

Pupil premium strategy statement – Wordsworth Primary and Nursery School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	617
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 year strategy 2024 - 2027
Date this statement was published	16 th December 2024
Date on which it will be reviewed	15 th October 2025
Statement authorised by	Annette Hixon Liz Wagner Lauren O’Connor
Pupil premium lead	Becky Hinton
Governor / Trustee lead	Reena Pau

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£333 000

Part A: Pupil premium strategy plan

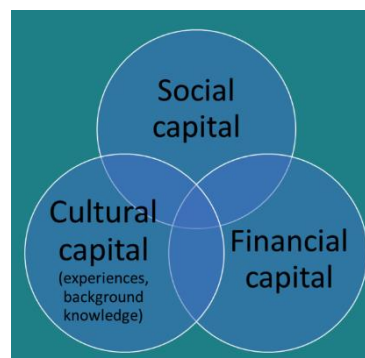
Statement of intent

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the Academy Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our strategy is research informed and takes into account the specific needs of our cohorts and individual pupils. High quality teaching is proven to have the biggest impact on pupil progress and as such our priorities include:

- Ensuring teaching is consistently good or better in every class.
- Providing a high-quality programme of CPD to staff that has significant positive impact on pupil progress and attainment.
- Raising the attainment of disadvantaged pupils to be at least in line with attainment nationally in Reading, Writing and Maths.
- Providing targeted academic support for pupils who are not achieving the expected standards or are not making expected progress.

We aim to create an environment where children who have been environmentally underserved can thrive. We will achieve this through providing a range of opportunities which develop children's cultural capital, social capital and financial capital.



Challenges

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

Challenge number	Detail of challenge
1	<u>Early Reading</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater challenges with understanding and applying phonic knowledge than their peers. This negatively impacts their development as readers.
2	<u>Social capital – Communication and Language</u> Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These findings are supported by national studies.

	In 2024 EYFS children in receipt of PP achieved significantly lower than their peers in word reading and writing which resulted in a 20% gap in GLD.
3	<u>Academic achievement</u> Across the school internal combined RWM data shows on average a 13% gap between disadvantaged and all pupils. Published data for KS2 showed that the percentage of disadvantaged pupils receiving expected standard in reading, writing and maths was significantly below national.
4	<u>Social capital – SEMH needs</u> Our assessments, observations and discussions with pupils and families have self-confidence and wellbeing as a priority. This area of SEMH was highlighted after the pandemic and remains an issue in the current financial climate for families. Research demonstrates the impact mindset has on children’s learning and so this remains a focus for our pupils’ support.
5	<u>Financial & Cultural capital – trips, visits and clubs</u> Our assessments observations and discussions with pupils and families have identified the need to support the funding for trips and visits to ensure all pupils have equal access to key learning experiences to enrich their learning in school.

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 combined reading, writing and maths attainment among disadvantaged pupils.	The following targets are based on starting points for individual cohorts at end of Key Stage 2: 2024-25 – 61% of disadvantaged pupils achieve the expected standard in reading, writing and maths 2025-26 – 67% of disadvantaged pupils achieve the expected standard in reading, writing and maths 2026-27 – 78% of disadvantaged pupils achieve the expected standard in reading, writing and maths
Improved writing outcomes.	The following targets are based on starting points for individual cohorts: 2024-25 – 61% of disadvantaged pupils achieve the expected standard in reading, writing and maths 2025-26 – 67% of disadvantaged pupils achieve the expected standard in reading, writing and maths 2026-27 – 78% of disadvantaged pupils achieve the expected standard in reading, writing and maths

Improved phonics understanding and early reading skills and attainment.	<p>The following targets are based on starting points for individual cohorts:</p> <p>Y1 2025-26 – 70% of disadvantaged pupils achieve the expected standard in the phonics screen 2026-27 – 80% of disadvantaged pupils achieve the expected standard in the phonics screen</p> <p>Y2 2025-26 – 80% of disadvantaged pupils achieve the expected standard in the phonics screen 2026-27 – 85% of disadvantaged pupils achieve the expected standard in the phonics screen</p>
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, ongoing formative assessment and both intervention and summative data for EYFS.
Positive attitudes to and engagement in learning.	Pupil voice activities including pupil interviews and pupil surveys, observations and learning walks demonstrate positive attitudes to learning. CPOMs reports of behaviour for learning incidents reduce over time.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £170 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned and delivered CPD linked to the development of a consistent whole school pedagogy - adapted teaching,	The EEF states that ‘High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom’ and recommends professional development which ‘effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.’	3

<p>standardised approach</p> <ul style="list-style-type: none"> • Walkthrus training focus including PDMs, learning walks and evaluation from the Walkthru team • INSET and weekly PDMs for teachers • Coaching for identified teachers • CPD meetings and targets centred around embedding quality first teaching 	<p>Tom Sherrington's Teaching Walkthrus.</p>	
<p>Individualised approach to addressing challenges in learning through focusing on all pupils at termly pupil progress meetings and planning adaptations to provision and support</p>	<p>Evidence from previous years shows that this approach gave teachers a greater ownership and understanding of their own class progress. Planned actions could be quickly implemented in order to maximise results.</p>	<p>3</p>
<p>Purchase of Pira and Puma assessments Training for staff to ensure gap analysis is completed accurately and time out for teachers to analyse and plan future adaptations to</p>	<p>The EEF states 'Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know.'</p>	<p>3</p>

<p>planning as a result. Coaching and additional support for teams and individuals. Further training on effective moderation processes to ensure accurate assessments.</p>		
<p>Embedding dialogic activities across the school curriculum (particular focus on hexagon vocabulary across subjects and introduction of consistent stem sentences in all subjects). This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Release and training time for oracy lead to support teams and monitor implementation plan.</p>	<p>Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2
<p>EYs communication and language focus. Training support based on high quality interactions, language rich environments. Introduction of appropriate resources and scaffolds to support children using dual coding, visual communication walls and Makaton. Ongoing monitoring and evaluation. Follow up feedback and adaptations in</p>		2

<p>order to improve outcomes.</p>		
<p>Embedding of Little Wandle foundations for phonics sessions and re-sourcing for love of reading sessions in order to increase readiness for phase 2 phonics in Year R and develop an early love of reading.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Early literacy approaches typically increase children’s learning by about four months. https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches</p>	<p>1, 3</p>
<p>Progressive planned gross motor opportunities across Eys (2-5 years olds) using progressive resources in order to develop balance, stability and core strength. Focused gross motor/PE sessions introduced to monitor ability and adapt provision to support needs.</p>	<p>There is evidence to suggest that in addition to improving children’s physical health and mental wellbeing, this approach can also impact positively on academic outcomes. https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches</p>	<p>3</p>

Targeted academic support

Budgeted cost: £ 90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI intervention for identified EYs children. Training & release time for Tas to deliver the intervention.</p> <p>Introduction of Wellcomm for Year R children in order to extend language capabilities and support children to reach developmental goals.</p>	<p>Oral language approaches have been shown to have a good impact on progress particularly for disadvantaged pupils. Impact in early years is even higher (+7 months). https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p> <p>Previous year's data has shown that NELI has had a strong impact on outcomes for children who have take part in the intervention.</p>	2
<p>Embedding of Little Wandle Phonics programme targeted catch-up interventions for KS2, reading fluency to improve reading outcomes. Introduction and embedding of Little Wandle Bridge to spelling programme for Y2/3 in order to fill gaps and increase readiness for KS2 spelling expectations. Release time and training for Teachers and TAs delivering to ensure consistency and fidelity to the programme.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Reading Plus (in the first year for Year 5 cohort. Subsequent years to be identified based on needs within cohorts) purchased to improve reading attainment and readiness for demands of Year 6 and secondary school. Training and release for teachers and Tas to support children with this.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3

<p>Number stacks intervention purchased and TA training to deliver (for years 2, 3, 4 in year 1. Subsequent years to be identified based on needs within cohorts).</p> <p>Focus to fill gaps in knowledge and support children to catch up to the requirements of their current year group.</p>	<p>The EEF recommend using manipulatives and representations to support children’s understanding and to focus on number fluency in order to increase number sense.</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics?approach=teaching-association-between-number-and-quantity</p>	<p>3</p>
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Wider strategies

Budgeted cost: £73 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised residentials, trips, clubs, musical instrument tuition to increase cultural capital.</p> <p>Well-planned trips focused on understanding context related to year group specific curriculum.</p> <p>Purchase of a school store of residential equipment to provide to</p>	<p>EEF evidence suggests that building cultural opportunities for disadvantaged children has a positive effect on their attitudes to learning and wellbeing (+3 months academic progress).</p> <p>“There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>4, 5</p>
<p>Development of emotional literacy – Zones of regulation,</p>	<p>“The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>4</p>

<p>PATHs resources purchased, training for all staff and coaching support in order to support children to build their self-regulation toolkits.</p>		
<p>Whole staff training on parental engagement approaches with the aim of developing our relationships with families focusing on increasing quality and regularity of communication. Experienced member of SLT to lead on this.</p> <p>Regular planned events to invite parents in to school - Share my learning, subject show-cases, bring my parent to school in order to increase parental understanding of curriculum focus and support children's learning attitudes at home.</p>	<p>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>All</p>

<p>Regularly planned and delivered Teaching and Learning workshops for parents (Early reading, maths, effective play in EYFS).</p> <p>Planned opportunities for parents to watch a phonics lesson and then read with their children at school with the support of teachers to guide if needed.</p>		
<p>Focus on improving persistent absence for children in receipt of PP through use of Attendance Officer and Safeguarding and Family Support Lead. Regular meetings to discuss and plan for children with specific attendance needs, attendance reviews, meetings with families, support and action plans. Half termly attendance audits.</p>	<p>Overall absence has been shown to have a statistically significant negative link to attainment (DfE, 2014).</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	<p>3, 4</p>

Total budgeted cost: £333 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improving attendance

Gaps in overall attendance between PP and non-PP have greatly reduced in every year group across the school. Overall attendance for the school in 2023 – 2024 was 94.5%, for pupils in receipt of PP this was 92.3%. This figure is above the national attendance figure for 2023-2024 for PP children which was 91.5%.

Children who are persistently absent remains high with 13.9% of all pupils and 23.8% of children in receipt of PP being persistently absent last year.

Quality first teaching

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023-24 was below our expectations and did not meet our aims although the gap did become smaller in many areas over the three years.

- 59% of children in receipt of PP children achieved the expected standard in the phonics screen check (in comparison to 70% across the cohort).
- At the end of KS1 66% of children in receipt of PP compared with 71% of children across the cohort achieved the expected standard in RWM). In comparison to 38.5% of children in receipt of PP children achieved the expected standard in the phonics screen check (in comparison to 44.2% across that cohort) having achieved it in Year 1.
- At the end of KS2 29% of children in receipt of PP compared with 49% of children across the cohort achieved the expected standard in RWM). This is significantly lower than our aims.
- There have been some areas showing particular improvement based on the activities undertaken to strengthen teaching and provision for our youngest children - EYFS data shows that 54% of children in receipt of PP achieved GLD compared to 61% across the cohort. However there are still some significant gaps for children in receipt of PP for example a 21% gap in word reading.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None	

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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
None
The impact of that spending on service pupil premium eligible pupils
None