

Pupil premium strategy statement (Draft November 2021- awaiting governor review in Dec 2021)

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	WHISTON WILLIS PRIMARY
Number of pupils in school	298 (+32 nursery)
Proportion (%) of pupil premium eligible pupils	36.99%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	
Pupil premium lead	Ian Cooper
Governor / Trustee lead	Barbara Atherton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145260
Recovery premium funding allocation this academic year	£15660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3360
Expected 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	£164280

Part A: Pupil premium strategy plan

Statement of intent

Whiston Willis is committed to ensuring that all pupils strive for academic excellence and develop strong moral and social intelligence. Excellent academic achievement and strong personal development will ensure all our children can positively contribute to society both in the present and equally in their future lives. We believe that disadvantage should not be a barrier to this and high expectations are in place for all to succeed in all areas of their individual development.

Our Pupil Premium strategy is developed to ensure barriers to learning that have been carefully identified both in terms of contextual factors and individual factors that may be faced by some pupils are reduced and when fully achieved removed.

The strategy in place will focus on improving and addressing:

- *Academic outcomes for pupils*
- *SEMH vulnerability*
- *Attendance*
- *Engagement and aspiration within family units*

High quality teaching and learning is at the centre of our approach and will focus on ensuring the areas in which disadvantaged pupils require the highest level of support. Excellent teaching for all will have the most significant impact on closing any attainment gaps that exist. 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, notably in its targeted support through the National Tutoring Programmes for pupils whose education has been worst affected, including non-disadvantaged pupils. The school will use both Academic mentoring and school led tutoring programmes.

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

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

Challenge number	Detail of challenge
1	Low attainment on entry especially in communication, language and literacy for many disadvantaged children across school. This is evident through assessment on entry and ongoing evaluation by staff. VOICE 21
2	Internal and statutory assessments indicate that disadvantaged pupils at WWPA have more difficulty in phonics than their non disadvantaged peers leading to greater vulnerability in developing as a fluent readers across KS2.
3	Internal and statutory assessments indicate that disadvantaged pupils at WWPA have more difficulty in maths than their non disadvantaged peers. Gaps in learning exist for some disadvantaged pupils. On entry to Reception class., the average gap in attainment over time in maths between disadvantaged pupils and non-disadvantaged pupils is between 20% and 33%. This gap closes by the end of key stage two as progress is at a minimum expected for both disadvantaged and non-disadvantaged pupils, but attainment gaps still exist.
4	Our ongoing assessment, evaluation and analysis over the last two COVID impacted years has identified that many of our disadvantaged pupils have been more negatively impacted upon than our non-disadvantaged pupils in terms of attainment across the curriculum. These findings are supported by national studies. This has resulted in wider knowledge gaps particularly in reading, witing and maths and has led to some pupils falling further behind age related expectations.
5	Evaluation of SEMH and PSED vulnerability and well-being in the last two years has identified an increasing proportion of disadvantaged pupils who face difficulty in these areas. This is especially evident with some children across Y1-Y3 in particular who can display less focus, a difficulty in self regulating emotionally and weaker relationships with peers. These children require additional support to improve their readiness to learn and contribute effectively as pupils.
6	Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-2.5% lower than for non-disadvantaged pupils. The proportion of disadvantaged pupils who meet 'persistent absence' thresholds is consistently greater than non-disadvantaged pupils meeting the same thresholds. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' attainment and progress.
7	Parental engagement and aspirations for children Minimal access to wider opportunity

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
To improve SLCN of vulnerable pupils	<p>The proportion of pupils who are able to communicate effectively in line with age expectations increases over the academic year in both Reception and Y1 from Wellcomm baseline.</p> <p>Progress from baseline is strong across</p> <p>The use of sentence stems is embedded across school R-Y6 in all areas of the curriculum and daily routine.</p>
To improve teaching and learning of early reading and phonics	<p>Phonic outcomes are at a minimum in line with national figures and pupil progress from starting points is excellent.</p> <p>85%+ of Y2 pupils meet the required threshold in Autumn phonics screen and a minimum of 75% of disadvantaged pupils in Autumn. (96% by summer for both disadvantaged and non-disadvantaged.)</p> <p>85%+ of Y1 pupils meet the required threshold by summer term and a minimum of 75% of disadvantaged pupils.</p> <p>When thresholds are not met, clear evidence of progress is evident.</p>
To improve pupil outcomes in reading and maths across the school for all pupils	<p>Attainment information across all phases is strong and indicates a minimum of good progress from starting points and in a number of cases progress that is better than good.</p> <p>A minimum of 80% of disadvantaged pupils meet the expected standard at the end of KS2 in reading and maths in each of the next three academic years.</p> <p>All disadvantaged pupils make a minimum of expected progress from their EOKS1 assessments in reading and maths.</p>
To ensure all pupils develop SEMH awareness and skills to enable them to access learning in school effectively and efficiently.	<p>Identified pupils receive high quality pastoral support that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning</p> <p>Improved well being and readiness to learn is evident for identified children through</p> <ul style="list-style-type: none"> • Improved attainment • Reduction in frequency of poor behaviour/ lack of regulation • An increase in participation in enrichment activities for targeted pupils.
To improve attendance for all pupils with a particular focus on improving attendance of vulnerable groups and	<p>Pupil attendance is good and vulnerable groups is improving. Vulnerable individuals have improving attendance over time. Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

<p>those with historical attendance vulnerability.</p>	<ul style="list-style-type: none"> the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>To improve family engagement with school and forge strong partnerships that enable all pupils to achieve their best in all aspects of school life.</p>	<p>Family engagement with school related to children's learning, behaviour and progress is good. With 100% engagement in parent night consultations.</p> <p>The proportion of parents able to actively support pupils at home increases due to the offer of targeted workshops in supporting reading and maths at home.</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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the use of Wellcomm across EYFS and Y1 Embed Oracy across the curriculum.</p> <p>CPD, resources, time</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>EEF Toolkit- Oral Language interventions (+6 months progress) Voice 21 case study</p>	1
<p>Ensure high quality teaching and learning of early reading and phonics- Effective implementation of RWI as a DfE validated Systematic Synthetics Phonic Programme</p> <p>CPD, resources, time</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF Toolkit-Phonics (+5)</p>	2,4
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>CPD, resources, time</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	2,3,4
<p>To ensure maths mastery is embedded in line with DfE and Maths Hub guidance in effective use of Maths No Problem through providing CPD (including Teaching for Mastery training and internal coaching).</p> <p>CPD, resources, time</p>	<p>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:</p> <p>EEF Toolkit- Mastery learning (+5) EEF report- Using Digital technology to support learning</p>	3,4

<p>To improve reading for pleasure and comprehension strategies through the development of the teaching of reading through Literary leaves, further development of STAR reader and Accelerated Reader. CPD, resources, time</p>	<p>Effective teaching of comprehension has a positive impact on developing understanding across all curriculum areas. Reading for pleasure enhances the likelihood that pupils become life long learners and readers. EEF Toolkit- Reading comprehension strategies (+6) EEF Project Evaluation Accelerated Reader (+3)</p>	<p>2,3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer early support for communication, language and literacy skills for those children identified from WellComm assessment. Additional use of Speech and language therapist</p>	<p>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. EEF Toolkit- Oral Language interventions (+6) EEF Toolkit- Teaching Assistant interventions (+4) EEF Toolkit- Small group tuition (+4)</p>	<p>1,5</p>
<p>Use Teaching Assistant Hours to deliver small group and targeted 1:1 support in reading and maths across KS2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups EEF Toolkit-Oral Language interventions (+6) EEF Toolkit- Teaching Assistant interventions (+4) EEF Toolkit- Small group tuition (+4)</p>	<p>2</p>
<p>Employ Academic Mentor to deliver small group and targeted 1:1 support across KS1 in phonics, reading and maths National Tutoring Programme</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups. EEF Toolkit – 1:1 tuition (+5) EEF Toolkit- Small group tuition (+4)</p>	<p>2</p>

	<p>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:</p> <p>EEF Toolkit- Phonics (+6)</p>	
<p>Employ Academic Mentor to deliver small group and targeted 1:1 support across KS2 in phonics, reading and maths</p> <p>National Tutoring Programme</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</p> <p>EEF Toolkit – 1:1 tuition (+5)</p> <p>EEF Toolkit- Small group tuition (+4)</p> <p>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:</p> <p>EEF Toolkit- Phonics (+6)</p> <p>EEF Toolkit – Extending school time (+3)</p>	2
<p>School Led Tutoring provision</p> <p>National Tutoring Programme</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</p> <p>EEF Toolkit – 1:1 tuition (+5)</p> <p>EEF Toolkit- Small group tuition (+4)</p>	

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school training linked to a wide range of needs linked to SEND and trauma.</p> <p>CPD, resources</p> <p><i>Including Relax Kids, Lego Therapy, Sensory diet, Autism awareness,</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF: Behaviour interventions</p>	5

<i>ACES training and ADHD CPD</i>		
<p>Increase capacity within Pastoral support team to improve attendance and as a result embed principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Subscribe to Knowsley LA Attendance Service SLA offer</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DFE Research project published 2016</p>	6
<p>Develop and enhance SEMH provisions and interventions including nurture provision, mentoring Well-being programmes, wider arts projects, extra curricular</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF Toolkit- Behaviour interventions (+4)</p> <p>EEF Toolkit- Mentoring (+2)</p> <p>EEF Toolkit-Social and Emotional learning (+4)</p> <p>EEF Toolkit- Arts Participation (+3)</p> <p>EEF – Children's University project evaluation (+2)</p>	5
<p>Develop further a parent partnership programme</p>	<p>Parental engagement positively impacts upon pupils achieving targets and actively being engaged in school life.</p> <p>EEF Toolkit- Parental engagement (+4)</p>	7
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ [insert sum of 3 amounts stated above]

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The intended outcomes of the last Pupil Premium strategy have been impacted upon by COVID 19. Focus has been on ensuring that pupils did not fall further behind due to their losses in learning and ensuring that gaps have not widened further. The pandemic has impacted most on the youngest learners and those who are disadvantaged.

Academic achievement has been evaluated at the end of the previous plan and internal assessments identify that on the return of pupils in September 2020, a large proportion had regressed or stalled in their achievement particularly in the core subjects and gaps in learning existed. Progress towards targets set was made during Autumn term 2020, however a further period of 'lockdown' caused further disruption to learning, despite the offer of and generally good engagement with a well planned and delivered remote learning offer using internal systems supplemented with Oak National offer.

The PP strategy, aligned to the specific catch up plan for school and ongoing staff evaluation, ensured provision in school was adapted so that pupils quickly made gains on their return from periods away from school.

End of year data indicates that the vast majority of pupils had made sufficient academic gains to be on track for their individual expected outcomes based on prior assessments however gaps are still evident for some disadvantaged learners, who, in line with national findings, have been more negatively impacted upon by the pandemic than others.

The youngest children in school (EYFS/KS1) missed significant elements of learning and the gaps for these children were more apparent in terms of communication, language and literacy development and personal, social and emotional development. School worked hard to fill these gaps through adaptations to the curriculum however this still needs to be a focus for these children as they progress through KS1 and into KS2.

Attendance was very difficult to evaluate due to the additional absences caused by COVID and the prevalence of absence due to associated symptoms of Covid that did not develop into covid. The local area was at the sharp end in terms of numbers of positive covid cases. The last published data in 2018-2019 indicated that school was making good progress against narrowing attendance gaps for groups including those

who were disadvantaged, however attendance has suffered negatively over the last two years and has to remain a focus at Whiston Willis.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Children's University	Enrich Education
Read, Write Inc	Oxford
Maths No Problem	Maths No Problem
Accelerated Reader	Renaissance Learning
Literary Leaves	The Literacy Tree

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

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