

## 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 2021-2022               | Data 2022-2023 | Data 23-24    |
|---|------------------------------|----------------|---------------|
| School name   | Worle Village Primary School |                |               |
| Number of pupils in school  | 186                          |                | 190           |
| Proportion (%) of pupil premium eligible pupils   | 24%                          |                | 26%           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                    |                |               |
| Date this statement was published   | December 2021                | Dec 2022       | Dec 2023      |
| Date on which it will be reviewed   | September 2022               | July 2023      | July 2024     |
| Statement authorised by   | Susan Elliott                | Kerry James    | Susan Elliott |
| Pupil premium lead  | Kerry James                  | Danielle Read  | Danielle Read |
| Governor / Trustee lead   | Stuart Mottram               | Ryan Aves      | Ryan Aves     |

### Funding overview

| Detail  | Amount 21-22 | Amount 22-23 | Amount 23-24          |
|---|--------------|--------------|-----------------------|
| Pupil premium funding allocation this academic year   | £45730       | £51,245      | £54,623 (+ £4500 LAC) |
| Recovery premium funding allocation this academic year  | £4930        | £5,945       | £5510                 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £7500        | £0           | £0                    |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £58160       | £57,190      | £60,133 (+ £4500)     |

## Part A: Pupil premium strategy plan

### Statement of intent

*At Worle Village Primary, we have high aspirations and ambitions for all our children and we believe that no child, regardless of background, should not be able to make good progress and achieve a high attainment across all subjects. We aim to build a passion for learning, a thirst for knowledge and raise aspirations ready for their future. We are determined to ensure that our children are given every chance to realise their full potential. The Pupil premium strategy represents an integral part of the school's focus to support dis-advantaged, and those who are already high achievers, to achieve this potential.*

*The approach we take is based on identifying the pupil's needs and challenges to learning that they may face through robust diagnostic academic and social assessments throughout the year.*

*Our strategy focusses on a sustained three-tier approach. High quality first teaching is the cornerstone of the whole school's provision of learning for every staff member, identifying and supporting dis-advantaged children on a daily basis. It is proven that this has the greatest impact in our school that allows dis-advantaged children to close the gap with the non-disadvantaged peers.*

*As part of the whole school's plan s for education recovery, the strategy will utilise targeted support from the National Tutoring Partnership/School led tutoring to aid the recovery of learning because of the disruption to children's learning.*

*Pupils have and are still facing a time of uncertainty and change in their lives that has been unprecedented in recent times. The effect on their social and emotional development and well-being has been significant both academically and socially. The strategies final tier looks at the welfare and mental wellbeing of the child providing effective pastoral care and positive experiences that complement the other tiers.*

*The strategy is flexible and fluid so that as a school we can adapt and make changes to accommodate any challenges that occur.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Assessments and observations indicate under developed oral language skills and vocabulary gaps across all subjects particularly in Maths and English among many disadvantaged pupils from Reception through Year 3 and is more noticeable than their non-disadvantaged peers</p> <p>On entry into Reception in the last 2 years has shown that 72% of our disadvantaged pupils are below age related expectations compared to that of 29% non-disadvantaged.</p>  |
| 2                | <p>Assessments and observations and a robust monitoring program including pupil conferencing has highlighted that stamina for writing across the school has fallen due to lack of sustained practice.</p> <p>Autumn assessments indicate that writing is still an area for strong improvement across the school. <b>An example is Year 3: 20% of pupils are working at expected and PPG pupils at expected is 50%.</b></p>   |
| 3                | <p>Assessments, observations, and teacher indications suggest that disadvantaged children are having greater difficulty in their knowledge of phonics, which has had an impact on their early reading. This is sustained through to KS2.</p> <p>It was identified that 57.8% of new entry reception in 2021 who were disadvantaged did not know their basic sounds compared to 42.2.% for their peers.</p>   |
| 4                | <p>Assessments including a well-being survey, observations from both teachers and our pastoral care team and pupil/parent conferencing have highlighted an increase in social/emotional issues in particular levels of anxiety. This is more prevalent in disadvantaged children affecting their academic attainment.</p> <p>Teacher referrals for support since September have notably increased. There are 59 children currently requiring additional support with emotional and social needs. 21 (50%) are disadvantaged receiving small group support.</p> |
| 5                | <p>Through assessment, observations, and discussions with pupils, indicate that the partial closure of the school has had an impact on many of our disadvantaged children to a higher degree than others. There has been a lack of both physical and enrichment activities/opportunities that support the building of cultural capital. This is supported by national studies that this effect for our disadvantaged children has an impact on their attainment including those who are higher attainers.</p>  |

