



Pupil premium strategy statement

School overview

Detail	Data
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	45%
Academic year/ years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Full Governing Body
Pupil premium lead	Kurt Doyle
Governor / Trustee lead	Sanjai Desai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,545
Recovery premium funding allocation this academic year	£9,570
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	£226,115

Part A: Pupil premium strategy plan

Statement of intent

The purpose of Pupil Premium funding is to provide suitable high-quality teaching, targeted academic intervention and wider pastoral support to enable socio-economically disadvantaged pupils the opportunities may require to both achieve well academically and in their wider personal development.

Our intention is that our pupils, irrespective of the challenges they face, will make good progress and achieve across all curriculum areas.

Use of Pupil Premium funding at Widden Primary School centres on the relentless pursuit of consistent quality-first teaching and the removal of barriers to learning so that high-quality learning opportunities and experiences are maximised. Evidence is clear that this approach directly contributes to increased outcomes. Amongst these outcomes, we are ardent in our expectation that all children who received pupil premium funding will make good or better progress, and hold steadfast in our school aspiration that all of our pupil premium pupils can attain at or above the national age-related expectations.

Challenges

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

Challenge number	Detail of challenge
A	<i>Fundamental gaps in basic knowledge and skills for pupils eligible for PP who are not attaining Age Related Expectations (ARE) or above (GDS) in R, W, M</i>
B	Quality-First Teaching for pupils eligible for PP limits learning and pupil outcomes
C	Support staff are not deployed methodically to support the learning of children who are eligible for Pupil Premium funding
D	Many children in the Early Years begin school with fundamental gaps in their understanding of the world and many are not Key Stage 1 ready at the end of the EYFS
E	27% of PP pupils have SEND
F	Many PP pupils have additional pastoral barriers to learning, including attendance

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
A	<p>Attainment increases for all PP pupils in all year groups.</p> <p>All pupils make accelerated progress if they are not currently working at age related expectation in R, W and M; more pupils working at EXS make greater progress towards GDS.</p>	<p>Triangulation of assessment demonstrates that pupils have made progress towards or beyond ARE in R, W and M. A greater number of pupils are working at the ARE and at the GDS.</p> <p>This is further evidenced by end of KS1 and end of KS2 national assessments.</p>
B	<p>Teaching reflects the school's systematic approach to developing Quality First Teaching. This high-quality teaching results in more PP children attaining at the expected standard or above.</p>	<p>Monitoring of teaching reflects more consistent use of features of Quality-First teaching, in line with the school's model.</p> <p>Assessment data demonstrates that all pupils have made at least expected progress and a greater number of pupils are now working at ARE or above.</p>
C	<p>A structured cycle of Pupil Progress meetings involving key staff and parents results in focused catch up and intervention from teaching staff.</p> <p>Staff are deployed methodically to provide targeted support to pupils, and this results in accelerated progress.</p>	<p>Greater accountability and support results in more targeted and detailed provision mapping. This is reviewed termly and informs the deployment of teaching staff. These actions result in accelerated progress for children working towards ARE and GDS and more children working at ARE and GDS.</p>
D	<p>Quality-First interventions and targeted on-going support ensures that PP pupils in EYFS catch up, consolidate understanding and are better prepared to transition in to Key Stage 1.</p>	<p>A greater number of children in EYFS achieve a good level of development. Pupils are attaining, at least, at similar levels to their non-PP peers. Those not yet achieving GLD are well placed to catch up quickly in KS1.</p>
E	<p>Specific SEND meetings are an integral part of the Pupil Progress review cycle. This enables staff to identify and provision map for additional needs. Staff are further provided with ongoing training and support which enables them to plan and deliver more effective learning opportunities for pupils with SEND.</p>	<p>Greater accountability and support results in more targeted and detailed provision mapping. This is reviewed termly and informs the deployment of teaching staff. As a result, PP children</p>

