

# Pupil premium strategy statement – Walbottle Village 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
School name	Walbottle Village Primary School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	80 (47.6%) Higher than national average 19 of whom are SEN (24%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Alison Oliver – Head Teacher
Pupil premium lead	Samantha Peverall – Deputy Head Teacher
Governor / Trustee lead	Gareth Harrison - chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91665
Recovery premium funding allocation this academic year	£9135
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	£1,259,2345

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to offer outstanding, exciting and stimulating learning experiences for all of our children, regardless of their background, situation or educational need, across all areas of the curriculum. The focus of our pupil premium strategy is to ensure every pupil in our school is happy, safe and loved and that learning is appropriate, relevant and matched to the individual needs of our unique pupils. We aim to provide each child with many and varied opportunities to develop their character. We want all of our pupils to feel accepted, to develop a sense of belonging, to be driven and resilient and to be inspired. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the same goal as the non-disadvantaged, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in assessments, not assumptions about the impact of disadvantage. The approaches we have adopted will help pupils to excel. To ensure they are effective, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Teacher assessment indicates underdeveloped speech and language skills and understanding of vocabulary gaps amongst many EYFS disadvantaged pupils. This is true of some of our KS1 and KS2

	disadvantaged pupils and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Across school (N – Y6), 70% of our disadvantaged children are working below standard, some significantly below their age group standard. 24% of our disadvantaged children are on the SEN register. Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures in 2020 to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations. We were finding that when back in the classroom, children were relying on teacher/ teaching assistant intervention and support in many lessons therefore they were lacking independence and confidence in reading, writing and maths. However, these children are now catching back up.</p>
3	<p>Our whole school attendance at the end of 2022/23 was 93.6% and so far this term, 93.3%. The Government target is 95%.</p> <p>Our attendance data over the last term indicates that attendance among disadvantaged pupils has been <b>2.44 %</b> lower than for non-disadvantaged pupils. Pupil premium attendance was 92.88% and non-pupil premium attendance was 95.32%.</p> <p><b>11%</b> of our disadvantaged children have been ‘persistently absent’ this term compared to <b>34%</b> non-disadvantaged pupils during this period. Persistent absence for our disadvantaged pupils has improved however, absenteeism is negatively impacting all pupils’ progress so continues to be a challenge for our school.</p>
4	Our observations and parental communication has helped us to identify that the wellbeing of many of our disadvantaged children (and their families) is low due to personal circumstances.

## 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
Improved speech and language skills, particularly in the Early Years and increased understanding of vocabulary among all disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils in the Early Years. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 4%.</li> <li>• The percentage of all pupils who are persistently absent being below 8.8% and the figure among disadvantaged pupils being no more than 13% lower than their peers.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> </ul> <p>an embedded behaviour policy where all staff use positive praise, reflection, reward and consistency to raise pupils' self-esteem and motivation</p> <ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>Improved reading, writing and maths attainment among disadvantaged pupils.</p>	<p><b>24% (nearly one quarter) of our disadvantaged children are also SEN,</b> therefore reading, writing and maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</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: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Appointed an extra teaching assistant to support EYFS</p> <p>We will fund a TLR for our literacy leader, who will continue to implement, embed and assess the Primary Writing Project across our</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>

school from Nursery – Y6		
1:1 S&L support for Y1 pupils		
Appointing a senior mental health leader in school to help develop or introduce our whole school approach to mental health and wellbeing.	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.	All
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Renovating the EYFS outdoor area with role play equipment to encourage speech and language development	Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. Evidence related to early language and problem solving outcomes is mixed. Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a>	1,2, 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Purchase of a programme such as Talk Boost to improve understanding language and vocabulary skills for disadvantaged pupils, mainly in the Early Years, who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	

<p>Extending school time by offering targeted before and after school booster groups for core subjects</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Research shows that extending school time has a positive impact on attainment but careful planning around targeted intervention and staff wellbeing should be considered. Work should meet pupils' capabilities and needs. To be successful pupils and parents should support the schools' view to extend the school day.</p>	
<p>Social and emotional targeted learning interventions seek to improve decision making skills, interaction with others and pupils' self-management of emotions. These interventions might focus on ways students work with and alongside their peers, teachers, family or community to better support</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>The average impact of successful interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>2,3,4</p>

