectively to ensure a focus on narrowing gaps
- Ensure teaching staff have access to high-quality CPD and support;
- Use evidence-based, proven programmes to support intervention;
- Provide support for the 'whole child' to develop self-esteem and confidence and readiness to learn; and, monitor the progress of pupils (both academic and personally)
- Access to activities which support regulation enabling readiness for learning



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- Target funding to ensure that identified pupils have access to after school clubs, trips, residential visits and first hand learning experiences
- Work with families to support school attendance so that all children are able to engage with the full learning experience at Worple
- Providing extensive pastoral support to both disadvantaged children and their families, through the use of a dedicated pastoral lead, attendance team, Early Help intervention and high quality mental health and wellbeing provision

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to the Early Years Foundation Stage in speech, language and communication
2	Socio-economic disadvantage
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below in some year groups than that of non-disadvantaged pupils.
4	Low attainment in writing
5	Low attendance and punctuality for this group of children
6	16 % of our disadvantaged children fall into another vulnerable group especially having an additional special educational need.
7	Parental Engagement
8	Lack of Cultural Capital
9	Trauma including emotional barriers

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.



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Intended outcome	Success criteria
Disadvantaged pupils leave the EYFS with language and communication skills in line with their peers.	<ul style="list-style-type: none"> ● Assessment data shows that the identified pupils will achieve the Early Learning Goal in the areas of C&L ● Learning walks, pupil voice and other monitoring activities will show a language rich provision is offered
Improved Writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> ● KS2 Writing outcomes in 2024/25 show that more than 70%* of disadvantaged pupils will meet the expected standard
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> ● KS2 maths outcomes in 2024/25 show that more than 80%* of disadvantaged pupils will meet the expected standard
All pupils eligible for pupil premium funding, including Early Years pupil premium funding, will be identified and funding claimed for.	<ul style="list-style-type: none"> ● All siblings (on roll) of those eligible for pupil premium funding will be identified and their status verified. All new families will be encouraged to apply for FSM and incentives given
Disadvantaged pupils will have developed cultural capital in line with their non-disadvantaged peers and will have had the opportunity to develop their own skills and talents.	<ul style="list-style-type: none"> ● Carefully planned trips and visitors in school and other opportunities enable children to experience a wide range of cultural capital ● There is a greater take up from the most disadvantaged from the wider opportunity agenda seen on internal PPG tracker
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> ● 96% attendance target for all pupils is achieved across 2024/25 ● Unauthorised attendance is in line with non disadvantaged children ● robust systems ensure that Persistent Non attenders are supported effectively and school attendance improves for these children
Family support offer is well attended and received.	<ul style="list-style-type: none"> ● Good attendance, engagement and feedback from support offer

*Children with multiple barriers will have personalised targets which reflect their additional needs



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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: **£22,998**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive Interactions: 'Let's Talk Together' training and support programme for EYFSs practitioners	Engaging in meaningful interaction and conversation is central to children's language learning. For young children, the most meaningful communication involves adults commenting on what children are doing and responding to their comments and questions, while adults ask relevant questions of their own. This ongoing programme supports this and has had a measurable impact on our CLL results over time.	1,2,4
Get Hounslow Reading	Get Hounslow Reading is a long-term borough-wide commitment to improving children's life chances through inspiring them to read and to ensure reading is at the heart of its provision for all children.	1,2,4,7,8
Purchase of ELS and whole staff training	Training for all staff in delivering Essential Letters and Sounds, a high-quality phonics teaching scheme to be delivered with programme fidelity to all learners. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	1,2,4
Professional development for EYFS staff from educational consultant & other training courses.	EYFS team to work with an educational consultant to develop and enhance their pedagogy in order for them to be highly-effective practitioners who can meet the needs of a wide range of learners.	1,2,3,4,7



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<p>Development time for subject leaders to improve & enhance the curriculum offer.</p>	<p>All children, including those who are disadvantaged, benefit from quality-first teaching and a high quality, ambitious curriculum offer.</p>	<p>1,2,3,4,8,9</p>
<p>English consultant from Pathways to Write to support teachers with accurate judgements</p>	<p>Pathways to Write is a proven methodology built around units of work which develop vocabulary, reading and writing skills through the mastery approach. The units, for use with pupils from EYFS to Y6, provide clear detailed lesson plans and resources, linked to high-quality texts to ensure engaging and purposeful English lessons. Effective teaching strategies to challenge greater depth writers are included within each unit of work.</p>	<p>1,4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund 3 teachers across EYFS/KS1 and KS2 release time to attend training and deliver CPD around the key elements of Maths Mastery.</p> <p>In addition to this, we will fund the HUB lead to deliver CPD for all staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the NCTEM, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf</u> (<u>publishing.service.gov.uk</u>)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p>	<p>1,3,6</p>
<p>Achieve the TIS quality mark</p> <p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Funding for the release of ELSA lead to attend mediation and any additional training</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><u>EEF Social and Emotional Learning.pdf</u>(<u>educationendowmentfoundation.org.uk</u>)</p>	<p>2,5,6,7,9</p>



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

Budgeted cost: **£40,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised / diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	3,4
<p>Purchase of additional curriculum resources: White Rose premium, Pathways to Write/Progress, ELS, Oxford Owl, Third Space learning, Nessy, touch typing programmes</p>	<p>These resources support teachers in providing personalised learning for all children in the class / group.</p>	1,2,3,4
<p>Running morning writing intervention session - Pathway to Progress/ Phonics, Breakfast club (nurture)</p>	<p>Pathways to Progress is a writing intervention programme designed to be delivered in addition to pupils' English lessons; its structure is based on EEF research on effective interventions.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	2,4,5,6,9
<p>Support for children who are both disadvantaged and have significant SEND needs in Early Years.</p>	<p>Deployment of additional staff members to support children with SEND and other barriers to learning, with a focus on managing transitions and promoting a language rich environment.</p>	1,6



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Keep up and catch up Maths Interventions planned and delivered	Deployment of staff (TA's) to enable teachers to be realised to deliver high quality focussed intervention. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3,6
Deliver Booster sessions for identified children in both Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u>	3,6
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. ELS keep up sessions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	1,4,6

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

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on TIS approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <u>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</u>	2,5,6,7,8,9
Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice. This will involve training and release time for staff	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5,6,7



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<p>to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Deliver a range of Parental engagement activities to ensure home learning is of a high quality and parents feel empowered and enabled. These include newsletter 'classroom corner', family focus group, Tea with teachers, Stay and Engage. Stay and Play. Curriculum workshops. PTA events</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,4,5,6,7,9</p>

Total budgeted cost: £ 67, 998

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level. The attainment of disadvantaged pupils at a class level varied throughout the school due to the impact of factors such as SEND and statistically small numbers of pupils in some classes.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below that of their non- disadvantaged peers.

Our analysis suggests that the attainment gap is not isolated to one subject, with maths and writing showing the biggest differences, although this does vary between year groups.



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Absence among disadvantaged pupils was higher than their peers in 2021/22 (4 % higher) and persistent absence was also higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Externally provided programmes

Programme	Provider
Essential letters and sounds	ELS
Third Space Learning	TSL
Nessy	Nessy
Pathways to progress	The Literacy Company
Number Box	Five Minute Box UK Ltd
5 Minute Box	Five Minute Box UK Ltd
Read Theory	Read Theory