## 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 oral and language skills and the use of broader vocabulary among disadvantaged pupils  | Assessments and observations indicate that there is a significant increase in the use of oral language and vocabulary among disadvantaged pupils across all subjects including maths and English. This will be evident in workbook scrutiny and in class engagement as well as ongoing formative assessment.  |
| Improved reading with a new Dfe phonics scheme.   | Assessments, observations, and a reading monitoring suggest that disadvantaged pupils have greater difficulty with their phonics than non-disadvantaged do. This has a negative impact on their future reading ability through the school.  |
| Improve attainment and increase in stamina for writing across the school particularly our disadvantaged pupils.   | An increase in attainment across the school using a writing scheme called The Writing Revolution.<br>Observations and book scrutinies will demonstrate an increased amount of opportunities for developing writing stamina across all subjects.   |
| Increase the mental well-being and resilience for all pupils in the school including our disadvantaged.   | Assessments, observations and discussions with the pastoral care team will show three outcomes:<br><ol style="list-style-type: none"> <li>1. High levels of wellbeing and engagement.</li> <li>2. A decrease in the number of pupils seeking additional support.</li> <li>3. Qualitative data from the student voice and pupil/parent surveys demonstrates a sustained higher level of well-being.</li> </ol> <p>In class, assessment and observations will show an increase in attainment and engagement for our disadvantaged pupils.</p> |
| To provided opportunities and experiences for our disadvantaged pupils including those working at ARE or above to build their cultural capital in line with the non-disadvantaged peers to support an increase in attainment. | A significant increase in the % of pupils taking part in enrichment activities, trips, events etc.<br>An increase in the % of opportunities for the disadvantaged pupils working at ARE or above to challenge and stretch their progress sand attainment.   |

|  |  |
|--|--|
|  | Formative assessment and book scrutiny will demonstrate an increase in attainment. |
|--|--|

## 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: £ 5420

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| £5420     | £1756     |           |

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Purchase of a new Dfe validated Systematic Synthetic Phonics program and resources to secure stronger phonics teaching for all pupils</i></p> <p><i>CPD Training for staff of the new phonics scheme to deliver the scheme correctly.</i></p> | <p>FFT Lightning:<br/>Focus on providing high quality reading support resources and intervention from the earliest age.</p> <p><i>Students who experience success early in the literacy acquisition process are more likely to make steady progress towards becoming fluent readers who understand what they read.</i></p> <p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</a></p> | 1 , 3                         |
| <p><i>Embedding oracy, language and vocabulary into the school curriculum to support pupils to build a broader knowledge and articulation of vocabulary as</i></p>  | <p>The following statements are based on scores collected between April 2016 and June 2020. We have before and after scores for 6270 children.</p> <p>After 10 weeks of Talk Boost KS1 intervention: 1. 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before), as measured by the I CAN Tracker. 2. The number of children working at expected levels in using sentences more than doubled, as measured</p>  | 1                             |