	<p>This results in ambitious progress in learning for all pupils with SEND.</p>	<p>with SEND make, at least, expected progress and those with high-level complex needs are able to widely access the curriculum.</p>
F	<p>Pastoral barriers to learning are no longer able to limit outcomes for children.</p> <p>Staff establish effective systems and processes to counter any pastoral barriers to learning, including attendance.</p> <p>These actions result in maximised learning time and contributes towards increased progress and attainment.</p>	<p>All PP children below 100% have increased attendance. More children are attending at least 96% of all learning.</p> <p>Persistent absence is significantly reduced and ideally eradicated. Persistent absence is no longer higher than the national average.</p> <p>More children with pastoral barriers to learning are attaining at ARE or GDS.</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: £39,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing Continued Professional Development training for teaching staff in Assessment for Learning.</i>	Progress and attainment of Pupil Premium children is below that of non-PP children both within the school and nationally. Effective teaching strategies, matched to specific next steps in learning, for PP children will underpin increased outcomes.	<ul style="list-style-type: none"> Strategies for QFT and TAS are evidence-based and high-quality
<i>The Senior Leadership Team (SLT) outline expectations of Quality-First Teaching (QFT) for all teaching staff. This forms the basis of monitoring and staff development.</i>	EEF research identifies Quality-First Teaching as the primary method for increasing pupil progress and therefore attainment. More skilled teaching will underpin this improvement.	<ul style="list-style-type: none"> Strategies for QFT and TAS are evidence-based and high-quality
<i>Continued Professional Development training for teachers and teaching assistants in teaching Reading.</i>	Research regards reading as the foundation of the primary school curriculum and therefore to learning. Reading outcomes for most pupils, but especially PP children, at all stages are significantly lower than national average at Widden. More skilled teaching will underpin this improvement.	<ul style="list-style-type: none"> Strategies for QFT and TAS are evidence-based and high-quality
<i>Continued Professional Development training for teachers and teaching assistants in teaching Writing.</i>	Outcomes for PP children in Writing are lower than the national average, especially in Key Stage 1. More skilful teaching of writing and a greater understanding of language and subject knowledge will contribute towards increased pupil outcomes.	<ul style="list-style-type: none"> Strategies for QFT and TAS are evidence-based and high-quality
<i>Continued Professional Development training for teachers and teaching assistants in teaching Mathematics.</i>	Outcomes for PP children in Mathematics are lower than the national average, especially in Key Stage 1. More skilful teaching of mathematics and a greater understanding of number will contribute towards increased pupil outcomes.	<ul style="list-style-type: none"> Strategies for QFT and TAS are evidence-based and high-quality

<i>Continued Professional Development training for teachers and teaching assistants in developing and supporting oracy.</i>	Command of spoken language and grammatical understanding are barriers to effective writing and language comprehension. Increased understanding of and effectiveness in teaching oracy will contribute towards increased pupil outcomes across the curriculum.	<ul style="list-style-type: none"> Strategies for QFT and TAS are evidence-based and high-quality
<i>Focused programme of Continued Professional Development training for teachers and teaching assistants in EYFS in phonics.</i>	Outcomes for children at the end of EYFS are significantly lower than the national average, especially in literacy. Phonics is a fundamental component of language, and of early reading.	<ul style="list-style-type: none"> Strategies for QFT and TAS are evidence-based and high-quality
<i>Focused programme of Continued Professional Development training for teachers and teaching assistants in EYFS in Speech & Language.</i>	Outcomes for children at the end of EYFS are significantly lower than the national average, especially in literacy. Many of our PP children begin formal education with no or limited proficiency in English. Speech & Language training will underpin the effective delivery of oracy and spoken, then written, English.	<ul style="list-style-type: none"> Strategies for QFT and TAS are evidence-based and high-quality

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

Budgeted cost: £152,471

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design and implementation of a more rigorous and more focused Pupil Progress review cycle.	The EEF cites Targeted Academic Support as being one of the most effective methods of improving pupil outcomes. Cohort challenges are greatly variable at Widden. Children often have multiple barriers to learning in addition to being PP. More focused reviews of pupils barriers to learning will enable teaching staff to provide more accurate targeted support.	<ul style="list-style-type: none"> Identification of needs more clearly met Barriers to learning removed or reduced Provision mapping for targeted academic support
<i>Targeted intervention outside of the classroom from teaching staff.</i>	Research suggests that PP children often do not attain as well as non-PP children, both at EXS and GDS. Focus support and extension for PP children within lessons should contribute towards accelerated learning and greater progress.	<ul style="list-style-type: none"> Additional focused pre-teach or focused support to add value to QFT

