

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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 2024-2025
School name	Worle Village Primary School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	27.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	Nov '24
Date on which it will be reviewed	Sept '25
Statement authorised by	Rachel Jones
Pupil premium lead	Danielle Read
Governor / Trustee lead	Mark Preddy (St Martins)

## Funding overview

Detail	Amount 24-25
Pupil premium funding allocation this academic year	£58,010
Recovery premium funding allocation this academic year	n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
<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	£58,010

## 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 be hindered from making good progress and achieving 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.

Our ultimate objectives are to remove barriers to learning created by poverty, family circumstance and background. To narrow the attainment gaps between disadvantaged pupils and their non-disadvantage counterparts both within school and nationally and to ensure all children are able to flourish and thrive.

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

The Pupil premium strategy represents an integral part of the school's focus to support disadvantaged, 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.

All staff are committed to and informed about the needs of disadvantaged pupils.

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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1 Oral Language skills	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
2. Number fluency	Evidence shows that following on the challenges of low-level vocabulary and early language skills have an impact on their attainment in maths across the school.
3 Mental health and behaviour support	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. Teacher referrals for support for children and their families since September have notably increased.
4 Enrichment opportunities	Through assessment, observations, and discussions with pupils, indicate that current social class and variations in demographics 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.
5. Poor punctuality and attendance	Evidence shows our pupils who have challenging home circumstances receive less support for learning, have poor punctuality and attendance and have significantly less access to resources and wider experiences

## 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
<b>Improved oral and language skills and the use of broader vocabulary among disadvantaged pupils</b>	Disadvantaged pupils show measurable improvements in oral communication and vocabulary use through assessments, teacher feedback, and classroom participation.
<b>Poor punctuality and attendance</b>	Attendance for disadvantaged pupils improves, closing the gap with peers, while punctuality significantly improves, with a clear decline in persistent lateness.
<b>Improve attainment and increase in stamina for writing and maths across the school particularly our disadvantaged pupils.</b>	Targeted pupils achieve ARE in writing and maths, with clear evidence of increased writing stamina and improved problem-solving skills.
<b>Increase the mental well-being and resilience for all pupils in the school including our disadvantaged.</b>	Pupil surveys and feedback show increased resilience and happiness, with high participation in well-being initiatives and fewer behavior incidents.
<b>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.</b>	All disadvantaged pupils engage in enrichment activities, demonstrating improved attainment and closing gaps with non-disadvantaged peers, supported by positive pupil and parent feedback.

## 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: £500

<b>2024-2025</b>
£500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – Phonics Work closely with English hub to ensure all staff have up to date phonics training and that interventions are targeted and have impact.</p>	<p>Improvements in reading and writing benefit from improved phonological awareness EEF: Evidence suggests weaker readers, as well as children with dyslexia, perform less well on phonemic awareness tasks. Training phoneme awareness can improve word reading.  Unlockinglettersandsounds.co.uk</p>	
<p>Embed training Mastery in Number and times tables – Boolean Maths Hub Mastery in number training to be refreshed in in Key Stage 1- due to staff changes. Times tables training for KS2 staff to improve number fluency.</p>	<p>EEF Guidance: Improving mathematics in key stages 1 and 2</p>	
<p>Additional adult support to enable more access to QFT and interventions</p>	<p>EEF: evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p>	

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

Budgeted cost: £ 27,500

<b>2024-2025</b>
£ 27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and whole for EYFS and KS1 Continued implementation of NELI, whole class NELI.	(EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the language skills of four- and five-year olds by an additional three months.	1
Invest in resources and training for EYFS Talkboost  Continue with KS1 Talkboost	The following statements are based on scores collected between April 2016 and June 2020. We have before and after scores for 6270 children. 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 2 3
Provide quality small group or 1:1 interventions with trained intervention staff. Provide any equipment or resources to support interventions.	Max 1:3 targetted support evidenced by Teacher Assessments <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
Reading Eggs subscription	While specific studies on the impact of online reading subscriptions are limited, the general consensus is that increased access to reading materials supports literacy development. The UK government's report on reading for pleasure emphasises that access to books and reading materials is a key factor in promoting reading among children.	

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

Budgeted cost: £ 30,010

<b>2024-2025</b>
£ 30,010

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Learning Mentors delivery of support and interventions for healthy social and emotional development.	Young Minds research reported: emotional wellbeing is a clear indicator of academic achievement and success EEF: reducing challenging behaviour can have a direct and lasting effect on pupils learning. <i>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>	
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.  1:1 Time will be allocated to any referral made by a parent or teacher	EEF: it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils learning.  <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>	
<b>Funding for Cultural Capital enrichment</b>  Ready to learn , provide breakfast club, provision of uniform, milk for break	EEF  Children who are more vulnerable or disadvantaged to that of their peers restrict opportunities for gaining 'Cultural Capital' that can support their learning and attainment.	

<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> <li>• School residential</li> </ul>	<p>Wider experiences promote confidence and knowledge</p> <p>Case studies show that greater gains are achieved in academic learning when faced with challenges in adventurous settings</p>	
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**Total budgeted cost: £ 58,010**

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

### Pupil premium strategy outcomes 23-24

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Teaching

. Our Unlocking Letters and Sounds phonics programme is now well embedded throughout EYFS and KS1 and Phonics teaching has continued to be consistent across our early years classes. 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. Despite oral language being low initially in reception, children are making good progress through QFT.

After receiving Boolean CPD training, staff are implementing this within lessons and using a wide variety of vocabulary to deepen understanding and support understanding.

A more structured writing process was established across the school to ensure purpose and develop a love of writing. This, alongside Writing Revolution, has helped develop stamina and quality of work.

#### Targeted Academic Support

A large number of our small grouped interventions were affected by challenging behaviour. Our PPG support was then targeted towards these children and

Talk Boost and NELI has been a vital part of supporting our PPG children in early language as well as our EAL children starting mid-year.

#### Wider Strategies

Our Learning Mentor, has had a much bigger presence in the playground before and after school this year which has been vital in providing support for children and their families. Parent/carers have been able to build a good rapport so are confident in communicating needs.

We have been able to support children attending breakfast and after school clubs so parents are able to access work opportunities but also ensure children have had a meal before starting school. Children have been given the opportunity to attend residential camps in Y4 and Y6 and have been able to access music lessons and adventurous activities within the school timetable.

#### End of School Data: PPG

Yr	WRM	Reading TA	Writing TA	Maths TA
1				
2	67%	67%	67%	67%
3	67%	78%	67%	78%
4	50%	63%	50%	63%
5	50%	100%	63%	88%
6	71.4%	100%	85.7%	71.4%