|  |  |     |
|--|--|-----|
| <p><i>well as to extend for the higher attainers. Use of oracy based programs such as Neli and CPD</i></p> <p><i>Enhancement of our mathematical vocabulary in the curriculum throughout the school through the Boolean Maths Hub. CPD. Funding for release time will be available</i></p> <p><i>2 teachers to attend the CPD TDTS program that focusses on vocabulary and higher order questioning, thinking and talking.</i></p> <p><i>CPD Training for Oracy 21 scheme to be funded for all teachers across the school.</i></p> | <p>by the I CAN Tracker. 3. 85% of children reached expected levels in understanding</p> <p><a href="https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</a></p> <p><a href="https://tsl-static.s3.eu-west-2.amazonaws.com/assets/Third+Space+Learning+2020+2021+Impact+Report.pdf">https://tsl-static.s3.eu-west-2.amazonaws.com/assets/Third+Space+Learning+2020+2021+Impact+Report.pdf</a><br/>Maths vocabulary</p> <p>Thinking, Doing, Talking Science<br/><a href="https://tdts.org.uk/primary-programme/">https://tdts.org.uk/primary-programme/</a></p> <p><a href="https://voice21.org/our-impact/">https://voice21.org/our-impact/</a></p> |     |
| <p><i>Purchase of equipment and resources for the Writing Revolution scheme of work that will build upon a MAT drive for increased attainment in writing.</i></p> <p><i>Funding for staff training including</i></p>   | <p><a href="https://www.thewritingrevolution.org/impact/">https://www.thewritingrevolution.org/impact/</a></p> <p><a href="https://researchschool.org.uk/shottonhall/news/reading-reflection-the-writing-revolution">https://researchschool.org.uk/shottonhall/news/reading-reflection-the-writing-revolution</a></p> <p>The Pedagogy committee of the academy hence why it is a MAT priority for this year has carried out further reading and research.</p>  | 2 3 |

|   |  |  |
|---|--|--|
| support staff will be available for release time. |  |  |
|---|--|--|

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

Budgeted cost: £ 27148

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| £27,148   | £20,144   |           |

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Third Space Learning NTP</i>   | <a href="https://tsl-static.s3.eu-west-2.amazonaws.com/assets/Third+Space+Learning+2020+2021+Impact+Report.pdf">https://tsl-static.s3.eu-west-2.amazonaws.com/assets/Third+Space+Learning+2020+2021+Impact+Report.pdf</a>   | 1                             |
| <i>School Led Tutoring provided by Connex</i>   | Connex Education Impact report<br><br>One to one tuition / EEF / (Educationendowmentfoundation.org.uk)  | 1 2 3                         |
| <i>Provide quality small group or 1:1 interventions with trained intervention staff. Provide any equipment or resources to support interventions.</i> | Max 1:3 targeted support evidenced by Teacher Assessments<br><i>EEF: Closing the attainment gap report stated that: 'Targeted small group interventions have the potential for the largest immediate impact on attainment</i>   | 1 2 3                         |
| <i>Purchase resources for Talk Boost including funding for training courses.</i>  | The following statements are based on scores collected between April 2016 and June 2020. We have before and after scores for 6270 children.<br>After 10 weeks of Talk Boost KS1 intervention: 1. 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before), as measured by the I CAN Tracker. 2. The number of children working at expected levels in using sentences more than doubled, as measured by the I CAN Tracker. 3. 85% of children reached expected levels in understanding | 1                             |

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

Budgeted cost: £ 19650

| 2021-2022 | 2022-2023 | 2023-2024 |
|-----------|-----------|-----------|
| £19,650   | £27,207   |           |

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Provide high quality pastoral care that provides nurturing programs such as ELSA or Theraplay, young carers or any other trauma based program i.e. Building friendships with lego.</i></p> <p><i>1:1 Time will be allocated to any referral made by a parent or teacher</i></p> <p>Ready to learn , provide breakfast club, provision of uniform, milk for break</p> | <p><i>Young Minds research for the Wise Up campaign reported: Emotional well-being is a clear indicator of academic achievement, success and satisfaction in later life. Evidence shows that mental health and well-being programs in schools can lead to significant improvements in children’s mental health and social and emotional skills. Reductions in bullying and poor behaviour can also be achieved.</i></p> <p>We all love to play, and we believe play is fundamental for children’s social and emotional wellbeing. We have designed a range of playful, collaborative LEGO® activities for the classroom, to help children and young people reconnect following the pandemic and beyond.</p> <p>EEF: it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning.</p> <p><i>Strong attachment between the child and the important adults in their life has long been believed to be the basis of lifelong good mental health as well as the mainstay of resilience in the face of adversity</i></p> | 4                             |
| <b>Funding for Cultural Capital enrichment</b>   | <p>EEF</p> <p><i>Children who are more vulnerable or disadvantaged to that of their peers restrict</i></p>  | 5                             |

