



Pupil premium strategy statement – Willoughby Primary School

This statement details our school's use of pupil premium (and recovery premium) funding (for the academic year 2023-24)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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	7.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Joanne Linnett, Headteacher
Pupil premium lead	Joanne Linnett, Headteacher
Governor / Trustee lead	Dave Harris, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,280
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£427,957

Part A: Pupil premium strategy plan

Statement of intent

At Willoughby Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

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 challenged in the work that they're set
- 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

Due to small cohort sizes and an increased risk of identifying individual pupils, some information has been withheld in accordance with confidentiality and data protection considerations. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
------------------	---------------------

1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils in KS2 generally have greater difficulties with reading, grammar and mathematics than their peers. However, they are performing at age-related expectations in reading comprehension and grammar.
2	Disadvantaged children in KS2 are performing at below age-related expectations in mathematics, whilst the non-disadvantaged children are performing at the age related expectations. This gap is beginning to narrow as they continue their journey through KS2.
3	In KS1, disadvantage children perform in line with their peers in most areas of the curriculum.
4	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

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 language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve writing attainment for disadvantaged pupils in KS1.	Teacher assessments show that disadvantage pupils are meeting their age-related targets in writing.
Improve mathematical fluency for disadvantaged pupils in KS1.	Teacher assessments show that disadvantaged pupils are meeting their age-related expectations in mathematics.
Improved reading attainment among disadvantaged pupils.	Internal reading outcomes for disadvantaged pupils for 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils.	Internal maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for	Sustained high levels of wellbeing by 2024/25 demonstrated by:

all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
--	---

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: **£4,280**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement and staff Mastering Number in KS1.	Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. The EEF Guide to the Pupil Premium	3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils and improve writing.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	3
Enhancement of our maths teaching and curriculum planning in line with DfE and use of NCETM Curriculum Prioritisation Materials. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training) as part of a Developing Work Group for TfM with EME Maths Hub.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1, 2 and 3
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and	4

SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	
--	---	--

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

Budgeted cost: **£2,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Purchase of a programme to improve listening, narrative and vocabulary skills, reading and writing for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1,3
Targetted intervention to close the gap in areas specific to individual disadvantaged pupils.	Evidence suggests that TAs can have a positive impact on academic achievement, especially where TAs support individual pupils or small groups. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3

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

Budgeted cost: **£1,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities including educational visits, peripatetic music lessons and extra-curricular activities.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4
Purchasing of uniform and school meals.	These strategies serve in meeting the children's and support attendance.	4

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

As a very small school, it is difficult to draw accurate conclusions. However, the data demonstrates that standardized scores for disadvantaged pupils in KS2 are increasing, but they are still lower than their non-disadvantaged peers.

The data demonstrates that although gaps are closing, and disadvantaged pupils are making good progress, more needs to be done.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present are on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider