

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	34.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Julie-Anne Palfrey
Pupil premium lead	Becky Hinton
Governor/Trustee lead	Andy Moverley (Liz Wagner)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 321,555
Recovery premium funding allocation this academic year	£ 33, 060
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	£ 354, 615

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. Analysis shows this is due difficulty retaining and applying SPaG skills and a lack of knowledge of maths vocabulary acting as a barrier to answering more complex written questions. 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. 2023 Published data showed that the percentage of disadvantaged pupils receiving expected standard in reading, writing and maths was significantly below national.

4	<p>Our assessments, observations and discussions with pupils and families have identified a lack of independence and self-regulation 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> <p>Overall attendance for 2022-23 was 92% for children in receipt of pupil premium vs 94% of all children</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 – to reach the national % 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 – to reach the national % 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>
All children are provided with a well-rounded, culturally rich curriculum.	<p>Pupil attendance is high and pupil voice including school council meetings shows that children feel engaged and valued.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <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.
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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: £ 196 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD focusing on quality first teaching approaches and subject knowledge.</p> <p>Release time for phase leaders to coach and mentor across phase 0.5 days per week.</p> <p>2023-2024 ECT weekly training time with Induction tutor to support</p> <p>PDMs Expert groups focusing on the 5 habits.</p>	<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>	<p>All</p>
<p>EYFS Teacher & TA CPD focused around interactions to develop knowledge of communication and language strategies</p> <p>2023-2024 Greg Bottrill training and support for Eys teams. Drawing Club implemented for all Reception children.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches?</p>	
<p>Pedagogy CPD for teachers around the 5 habits to ensure consistency across the whole school.</p> <p>Further coaching from DHTs for ECTs in order to fast track quality first teaching</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=metac</p>	

<p>TA CPD focused on R/W/M subject knowledge, behaviour management and effective support.</p> <p>2023-2024 Specialist TA booked to offer INSET day TA training in consultation with SLT.</p>	<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>	<p>All</p>
<p>Individualised approach to addressing barriers to learning through focusing on all pupils at termly pupil progress – clear focus and discussion based on children in receipt of pupil premium.</p>	<p>Evidence from previous year shows that this approach gave teachers a greater ownership and understanding of their own class progress.</p>	<p>All</p>
<p>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 with additional focus on children in receipt of pupil premium.</p>	<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>	<p>1, 3</p>
<p>Implementation of a new feedback policy across the school to ensure feedback is regular and developmental</p>	<p>Very high impact for very low cost based on extensive evidence. “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>	<p>1, 3</p>
<p>Embedding dialogic activities across the school curriculum (particular focus on hexagon vocabulary across subjects and stem sentences).</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>3</p>

<p>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 to create vocabulary progressions across all subjects. 2023-2024 Tiered vocabulary introduction across the school during expert group training.</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. February 2024 INSET for all staff.</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: £ 80594

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 & pay for TA to run this.</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>
<p>Accelerated Reader system and books and intervention led by teachers and teaching assistants. Librarian to embed and lead across the school with support from English leader.</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>	<p>1, 2, 3</p>
<p>Shine Reading and Maths interventions</p> <p>Not running September 2022-July 2024</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/oral-language-interventions</p>	<p>1, 2, 3</p>

	learning-toolkit/reading-comprehension-strategies	
<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. 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>Not running September 2022-July 2024</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: £ 78 021

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
<p>Whole staff training on parental engagement approaches with the aim of developing our rela-</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>	7

<p>tionships with families focusing on increasing quality and regularity of communication. Experienced member of staff appointed to lead on this.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<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)” 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 Wellbeing Intervention. Release time for staff training and TA time to deliver.</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>Increased focus on teaching specific self-regulation strategies to support emotional well-being</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies?utm_source=/education-evidence/early-years-toolkit/self-regulation-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</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</p>	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more</p>	4

<p>embed a strategy across the school</p>	<p>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.” 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 2022 to 2023 academic year.

Teaching

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022-23 was below our expectations and did not show good progress towards achieving our aims.

We have spent time analysing last years results internally and with colleagues from the Hamwic Education Trust in order to ensure that the pupil premium strategy is implemented and monitored with increased rigour as we are committed to achieving the stated aims to improve our children's outcomes.

Our focus on EYFS has shown good impact. EYFS data is improving and shows that 51.6% of children in receipt of PP achieved GLD compared to 61.3% across the cohort. (51.7% of children in receipt of PP achieved this nationally showing we are now in line with national %) 60.7% of children in receipt of PP compared to 73.1% of the whole cohort achieved the early learning goal in Word reading which shows impact of Little Wandle teaching and with continued rigour and monitoring this will continue to improve over 2023-2024 with initial assessments showing a very positive impact already.

Targeted academic support

NELI 4 children in receipt of pupil premium completed the programme alongside 6 others. On average the children moved from 'clear concerns' to 'no concerns' showing a very positive impact on their understanding of language.

14 children in receipt of pupil premium (alongside an additional 11 disadvantaged children) in Y3&4 attended Little Wandle catch up sessions in order to improve their phonetic understanding. This was successful and children made good progress through the phases. These children are continuing this year and are now close to completing the programme.

5 children in receipt of pupil premium alongside 6 other disadvantaged children completed 1st class at number intervention. Children achieved on average +4 months progress.

Wider strategies

Overall attendance for pupil premium children last year showed an improving picture and we are meeting our target of ensuring the attendance gap between all pupils and disadvantaged is less than 5% and continuing to narrow (Overall attendance for 2022-23 was 92% for children in receipt of pupil premium vs 94% of all children). The persistent absence gap between PP and all pupils is still higher than our targets and we have specific plans in place to support individual children and family.

44 children in receipt of PP (out of 87 children overall) attended Hamish and Milo sessions last year with a focus on improving self-confidence, building and maintaining friendships and managing emotions. Teachers and some parents have given positive feedback regarding the impact of these

sessions and many of the children were able to identify significant points of learning based on these sessions.

16 children in receipt of PP have received 1:1 ELSA sessions to support with specific identified needs. This shown a positive impact for those children. 6 children in receipt of PP have received 1:1 Trauma informed support sessions to give pupils a voice and safe space to communicate their concerns and then develop self-regulation skills. This has resulted in a reduction of incidents for those pupils.

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 9 members of staff over the three years: Senior Designated Mental Health Leads, Teaching Assistants and ELSAs.
- 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.