|  |   |          |
|--|---|----------|
| <p>Working with experts or specialist clubs/trip</p> <p><b>Funding to ensure Equal Access to participate in school</b></p> <ul style="list-style-type: none"> <li>• First hand learning experiences including residential</li> <li>• After school clubs</li> <li>• Music lesson</li> <li>• Forest school and adventurous activities</li> </ul> | <p><i>opportunities for gaining 'Cultural Capital' that can support their learning and attainment.</i></p> <p><i>Wider experiences promote confidence and knowledge</i></p> <p><i>Case studies show that greater gains are achieved in academic learning when faced with challenges in adventurous settings</i></p> |          |
| <p><b>Contingency fund for acute issues.</b></p>   | <p><i>Based on the experiences of the school in history and to those of similar schools within our academy, we have identified a need to set aside an amount of funding that can be accessed to respond quickly to needs that may arise. I.e. new pupils with special needs.</i></p>                                | <p>5</p> |

**Total budgeted cost: £ 52218**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 22-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Teaching

Our Unlocking Letters and Sounds phonics programme is now well embedded throughout EYFS and KS1. The subscription continues to be paid for and books purchased fully supplement the scheme. We have continued to see good Year 1 phonics test results since embedding this new scheme.

#### Targeted Academic Support

Throughout the year, we have had 2 PPG staff providing targeted interventions from Y1-Y6, 4 afternoons a week. Focusing on children highlighted in pupil progress meetings and termly data drops ensuring interventions are effective. Children respond well and progress is tracked termly on Provision Map.

We continued to use a School Led Tutor using the government funding in terms 3-5. This showed great progress both academically and also emotionally and through engagements in class, supporting children's confidence.

#### Wider Strategies

Our Learning Mentor continues to support children increasing her days to ensure all children are supported. We have also supported PPG children access Music lessons, trips and camps.

Reading Eggs subscriptions continue to support those in EYFS, KS1 and KS2 needing support engaging children alongside the QFT.

Funds helped to pay for a Science animal workshop for the whole school linked to their science learning.

White Rose Maths Books have been purchased to support those working below their year group expectations. These have been received positively by both staff and children.

End of School Data: PPG

| Yr | WRM                | Reading TA         | Writing TA         | Maths TA            | NFER Reading |
|----|--------------------|--------------------|--------------------|---------------------|--------------|
| 1  | 62%/15%            | 85%/15%            | 62%/15%            | 85%/15%             |              |
| 2  | 33% / 0%<br>71%/0% | 33% / 0%<br>71%/0% | 33% / 0%<br>71%/0% | 83% / 0%<br>86%/29% |              |
| 3  | 40% / 0%           | 80% / 0%           | 40% / 0%           | 40%/ 0%             | 77%/46%      |

|   |                     |                      |                      |                      |          |
|---|---------------------|----------------------|----------------------|----------------------|----------|
| 4 | 56% / 0%<br>50%/20% | 89% / 11%<br>90%/40% | 67% / 11%<br>60%/20% | 78% / 11%<br>80%/30% | 100%/78% |
| 5 | 33% / 0%<br>29%/0%  | 67% / 0%<br>86%/14%  | 67% / 0%<br>57%/0%   | 67% / 17%<br>57%/14% | 100%/71% |
| 6 | 40%/0%<br>60%/20%   | 80%/0%<br>80%/20%    | 40% / 20%<br>60%/20% | 40%/ 20%<br>60%/20%  |          |

## Pupil premium strategy outcomes – 21-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### Teaching

Our Unlocking Letters and Sounds is now full embedded through EYFS and KS1. The licence will be paid to ensure the continued delivery of this programme. We purchased the next block of Phase 5 books to match with the scheme to ensure complete fidelity to the programme. Children of all ages are accessing these books to support their phonics journey.

### Targeted Academic Support

Our intervention timetable shows a wide spread of support throughout the school targeting all PP children to meet their small stepped individual targets. Interventions are based on pupil progress meeting outcomes close monitoring of children through Provision Map and FFT. This is being delivered through small grouped interventions with staff and also through our School Led Tutor from Connex Education. TalkBoost has proven invaluable for supporting oracy skills – an area showing decline in our EYFS intakes.

The school took advantage of the government's Catch up recovery funding for disadvantaged pupils. This year we received the full allocation and an extra funding donation.