<i>Additional release time for class teachers to focus on the development of Writing for PP children.</i>	Language and literacy are common barriers for many of our PP children. Additional 1:1 or small group teaching from class teachers will result in accelerated progress for PP children in reading and writing.	<ul style="list-style-type: none"> • Focused feedback through QFT and TAS time with class teacher
<i>Deployment of teaching assistants with a particular focus on supporting and extending literacy learning for PP children.</i>	Literacy outcomes in EYFS are significantly lower than the national average. Additional focused support and targeted intervention will result in greater progress for PP children in oracy, reading and writing.	<ul style="list-style-type: none"> • Ensuring that all children are read with frequently • TAS reduces gaps and ensures children are more readily able to access the curriculum from an early starting point
<i>Specific SEND meetings are an integral part of the Pupil Progress review cycle.</i>	Outcomes for PP children with SEND are significantly lower than the national average. More rigorous and focused pupil progress meeting specifically for children with SEND will enable the Inclusion Manager, teaching staff and parents to move effectively and appropriately provision map for targeted academic support and intervention.	<ul style="list-style-type: none"> • Specific needs of PP children with SEN are clearly identified and provision mapped for TAS
<i>Continued Professional Development training for teachers and teaching assistants in supporting PP children with SEND.</i>	Outcomes for PP children with special educational needs and disability are significantly lower than the national average. Quality-first teaching the more effective way of raising attainment. Improving the ability of staff to support children with SEND will increased progress and raise attainment.	<ul style="list-style-type: none"> • TAs, using the EEF and MITA, are able to use a wider range of evidence-based strategies to support learning and add value to classroom practice
<i>Funding of a pastoral team with a specific focus on increasing outcomes for PP children.</i>	Attainment for PP children is below that of their non-PP peers. Many of these children have additional pastoral barriers to learning. Increased monitoring of these children and effective deployment of support staff will remove these barriers to learning.	<ul style="list-style-type: none"> • Pastoral barriers to learning are removed or reduced, enabling children to make greater academic progress.

<i>Part funding of Learning Mentors to provide additional support and coaching to children with complex emotional needs or at risk of exclusion.</i>	12/15 children at risk of exclusion are PP. Many of our PP children have complex emotional needs. Targeted pastoral support linked to individual learning needs will remove barriers to learning and result in accelerated progress.	<ul style="list-style-type: none"> Children with SEMH needs or AROE are provided with a robust programme of support to enable them to flourish
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For more information regarding Catch Up Premium, please refer to the detailed costed plan available on the school website.

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

Budgeted cost: £28,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding of a pastoral team with a specific focus on increasing outcomes for PP children.</i>	Attainment for PP children is below that of their non-PP peers. Many of these children have additional pastoral barriers to learning. Increased monitoring of these children and effective deployment of support staff will remove these barriers to learning.	<ul style="list-style-type: none"> Swift identification and removal of barriers to learning. Social and emotional support.
<i>Part funding of Learning Mentors to provide additional support and coaching to children with complex emotional needs or at risk of exclusion.</i>	12/15 children at risk of exclusion are PP. Many of our PP children have complex emotional needs. Targeted pastoral support linked to individual learning needs will remove barriers to learning and result in accelerated progress.	<ul style="list-style-type: none"> Focused SEMH, AROE and PP support to support classroom learning
<i>Increased funding of a pastoral team with a specific focus on increasing attendance and reducing persistent absence.</i>	Attainment for PP children who are persistently absent is significantly below the national average. This is particularly high for specific demographics. Increased attendance will remove this barrier to learning and maximise learning time. This will result in greater progress and academic outcomes.	<ul style="list-style-type: none"> Increased attendance increases exposure to more QFT and TAS
<i>Part funding of breakfast club provision for PP children.</i>	Many of our PP children do not have breakfast at home before school. Research suggests that eating breakfast is an important part of the 'ready to learn' process. Removing hunger and improving concentration through breakfast will	<ul style="list-style-type: none"> Breakfast is not a barrier to learning. Provision of a safe and calm space before school

	enable children to focus on their learning. This will contribute to increased progress and outcomes.	
<i>Funding of a Walking Bus provision targeted to PP children.</i>	<p>A number of our PP children bring themselves to school. Many of them are late. A walking bus provision ensures that children are safely collected each morning and arrive at school, and are on time.</p> <p>This removes a barrier to learning and enables children to focus on their learning. This will contribute to increased progress and outcomes.</p>	<ul style="list-style-type: none"> • Opportunities provided for children to get to school where otherwise they may be absent or late

Total budgeted cost: £220,545

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.

