

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Wordsworth Primary School
Number of pupils in school	643
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Julie-Anne Palfrey
Pupil premium lead	Becky Hinton
Governor/Trustee lead	Liz Wagner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 304 202
Recovery premium funding allocation this academic year	£ 31 030
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	£335 232

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.

Challenges

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 generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These findings are supported by national studies.
3	Internal and external assessments indicate that maths and writing attainment among disadvantaged pupils is significantly below that of all pupils. Across the school internal maths data shows a 10-20% gap between disadvantaged and all pupils. Across the school internal writing data shows a 10-25% gap between disadvantaged and all pupils. 2019 Published data showed that the percentage of disadvantaged pupils receiving expected standard in reading, writing and maths was significantly below national.

Challenge number	Detail of challenge
4	<p>Our assessments, observations and discussions with pupils and families have identified a lack of self-confidence and wellbeing for our disadvantaged pupils which has increased over the pandemic. These challenges have also had a detrimental impact on disadvantaged pupils' attainment.</p> <p>17 pupils (11 of whom are disadvantaged) are currently receiving ELSA support.</p>
5	<p>Our assessments observations and discussions with pupils and families have identified a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Attendance data shows that pupil premium attendance is lower than all children:</p> <p>Pupil Premium attendance for 2021/22 91.4%</p> <p>All pupils attendance for 2021/22 93.6%</p>
7	<p>Internal record-keeping suggests that communication with parents of disadvantaged is not as strong as all pupils, for example attendance at parents evening is lower for disadvantaged families.</p>

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 reading, writing and maths attainment among disadvantaged pupils.	<p>The following targets are based on starting points for individual cohorts:</p> <p>2022-23 – 63% of disadvantaged pupils (from a starting point of 48%) will achieve the expected standard in reading, writing and maths</p> <p>2023-24 – 65% of disadvantaged pupils (from a starting point of 20%) achieve the expected standard in reading, writing and maths</p>
Improved phonics understanding and early reading skills and attainment.	<p>The following targets are based on starting points for individual cohorts:</p> <p>Y1</p> <p>2022-23 – 87% to reach the expected standard in the phonics screening check</p> <p>2023-24 – 100% to reach the expected standard in the phonics screening check</p> <p>Y2</p> <p>2022-23 – 82% to reach the expected standard in the phonics screening check</p> <p>2023-24 – 97% to reach the expected standard in the phonics screening check</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>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.</p>
To achieve and sustain improved wellbeing and self-confidence for our disadvantaged pupils.	<p>Sustained high levels of wellbeing and self-confidence from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities <p>a significant increase in disadvantaged pupils involvement in school council and other pupil elected roles.</p>

Intended outcome	Success criteria
All children are provided with a well-rounded, culturally rich curriculum.	Pupil attendance is high and pupil voice including school council meetings shows that children feel engaged and valued.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> the overall attendance for all pupils to be no less than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £ 163 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD focusing on quality first teaching approaches and subject knowledge. Release time for teachers to embed understanding across phases.	<p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	All

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA CPD focused on R/W/M subject knowledge, behaviour management and effective support.	<p>“Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Guidance followed in order to make the best use of teaching assistants already in school. “This presents an excellent opportunity for improvements in practice, with such a large and already committed resource in place.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	All
Individualised approach to addressing barriers to learning through focusing on all pupils at termly pupil progress	Evidence from previous year shows that this approach gave teachers a greater ownership and understanding of their own class progress.	All
Purchase of NTS assessments Training for staff to ensure gap analysis is completed accurately and time out for teachers to analyse. Further training on effective moderation processes.	<p>“Taking account of prior knowledge is essential if pupils’ learning needs are to be met. Anticipating common misconceptions, and using diagnostic assessment to uncover them, forms an important part of this process.”</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1, 3
Implementation of a new feedback policy across the school to ensure feedback is regular and	<p>Very high impact for very low cost based on extensive evidence.</p> <p>“Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1, 3
Embedding dialogic activities across the school curriculum (particular focus on hexagon vocabulary	Strong evidence suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	3

<p>across subjects and stem sentences). These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>HLTA providing support for vulnerable EAL children. Training through Portsmouth EMTAS.</p>	<p>30% of our pupil premium children are also EAL.</p>	<p>2,4</p>

