

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Walbottle Village Primary School
Number of pupils in school	53/162
Proportion (%) of pupil premium eligible pupils	32.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Alison Oliver – Head Teacher
Pupil premium lead	Samantha Peverall – Deputy Head Teacher
Governor / Trustee lead	lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,381
Recovery premium funding allocation this academic year	£12,880
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	£98,261

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 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>66% of our disadvantaged children are working below standard, some significantly below their age group standard. 25% 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 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 are finding that now back in the classroom, children are relying on teacher/ teaching assistant intervention and support in many lessons therefore are lacking independence and confidence in reading, writing and maths.</p>
3	<p>Our attendance data over the last term indicates that attendance among disadvantaged pupils has been 4.28 % lower than for non-disadvantaged pupils</p> <p>53% of disadvantaged pupils have been 'persistently absent' compared to 47% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 4%. the percentage of all pupils who are persistently absent being below 12%

	<p>and the figure among disadvantaged pupils being no more than 13% lower than their peers.</p> <p>National figures - Pupils known to be eligible for and claiming FSM had a persistent absence rate of 23.8% - more than double the rate of non-FSM pupils at 10.5%</p>
<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"> • qualitative data from student voice, student and parent surveys and teacher observations <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"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Improved reading, writing and maths attainment among disadvantaged pupils.</p>	<p>Reading, writing and maths outcomes in 2024/25 show that more than 80% 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: **£30,000**

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>We will fund a TLR for our literacy leader, who will continue to implement, embed and assess the Primary Writing Project across our school from Nursery – Y6.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Appointing a senior mental health leader in</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</p>	<p>All</p>

school to help develop or introduce your whole school approach to mental health and wellbeing.	taken this approach often report improved attendance, attention, behaviour and attainment.	
Purchase of a DfE validated Synthetic Phonics programme 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: Phonics Toolkit Strand Education Endowment Foundation EEF	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. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	1,2, 4

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
Engaging with the National Tutoring Programme to	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:	2

<p>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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Extending school time by offering targeted before and after school booster groups for core subjects</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</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>2</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£38,000**

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.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</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</p>	<p>All</p>

	approach often report improved attendance, attention, behaviour and attainment.	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>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>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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.	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.	4
Funding a breakfast club before the school day for all pupils	IFS researchers in collaboration with the National Children's Bureau found that offering relatively disadvantaged primary schools in England support to establish a before-school breakfast club can improve pupils' academic attainment, pupil absence/ and or lateness and behaviour/ wellbeing of students https://ifs.org.uk/publications/8714	All

Total budgeted cost: £ 98,000

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 2020 to 2021 academic year.

Our end of KS2 assessments during 2020/21 showed that the performance of disadvantaged pupils was 90% in reading and writing, 70% in maths compared to 67% in reading and writing and 83% in maths in 2019-2020.

Our end of KS1 assessments during 2020/21 showed that the performance of disadvantaged pupils was 50% in reading, writing and in maths compared to 70% in reading and maths and 60% in writing in 2019-2020.

Overall attendance in 2020/21 in the city was 95.1% compared to Walbottle's attendance 95.4%, however by the end of the year declined to 94.9%.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure 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.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to minimise the impact of school closures on academic and personal progress of our year 6 children to ensure they were secondary ready. 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 increase the number of disadvantaged children attending school sooner so the gap between the advantaged and disadvantaged could narrow at the earliest age.

We also provided wellbeing support and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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