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment increases for all PP pupils in all year groups. Pupils make accelerated progress if they are not currently working at age related expectation in R, W and M; more pupils working at EXS make greater progress towards GDS.	Internal standardised assessments demonstrate that pupils have made progress towards ARE in R, W and M. A greater number of pupils are working at the ARE and a number of pupils are working at the GDS. This is further evidenced by end of KS1 and end of KS2 national assessments.
See attached data: appendix A – PP and non-SEND support; appendix B – PP (including SEND support). Literacy was negatively impacted by COVID-19 and remote learning. Progress and attainment in reading remained broadly equal from baselines to summer. Progress and attainment in writing declined in a number of year groups from baseline to summer. Mathematics was largely unaffected by remote learning and most groups made progress.		
B.	Planning for learning and teaching strategies are better equipped to supporting pupils to make accelerated progress and to consolidate and secure their understanding.	Internal standardised assessments and curriculum tracker demonstrate that pupils have made progress towards ARE across the curriculum and a greater number of pupils are now working at ARE or above.
Informal observation of teaching indicates an improvement in the appropriateness and use of teaching strategies broadly used. This is supported by the data, particularly in mathematics. These strategies require further clarification with a structured approach to Quality First Teaching, especially focused on strategies for improving pupils writing.		
C.	Assessment is standardised and rigorous. Detailed analysis of pupils' learning needs are clearly identifiable and is used to inform T&L strategies to aid progress.	A standardised termly assessment programme is implemented and this supports pupil progress meetings and underpins meaningful discussion and planned intervention for pupil premium children.
Standardised national assessments have been implemented for baseline and termly points: Autumn, Spring, Summer. These assessment are used in Reading and Mathematics. Additional work was completed with Insight and Jamie Pembroke to correlate standardised scores to scaled scores to understand progress towards ARE in KS2. Assessment of writing is teacher-led. Internal moderation was organised with the local authority to support and validate this process. EYFS moderation was supported by local authority advisors (Gloucestershire LA and Birmingham LA). Data obtained must now be better utilised in more focused pupil progress meetings targeted at the requirements for those eligible for pupil premium.		
D.	Staff are deployed methodically to provide targeted support to pupils and this results in accelerated progress.	A greater number of pupil premium pupils make accelerated progress, and more are working at ARE or above, as a result of focused interventions.