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

Budgeted cost: £ 92 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Intervention First Class Numeracy for selected lowest 20% children in Year 2, 3, 4 (Regular small group intervention matched to Ready to progress criteria.) Aim to increase confidence with number.</p> <p>Release time and training for TAs delivering.</p>	<p>Evidence suggests pupils who receive 1stClass@Number made two months' additional progress in maths.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</p>	<p>3</p>
<p>NELI intervention for identified EYs children. Training & release for TAs.</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).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2, 4</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Accelerated Reader system and books and intervention led by teachers and teaching assistants.</p> <p>Librarian to embed and lead across the school.</p>	<p>EEF research did not show a marked academic improvement however “AR was very well received by the vast majority of teachers, teaching assistants, and librarians who perceived positive impacts on pupil reading ability, reading stamina, and attitudes.”</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</p> <p>In school data for first year trial showed strong improvements in reading for many pupil premium children (+3months).</p>	1, 2, 3
<p>Shine Reading and Maths interventions</p>	<p>Evidence suggests that targeted small group reading and maths interventions can be very effective and increase progress by around 6 months.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 3
<p>Purchase of Little Wandle Phonics programme (DfE validated) including targeted catch up interventions.</p> <p>Release time and training for Teachers and TAs delivering.</p> <p>HLTA to deliver phonics catch up interventions to vulnerable children across KS2.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Teacher led tutoring for identified children in order for an increased number of PP children to achieve ARE in R/W/M combined.</p>	<p>Evidence shows that small group tuition adds an average of 4 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3

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

Budgeted cost: £ 80 232

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance: Trust attendance officer supporting families with attendance and acute need. Half termly attendance audits.</p> <p>Additional day 1 welfare calls from teachers to encourage children back to school on 2nd day if well enough.</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>	6
<p>Expansion of Cultural Capital: enhance curriculum linked trips, visits and opportunities for all year groups; additional funded sports clubs and teacher enrichment clubs, funded music lessons from peripatetic teachers and regular outdoor</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>	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 staff appointed to lead on this.</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>	7
<p>Whole school training on Graduated response to behaviour and embedding behaviour interventions based on the Graduated Response system and resources.</p>	<p>“Both targeted interventions and universal approaches have positive overall effects (+ 4 months)”</p> <p>Approach is based in knowing and understanding children’s individual needs and motivations for behaviours as recommended by the EEF.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	6
<p>Hamish and Milo Well-being Intervention</p>	<p>“Social and emotional learning approaches have a positive impact, on average, of four months.”</p> <p>“The studies in the (EEF) Toolkit focus primarily on academic outcomes, but it is important to consider the other effects of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading and Maths scores.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
<p>Breakfast bagels provided for all children to support readiness to learn.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&utm_medium=search&utm_campaign=site_search&search_term=breakfast</p>	4
<p>Trauma Informed training for all staff and time out for named staff to embed a strategy across the school</p>	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.”</p>	4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	
<p>HLTAs appointed to provide specialised drama, musical theatre and outdoor learning opportunities for all children.</p>	<p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.” There is evidence to suggest +3 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>3, 5</p>

Total budgeted cost: £ 335 232

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The following are areas where our intervention has had impact on pupils in receipt of pupil premium funding:

- 7 of the 15 pupils receiving NELI intervention were in receipt of pupil premium. Our data shows all those pupils made progress with 2 pupils showing strong progress and 5 pupils showing better progress.
- EYFS data shows that 48% of PP children achieved GLD compared to 42% across the cohort.
- The implementation of Little Wandle has seen positive results in early reading:
In Y1 65% of PP children achieved the expected standard in the phonics screen check (72% across the cohort).
In Y2 88% of PP children achieved the expected standard in the phonics screen check (compared with 67% across the cohort)
- Overall attendance for pupil premium children last year was significantly higher than 2019-20 (91.4% for 2021-22) and we are meeting our target of ensuring the attendance gap between all pupils and disadvantaged is less than 5% (Overall attendance for 2021-22 was 93.6%).
- The persistent absence gap between PP and all pupils narrowed in 2021-22.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Trauma Informed Schools Diploma being undertaken by 5 members of staff: the Senior Designated Mental Health Lead, 2 Teaching Assistants and 2 ELSAs. 2 more members of staff are due to commence training in the coming weeks.
- Benefitting from links with a local secondary school providing extra-curricular enrichment opportunities such as art and science workshops to pupils in receipt of pupil premium funding.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice particularly in the areas of Assessment for Learning, modelling and adaptive teaching.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.