

Pupil premium strategy statement 2022-23

Widden Primary School

School overview

Detail	Data
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	January 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Dave Hill
Governor / Trustee lead	Sanjai Desai

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,234.00
Pupil premium funding carried forward from previous years	£16,802.00
Total budget for this academic year	£225,036.00

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
<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>
<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>
<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>
<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>
<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. This results in ambitious progress in learning for all 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 with SEND make, at least, expected progress and those with high-level complex needs are able to widely access the curriculum.</p>

<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.</p> <p>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>
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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: £ 42,014.00

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.	<i>Strategies for QFT and TAS are evidence- based and high-quality</i>
<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.	<i>Strategies for QFT and TAS are evidence- based and high-quality</i>
<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.	<i>Strategies for QFT and TAS are evidence- based and high-quality</i>

	More skilled teaching will underpin this improvement.	
<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.	<i>Strategies for QFT and TAS are evidence- based and high-quality</i>
<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.	<i>Strategies for QFT and TAS are evidence- based and high-quality</i>
<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.	<i>Strategies for QFT and TAS are evidence- based and high-quality</i>
<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.	<i>Strategies for QFT and TAS are evidence- based and high-quality</i>
<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.	<i>Strategies for QFT and TAS are evidence- based and high-quality</i>

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

Budgeted cost: £ 155,947.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design and implementation of a more rigorous and more focused Pupil Progress review cycle.	<p>The EEF cites Targeted Academic Support as being one of the most effective methods of improving pupil outcomes.</p> <p>Cohort challenges are greatly variable at Widden. Children often have multiple barriers to learning in addition to being PP.</p> <p>More focused reviews of pupils barriers to learning will enable teaching staff to provide more accurate targeted support.</p>	<p>Identification of needs more clearly met</p> <p>Barriers to learning removed or reduced</p> <p>Provision mapping for targeted academic support</p>
<i>Targeted intervention outside of the classroom from teaching staff.</i>	<p>Research suggests that PP children often do not attain as well as non-PP children, both at EXS and GDS.</p> <p>Focus support and extension for PP children within lessons should contribute towards accelerated learning and greater progress.</p>	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.	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.	<p>Ensuring that all children are reading frequently.</p> <p>TAS reduces gaps and ensures children are more readily able to access the curriculum from an early starting point</p>
<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	Specific needs of PP children with SEN are clearly identified and provision mapped for TAS

	will enable the Inclusion Manager, teaching staff and parents to move effectively and appropriately provision map for targeted academic support and intervention.	
<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 increase progress and raise attainment.	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.	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>	7/9 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.	Children with SEMH needs or AROE are provided with a robust programme of support to enable them to flourish

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

Budgeted cost: £ 29,303.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding of a pastoral team with a specific focus on increasing outcomes for PP children.	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.	Swift identification and removal of barriers to learning. Social and emotional support.

Part funding of Learning Mentors to provide additional support and coaching to children with complex emotional needs or at risk of exclusion.	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.	Focused SEMH, AROE and PP support to support classroom learning
Increased funding of a pastoral team with a specific focus on increasing attendance and reducing persistent absence.	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.	Increased attendance increases exposure to more QFT and TAS
Part funding of breakfast club provision for PP children.	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 enable children to focus on their learning. This will contribute to increased progress and outcomes.	Breakfast is not a barrier to learning. Provision of a safe and calm space before school
Establishment of a focused nurture style group for children facing significant challenge so that engagement and attendance improve due to increased support both academically and socially	Increased attendance will remove this barrier to learning and maximise learning time. This will result in greater progress and academic outcomes. Targeted pastoral support linked to individual learning needs will remove barriers to learning and result in accelerated progress.	Increased attendance increases exposure to more QFT. Swift identification and removal of barriers to learning. Social and emotional support.

Total budgeted cost: £ 227,264

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The progress of PP children at Widden during the academic year 2021/22 is shown in the tables below:

Progress of KS1 Pupil Premium Children 2021/22 versus Progress of Whole Year Group				
Subject	Year 1 %		Year 2 %	
	ALL	PP	ALL	PP
Reading	90	88	95	87
Writing	90	92	95	91
Maths	90	86	95	89

Progress of KS2 Pupil Premium Children 2021/22 versus Progress of Whole Year Group								
Subject	Year 3 %		Year 4 %		Year 5 %		Year 6 %	
	ALL	PP	ALL	PP	ALL	PP	ALL	PP
Reading	82	87	77	90	81	80	73	70
Writing	90	91	75	96	90	89	75	75
Maths	82	86	77	92	87	90	77	75

As you can see, the progress of PP children at Widden is broadly in line or better than their peers. Whilst national data is open to question this year our children made better progress than expected in the 3 core areas.

Externally provided programmes

Programme	Provider
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
Mentoring	YES Mentoring
Counselling	Cheltenham Counselling Services
Play Therapy	Spiral Tree
Art Therapy	Shelley Alcock

Further information (optional)

Over the last 2 academic years the school has undergone significant change. The plan moving forwards is to stabilise and enhance practice so that all children, but especially PP children have an improved offer and enhanced opportunities.

Many of the initial targets for this plan until 2024 are on-going as some of the changes that have taken place have interrupted or stalled progress in some areas.

A revitalised planning, monitoring and assessment model has been introduced.

This should enable us to both identify areas of strength and weakness and also plan better tailored activities as we will be able to drill down into assessments and data to accurately ascertain the needs of the children