<p>Staff have been deployed to broadly support pupil premium students. This has contributed to positive progress for some groups of pupils, particularly in reading and mathematics. This support is not yet precise enough. Rigorous and detailed pupil progress meetings need to contribute to more precision identification of barriers to learning and provision mapping in order to maximise the impact of staff deployment and therefore pupil progress.</p> <p>SLT deployment of staff during lockdown ensured that some targeted groups of PP children were able to make positive progress through remote education.</p>		
E.	<p>The school possesses the necessary equipment and resource to support learning in R, W and M.</p> <p>The school is able to demonstrate effective coverage of the National Curriculum in its broad and balanced school curriculum.</p>	<p>A greater number of pupil premium pupils make accelerated progress, and more are working at ARE or above, as a result of focused interventions.</p> <p>Increased progress and attainment is evident across a broad and balanced curriculum and in a range of different subjects.</p>
<p>The school has purchased and is embedding a curriculum tool (Cornerstones) to ensure that all pupils, including PP, are able to access an ambitious, broad and balanced curriculum with a full entitlement.</p> <p>The school has sourced and resources a range of high-quality and diverse texts which better enable children to access ARE+ standard literature. Targeted texts specifically for pupil premium children has not always been effective and requires careful consideration in the future.</p> <p>The school has not yet successfully implemented a whole-school handwriting scheme which demonstrates positive impact in writing, and across the curriculum.</p> <p>Some key mathematical resources have been purchased and are being utilised for CPA in mathematics. This requires further investment and consistency in whole-school teaching strategies. Yet, data indicates this has contributed to encouraging progress in most year groups.</p>		
F.	<p>Quality-first interventions, targeted on-going support and resource ensures that PP pupils in EYFS consolidate understanding and are better prepared to transition in to Key Stage 1.</p>	<p>A greater number of children in EYFS achieve a good level of development, or higher. Pupils are attaining, at least, at similar levels to their non-PP peers.</p>
<p>Partly met. EYFS staff have not yet been always been deployed effectively to deliver targeted learning support for pupil premium children. As a result, progress has been reliant on Quality-First Teaching and reactive intervention support.</p> <p>Employment of a new EYFS lead and development of a more focused pupil progress review cycle will lead to a more effective deployment of EYFS staff for intervention and therefore greater outcomes for pupils.</p>		
G.	<p>The teaching staff are provided with ongoing training and support which enables them to plan and deliver more effective learning opportunities for pupils with SEND. This results in, at least, expected progress and often results in accelerated progress.</p>	<p>PP children with SEND make, at least, expected progress. Progress measures in KS2 are similar to those for PP children with SEND nationally at the end of Key Stage 1 and Key Stage 2.</p>
<p>Progress for pupil premium children with SEND was broadly in line with the school PP trends. See appendix B.</p> <p>Training has not been delivered for staff in supporting children with SEND.</p> <p>Employment of a new SENDCo and the development of a more focused programme of CPD for all staff, resulting in more QFT and high-quality wave 2 and wave 3 support for pupils with SEND.</p>		
H.	<p>Attendance for all children is 96% or greater. Children who are lower than this target are swiftly identified and support is offered. Attendance increases as a result. Persistent absence significantly reduces and is no longer higher than the national average.</p> <p>Attendance and punctuality improve; this results in maximised learning time and contributes towards increased progress and attainment.</p>	<p>No PP pupils to have below 90% attendance. Parents co-operating with school to ensure good attendance & punctuality.</p> <p>Persistent absence is significantly reduced and ideally eradicated. Persistent absence is no longer higher than the national average.</p> <p>Being absent or late is no longer a barrier to learning for PP children.</p>

Comparison of attendance from 2020-2021 to prior years is limited by the nature of the COVID-19 pandemic, including for persistent absence.

The attendance team focused on targeted groups of pupils who were pupil premium and persistent absentees.

Attendance of the targeted Eastern European Roma group was positive with mean attendance increasing from 57.5% to 77.3%. Attendance of the targeted South Asian/ Arab group was also positive with attendance increasing from 83.0% to 92.4%.

I.	<p>Behaviour is significantly better, including low-level disruption.</p> <p>Instances of bullying, violent behaviour, racism and discrimination are significantly reduced.</p> <p>Exclusions are significantly reduced and are below the national average.</p> <p>This results in maximised learning time and contributes towards increased progress and attainment.</p>	<p>Behaviour is no longer a barrier to learning for all children.</p> <p>Data confirms that instances of bullying, violent behaviour and discrimination are significantly reduced.</p> <p>Children at risk of exclusion remain in school and make greater progress than previous due to increased and maximised learning time.</p>
<p>Behaviour was significantly improved with fewer than half the number of serious behaviour incidents recorded compared to the prior year.</p> <p>11/14 children At Risk Of Exclusion (AROE) were Pupil Premium. 5 fixed term exclusions were recorded with 3 of these being a Pupil Premium child.</p> <p>This is a marked improvement from the prior academic year where the 8 children excluded (27 fixed term and 1 permanent) were all Pupil Premium.</p> <p>Attainment improved for children AROE at a greater rate than their school peers, particularly in Reading.</p>		

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
White Rose Maths	White Rose Maths
Literacy Shed	Literacy Shed
Little Wandle Letter and Sounds	Little Wandle Letters and Sounds
Learning Village	Learning Village
Birmingham SEND Literacy and Language Toolkit	Inclusive Learning North
Hamilton Trust	Hamilton Trust

MITA training	Helen Owens Education
Mentoring	YES Mentoring
Counselling	Cheltenham Counselling Services
Play Therapy	Spiral Tree
Art Therapy	Shelley Alcock

Further information

Please refer to the following supporting documents for a more detailed overview and analysis of Pupil Premium spend at Widden Primary School:

- *REVIEW Widden Pupil Premium Costed Strategy 2020 - 2021*
- *Widden Pupil Premium Costed Strategy 2021 – 2022*