### End of year school data:

Based on End of year teacher assessments in Term 6.

|      | Reading<br>%Achieving expected<br>Greater Depth | Writing<br>% Achieving expected<br>Greater Depth | Mathematics<br>% Achieving expected<br>Greater Depth |
|------|---|--|--|
| R    | 50/16   | 50/16  | 50 / 33  |
| 1    | 83/ 0   | 83 / 0   | 83/ 20   |
| 2 TA | 37.5 / 37.5                                     | 37.5 / 25  | 37.5 / 12.5  |
| 3    | 70/ 20  | 60/ 10   | 60 / 20  |
| 4    | 50 / 16.6                                       | 50 / 0   | 33.3 / 0   |
| 5    | 75 / 25   | 25/25  | 25 / 25  |

### Wider Strategies

Since returning from Covid, one of the biggest impacts to our children has been their mental wellbeing. We have increased our Learning Mentor provision to full time to support this and it is having a positive impact back in the classroom. The Revealed Project support this further with a group of Y6's looking at self esteem and confidence impacting their own attitude towards learning.

We have been able to further support our PP children through more holistic opportunities which have supported their own interests. Supporting Music lessons, offering support towards trips, clubs and wrap around care has enabled our children a well-rounded education with support for them mentally, socially and emotionally.

"I've always wanted to learn guitar because I want to be in a band one day!" Y6 pupil

"I'm really grateful for the after school provision for my son to attend whilst I work. He is happy to be able to play with his peers and get a snack" Parent

Whole school events including the circus and the Science Dome allowed children access to a variety of experiences they may not have had access to otherwise. "I love looking at the stars inside the Science Dome – it's so cool!" Y3 pupil. "I've never been to the circus before, it was so exciting having them in school! He was super funny playing with the hats!" Y2 pupil

## Pupil premium strategy outcomes '20-'21

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Our pupil premium strategy for the previous year 2020 – 2021 was not realised do to the impact of COVID 19. However, we are proud as a school to have continued with a commitment to a high quality curriculum for all pupils including during partial school closures. We continued to provide a broad and balanced curriculum through remote learning using online platforms to ensure that all pupils including those disadvantaged would have a continuation of their learning and to minimise the impact as seen in other schools around the country.*

*We ensured that the challenges and barriers for remote learning were identified quickly and strategies put in place including the provision of technology and access to the internet for live lessons. Disadvantaged pupils were systematically targets by the pastoral care with check ins and 1:1 calls. Support staff were able to carry out 1:1 tutoring to ensure that our PPG pupils attended the learning throughout.*

*The PPG funded any equipment required as well as access to food parcels and vouchers.*

*It is this action that has allowed our disadvantaged pupils not to have not fell behind and furthered the gap of that of their peers. Internal assessments for the end of the 2020/21 academic year shows that in reading, writing and maths at the end of Key stage 2 71% were expected compared to 86% non-disadvantaged pupils. In greater depth 0% achieved compared to 9% of non-disadvantaged. In pupil progress, our end of key stage 2 showed 0.1% achieved to that of 1.3% difference of non-disadvantaged. In Key Stage 1, 57% achieved expected and 14% achieved greater depth (both outperformed non-disadvantaged) but significantly below National average.*

*However, on return in September, through discussions and Pupil Performance reviews carried out in addition to pupil wellbeing surveys, it was clear that both engagement and stamina in both oral language and vocabulary and writing has been impacted for our disadvantaged pupils. As we provided reading, topic and maths live online, writing has been impacted the most. This is why we have included writing and oral language as key focusses for the coming year.*

*As a school, we have always provided a high quality intervention program staffed by trained practitioners. However, due to the needs identified, these staff will need to be trained in new areas such as NELI and Talk Boost to address the new identified areas targeted for support in addition to the School Led Tutoring and NTP provision.*

*Our assessment, observations, and working closely with the pastoral care team has highlighted an increase in issues relating to well-being and mental health such as anxiety. This is primarily due to the return to school from COVID closures followed by a long break for the summer. It is with this in mind that we have made this a priority for this year and targeting a large proportion of funding to build good mental health and allow children to once again gain experiences and cultural capital that they have missed.*

## **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*

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
|                  |                 |
|                  |                 |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    |         |
| What was the impact of that spending on service pupil premium eligible pupils? |         |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*