

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. The impact of this year's spending of pupil premium within our school will be evaluated and reported at the end of the year.

School overview

Detail	Data
School name	Wormley CE Primary School
Number of pupils in school	442 (previously 457)
Proportion (%) of pupil premium eligible pupils	24% (previously 18%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Tracy Gaiteri
Pupil premium lead	Deborah Harris
Governor / Trustee lead	Chris Williams & Ellie Ridgeway

Funding overview: 2022/3

Detail	Amount
Pupil premium funding allocation this academic year	£ 111,310
Recovery premium funding allocation this academic year	£ 6,162
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,617
Total funding for the academic year	£ 124,089
Total budget for this academic year	£ 129,935

Part A: Pupil premium strategy plan

Statement of intent

At Wormley CE Primary School, we believe that every pupil should have the opportunity to achieve the best possible start in life. We are committed to breaking down any barriers to outstanding achievement and attainment.

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas through a focus on quality provision informed by a rigorous cycle of review and planning, whilst raising attainment for all. 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.

We will 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.

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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions, about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are appropriately challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

Challenge number	Detail of challenge
1	Attainment gaps in reading, writing and maths between pupils eligible for PPF and other pupils which, in many cases, have increased following the COVID-19 lockdown periods
2	Language deficit on entry to school as a result of a lack of talk and interaction, early experiences and reading at home or as a result of English being an additional language at home
3	Emotional well-being is lower than for the non-disadvantaged group and ACEs higher as a result of trauma, domestic issues and poverty

4	Attendance rates for pupils eligible for PPF have historically been lower than for the non-disadvantaged group. Reduced school hours results in reduced progress
5	A significant percentage of pupils eligible for PPF have complex needs including SEN. 28% of these pupils also have SEN. 65% have another need in addition to financial disadvantage.
6	Some families within the PP group are reluctant to work in partnership with the school. We aim to take sensitive and supportive action especially in the context of concerns around the coronavirus pandemic.

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
The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is diminishing.	Pupils in receipt of PPG will attain in line with their peers. They will achieve national average progress scores in reading, writing and maths.
The average attendance of PPF pupils meets the 96% school target	Attendance of pupils in receipt of PPG will be in line with their peers and the school target of 96% There will be a reduction in persistent absenteeism
Families will work in partnership with the school and feel part of the school community	Parents will take a more active role in their children's learning Most will attend learning reviews

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: £ 78,342

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium lead – a member of the school's senior leadership team has specific responsibility for	Evidence shows that providing a clear, strategic and responsive leadership focus on PPF is common in schools which are more successful in raising attainment for disadvantaged pupils.	1 - 6

<p><i>championing the disadvantaged</i></p>	<p><i>Close engagement during challenging times - such as periods of learning from home - is clearly crucial to ensure that pupils are supported to learn and thrive, and that parents are able to provide this support without the expectation that they fulfil the role of teacher.</i></p>	
<p>Continuing Professional Development</p>	<p>Evidence shows that quality teaching has the most significant impact on pupil attainment.</p> <p><i>Improving the quality of teaching - both the planning and implementation - is almost always supported by high-quality professional development.</i></p> <p><i>A sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Meaningful and manageable assessment is crucial.</i></p> <p><i>Pupils' wellbeing and social, emotional learning is not separate from their academic, curriculum-based learning.</i></p> <p>EEF reports: A tiered approach to school planning Making Best Use of Teaching Assistants advises that schools should provide sufficient time for TA training</p>	<p>1 - 6</p>
<p>Classroom based TAs will provide in class support as well as learning interventions bespoke to the needs of pupils to bridge the gaps in maths, reading, writing and phonics</p>	<p>Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils.</p> <p>The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher.</p> <p>Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</p> <p>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions are carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains, so assessment needs to be</p>	<p>1,2,3,5</p>

	monitored - in a manageable fashion - over time.	
Diagnostic assessment tool Star maths purchased to align with star reading (Jan 2024)	Math assessment software designed to provide an online maths test for tracking, measuring and reporting on student maths ability and identifying gaps in learning. <i>“Enabling school maths analysis, Star is a reliable tool which can track student and child development..... to give robust diagnostics and insight which can inform student development and track maths progress.”</i>	1, 5

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

Budgeted cost: £ 25,601

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team: provide targeted intervention to vulnerable pupils	<p>Small group support allows teaching to be adapted to meet the social and academic needs of pupils. Learning is personalised and structured to meet the needs of individual pupils.</p> <p>The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher.</p> <p>Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils.</p> <p>High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored. Some pupils may make quick gains, so assessment needs to be monitored - in a manageable fashion - over time.</p>	1, 2, 3, 5
Additional staff member to focus on reading (KS1) and another to spend 1 hour per day hearing targeted KS2 pupils read	<p>Encouraging a love of reading and an understanding that once we learn to read, we read to learn.</p> <p><i>“Reading for pleasure is the single biggest factor in success in later life, outside of an education. Study after study have shown that children who read for pleasure are the ones who are most likely to fulfill their ambitions”</i></p>	1,2
Tutoring hours	Tutoring can have a positive impact on pupils' academic progress. Evidence suggests that,	1,3

A contribution towards the school's costs for providing school-led tutoring	<p>compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Tutoring can also help pupils to build resilience. Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p>	
Third space learning Online maths tutoring (NTP)	<p>Providing specialised and personalised support. Third space learning are a recognised and well established training partner offering diagnostic assessment and targeted maths support to individual pupils</p> <p><i>"Evidence consistently shows the positive impact that targeted academic support can have." (EEF, 2020)</i></p>	1
Home Learning Club	Providing pupils with access to devices and resources to enable them to complete home learning tasks	1, 6

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

Budgeted cost: £29,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language therapist	Identified language gap in school. Research indicates that early intervention is the most effective. Overall, evidence from school internal tracking tells us that early years and pre-school intervention is beneficial	1,2
Specialist play therapist	EEF shows meta-cognition and self-regulation as potentially having an 8+ months impact on learning. These strategies address emotional barriers to learning, raise children's self-confidence and teaches them self-regulation and how to become effective learners	3, 4, 6
HABs Family support service. Specialists available to support and work with families undergoing difficulties	Research and our own data analysis shows that many vulnerable families have complex needs beyond financial difficulties. Early intervention and support can often prevent escalation and / or significant impact of pupils' well-being and education	3, 6

<p>Enrichment activities</p> <p>Range from the provision of equipment / clothing to support with school trips, PGL residential trip, music lessons and holiday clubs</p>	<p>NFER research indicates that ensuring high quality opportunities for all is effective in promoting good attainment. To ensure the well-being of individual pupils and their readiness for learning.</p> <p>Removing non-academic barriers to success.</p>	<p>1 - 6</p>

Total budgeted cost: £129,935

Further information

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> <ul style="list-style-type: none"> • embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. • utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. • offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. <p>Planning, implementation, and evaluation</p> <p>In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.</p> <p>We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.</p>
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We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's Guide to the Pupil premium \(Autumn 2021\)](#) and [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

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 2021 to 2022 academic year.

Desired outcome 1: The gap between the attainment and progress of PPF pupils in reading, writing and maths and their peers is improving.

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.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19; a lack of engagement in learning, in particular.

National figures show that the attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic and demonstrates the additional impact of COVID-19 on disadvantaged pupils. This is reflected in our own data.

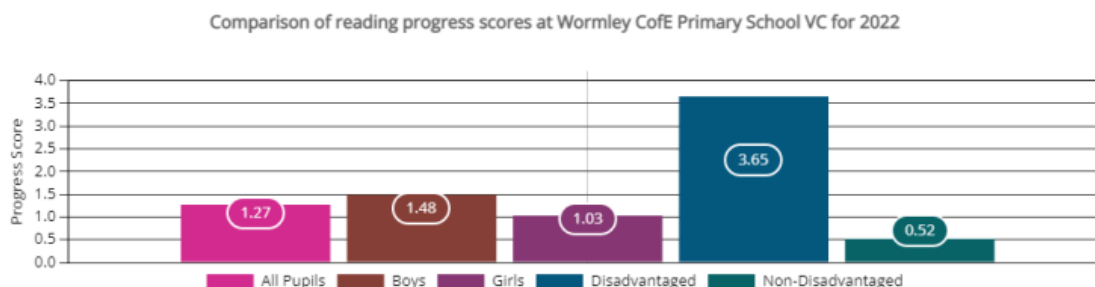
However, in our school, the gap is narrower - and is minimal in reading - by the end of KS2. This will have been impacted by

- our older pupils have had more time at school for us to positively impact their progress and attainment

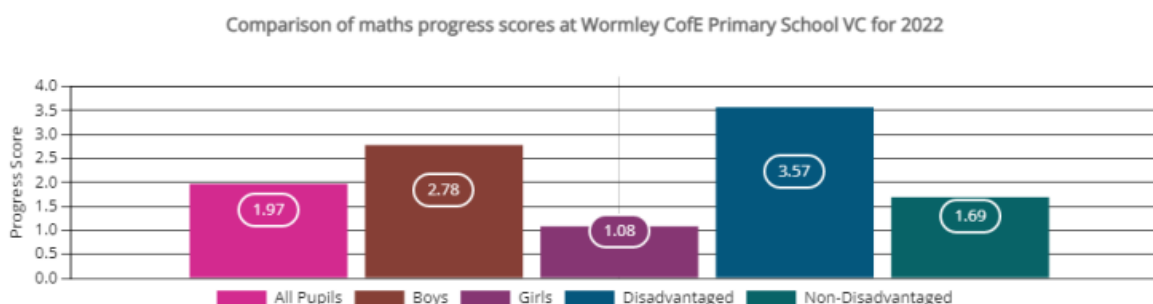
- we provided more tutoring and focused intervention such as third space learning in KS2
- the impact of covid lockdowns seem to be less on children who could already read, write and do basic maths before they were learning from home

In addition, the progress of disadvantaged pupils from KS1 to KS2 in reading and maths is very positive.

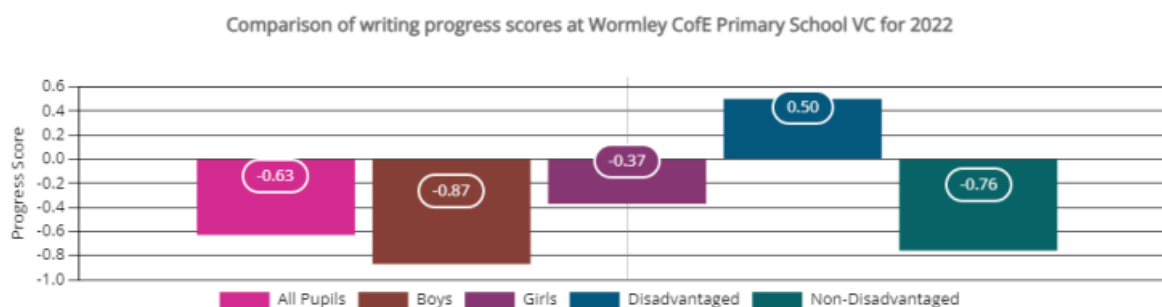
Reading



Maths



Writing

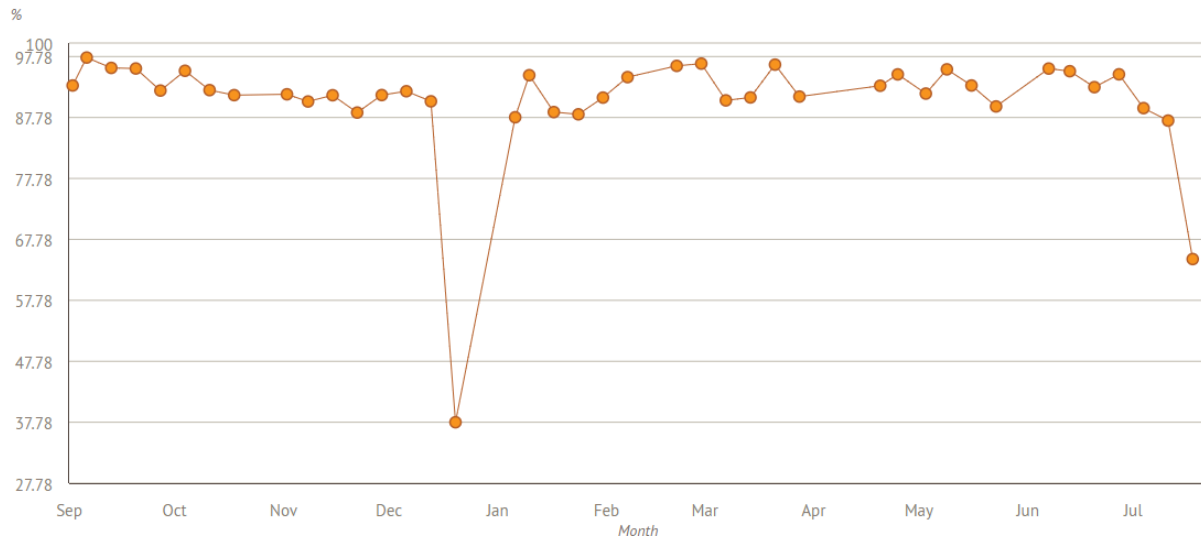


In the Y4 Multiplication check, disadvantaged pupils performed in line with or better than the national picture for all pupils. Their mean score was 19.6 (19.8) and 30% (27%) scoring full marks.

Desired outcome 2: The average attendance of PPF pupils meets the 96% school target

Absence among disadvantaged pupils was 3% higher than their peers in 2021/22. 91% compared to 94%. Persistent absence was 18% higher. 36% compared to 18%.

Attendance trend across the year for disadvantaged pupils:



We recognise this gap is too large, particularly in relation to persistent absenteeism, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Desired outcome 3: Families will work in partnership with the school and feel part of the school community

Continued restrictions on mixing due to covid guidance, prevented us having parents in school as much as we had originally planned last year.

However, as the year progressed we were able to invite parents into school for a range of reasons: one-to-one meetings; sports day; stay and play. At the end of the year, we were able to invite all our new parents to attend 3 workshops and begin to involve them in the life of the school.

This is an area which needs more focus in 2022/23.