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

Budgeted cost: **£40,800**

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

<p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. Behaviour lead (TLR) to lead on this from 2023.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:  <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
<p>Appointing a senior mental health leader to help develop or introduce your whole school approach to mental health and wellbeing.</p>	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment.</p>	<p>All</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve attendance/support officer to work in partnership with assistant head to analysis data to improve attendance and tackle persistent absenteeism. Classes rewarded to give extra incentive for them to attend.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3</p>
<p>Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>There is a wide evidence base indicating that outdoor adventure learning has positive impacts on character and can play an important part in the wider school experience but research doesn't support impact on academic outcomes.</p>	<p>4</p>
<p>Funding a breakfast club before the school day for disadvantaged pupils and an after school cooking club</p>	<p>IFS researchers in collaboration with the National Children's Bureau found that offering relatively disadvantaged primary schools in England support to establish</p>	<p>All</p>

	a before-school breakfast club can improve pupils' academic attainment, pupil absence/ and or lateness and behaviour/ wellbeing of students <a href="https://ifs.org.uk/publications/8714">https://ifs.org.uk/publications/8714</a>	
--	--	--

**Total budgeted cost: £ 100,800**

## 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 to 2023 academic year.

Our end of KS1 assessments during 2022/23 showed that the percentage of disadvantaged pupils that achieved the expected standard was 67% in reading, 50% in writing and 67% in maths. This included 33% of disadvantaged pupils achieving a working in greater depth standard in reading, 16% in writing and 33% in maths.

Our end of KS2 assessments during 2022/23 showed that the percentage of disadvantaged pupils gaining expected standard was 88% in GPS, reading and writing. 75% of disadvantaged pupils achieved expected standard in maths. Of the 8 disadvantaged group, 3 are on the SEN register and each child equates to 33.3%. In reading and writing 25% of the disadvantaged group achieved a working in greater depth standard; 38% in GPS and 8% in maths. The disadvantaged group exceeded the national figure in all subjects.

Whole school attendance in 2022/23 was 93.6%. The current attendance figures for our school are 94.4% and nationally 95.2%. National weeks' attendance was 94.4% and our weeks' attendance was 94.8%. As a school, we celebrate class attendance weekly in assemblies and on the newsletter. Classes are rewarded every term if they have the best attendance. We are currently introducing new strategies in which children are rewarded for attending every day across the week so that individuals are rewarded rather than cohorts. Our assistant head teacher and attendance officer continue to combat persistent absenteeism, through working with families and on individual need.

As evidenced in schools across the country, school closure during 2019-2020 was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Also, some disadvantaged children found remote learning (when they accessed it) challenging due to individual needs and circumstances, especially those with SEN. Whilst school staff and parents tried to keep routines similar, many children struggled with this and the difference in learning environments. Some children struggled to see their parents as their educators and were disadvantaged through not having the school setting and their peers to motivate them. When schools opened to vulnerable pupils not all disadvantaged children attended. We are seeing the most significant effects of this with our current Y5 and Y6 cohorts who missed a large part of their KS1 schooling.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted this year, primarily due to SEN related issues. We used

pupil premium funding to minimise the impact of this on academic and personal progress of our year 6 children to ensure they were secondary ready. We did this through targeted support with mental health charities, targeted intervention with experienced KS2 teachers.

There were low developmental starting points for some disadvantaged children in the Early Years, including oral language, which impacted on meeting early learning goals. We used the funding to support these children with their communication skills and carefully monitored attendance to increase the number of disadvantaged children attending school sooner so the gap between the advantaged and disadvantaged could narrow at the earliest age. We have created separate learning environments for nursery and reception to ensure structured and purposeful learning environments that are well matched to all pupils'. We also used our EYFS lead to deliver targeted speech and language intervention to some of our KS1 pupils, who had fallen behind. We also used the funding to employ a teaching assistant in EYFS.

We also provided wellbeing support and targeted interventions where required across school which was supported by our mental health champion. The careful consideration of the type of work needed, be it 1:1, small or whole group activities has ensured that those who have needed extra support have received it. Our whole school approach to mental health is having a significant impact on wellbeing as well as academic performance. This has been reflected in our end of Key Stage assessments.

33% of our pupil premium children received targeted mental health intervention (1:1 or small group) 35% accessed our wider curriculum such as singing or art clubs which has raised their spirits and general feeling about attending school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider