

Werrington Primary School

Pupil Premium Strategy Statement 2024-2025



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	Werrington Primary School
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	72 children = 18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Simmons
Pupil premium lead	Elaine Newnes
Governor / Trustee lead	Hannah Benn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,751
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	£96,231

Part A: Pupil Premium Strategy Plan

Statement of intent

Our overall aim is for our disadvantaged children to perform as well, and if not better, than their peers and to reach their full potential, taking into consideration their prior attainment and interests. We want our disadvantaged children to have the full range of experiences and opportunities that are open to other children and to have high hopes and aspirations for their futures.

Challenges

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

Challenge number	Detail of challenge
1	Slow attainment rate or gap between PP and non-PP children
2	Potential for families to support children less in KS2 and children that have achieved GD in KS1 not maintaining this in KS2
3	Pupils and their families having social and emotional difficulties effecting their well-being and academic success
4	Limited life experiences and low aspirations beyond their home and immediate community
5	Low attendance or repeated lates

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
Disadvantaged children to maintain at least the standard of attainment they achieved at the last key assessment point. For those children that are not yet at secure to try and close the gap by making accelerated progress and exceed prior attainment.	<ul style="list-style-type: none">• For all classes to have consistently good/outstanding teaching• Work will be effectively marked and appropriate feedback given for children to know their next steps• Termly smart targets will show children's next steps in learning• For all staff working with PP children to know who they are and their individual needs and targets• PP TAs to support all PP children in English / maths to achieve their potential• Upper KS2 to have a third teacher in English & maths two mornings a week to reduce class sizes

	<p>and enable more targeted support and for additional group or 1-1 work to happen with PP children (led by EN, Boosters, PIXL)</p> <ul style="list-style-type: none"> • Data will show children are maintaining their level of attainment or even achieving higher than their previous year's assessment • Combined data for each year group will increase • Pupil voice identifies which learning strategies work best for them
<p>KS2 to maintain their progress from KS1 and for the GD children to remain GD.</p>	<ul style="list-style-type: none"> • Data tracking and analysis will show children have maintained or even improved their KS1 data • TAs to complete termly progress forms to show small steps of progress that may not be evident on data alone • Termly Pupil Progress meetings will enable teachers to analyse their PP children's data, check interventions and strategies are effective and make adjustments accordingly • Targeted intervention will have taken place helping the children to make the most progress possible • TAs to attend training on Reading and Writing so they are confident in VIPERS, the types of higher level reading questions to ask and challenge children with, as well as ways to support children in uplevelling writing • Year 6 to have a third teacher in English & maths on a Wednesday and a Thursday to reduce class sizes and enable more targeted support and for additional group or 1-1 work to happen with PP children (led by EN, Boosters, PIXL)
<p>Pupils and their parents feeling supported emotionally and socially as well as academically. Children feeling emotionally and socially in a positive position to learn.</p>	<ul style="list-style-type: none"> • Specific pastoral support staff to engage parents that are struggling emotionally or socially • Children knowing there is always someone there to listen to them and help/support them • Pupil voice showing that children feel happy and relaxed to learn
<p>All PP children to attend all opportunities available to them ensuring they have broad educational experiences</p>	<ul style="list-style-type: none"> • PP children will have the opportunity to eat breakfast at our daily Breakfast Club • PP children will attend all day trips (50% supported funding) • PP will attend residential in year 3,4,5 and 6 (75% supported funding) • One funded place a week at after school sports clubs for all PP children (£1.50 per session) • Staff to offer free lunch time or after school clubs such as sign language, chess etc to increase opportunities and experiences

	<ul style="list-style-type: none"> • Opportunities will have been provided for PP children to attend sporting events and visits to different places of worship • Resources will be purchased such as sports equipment (swimming shorts/costumes, t-shirt or trainers) where necessary in order to ensure lessons are fully participated in
Absence and repeated lates to reduce	<ul style="list-style-type: none"> • Attendance will be monitored using FFT and reported in weekly meetings • Deployment of administrative and pastoral staff to support families to improve attendance and reduce the number of lates • Parents will be encouraged to use the breakfast club to help get their children to school in the morning

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: £7,712 (half EN time)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elaine Newnes (as Pupil Premium lead) to: <ul style="list-style-type: none"> • ensure PP children have a high profile and that staff (teachers and TAs) are aware of their needs • regularly analyse data and meet with teachers and PP TAs to discuss progress, impact and targets. • carry out lesson visits and TA appraisals • support PP TAs and lead TA training for reading and up-levelling writing • book scrutinies to see clear marking and child response to this 		1 and 2

<ul style="list-style-type: none"> • review Provision Maps to ensure targets are appropriate and share with PP TAs • carry out pupil voice • monitor uptake of clubs and gather opinions on club options and obstacles 		
TA training on VIPERS and higher level reading questions in addition to training on how best to support children up-levelling their writing. This will maximise their impact, ensure consistency of approach and that intervention is of high quality.		1 and 2

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

Budgeted cost: £70,000 (half EN time, PP class TAs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Elaine Newnes to work 1-1 and with small groups of children in Upper KS2 on targeted intervention	EEF references: Small group tuition = +4 months One to one tuition = +5 months Feedback = +6 months	2
Pupil Premium TAs will be in each year group to support PP children in English / maths – in class and on a 1-1 basis	EEF references: Teaching Assistant interventions = +4 months Feedback = +6 months	1 and 2
After school Boosters for year 6 will run for Reading, SPaG and maths by the year group teachers who know the children and their gaps the best along with recovery groups lower down the school.	EEF references: Small group tuition = +4 months Reading comprehension strategies = +6 months Feedback = +6 months	1 and 2
Year 6 to have a third teacher for one English and two maths lesson each week to reduce class size and target focus groups.	EEF references: Reducing class size = +2 months Feedback = +6 months	2
PP children will be part of PIXL groups targeted to close any gaps and consolidate knowledge	EEF references: Small group tuition = +4 months Feedback = +6 months	1 and 2

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

Budgeted cost: £10,807 (support TAs, trips, breakfast club, extras)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support workers – Debbie Crouch - will liaise and support parents; meet with individual children who require additional help and emotional support, along with providing any appropriate resources	EEF references: Behaviour interventions = +4 months	3
Trips and residentials will be financially supported for FSM children (up to 75% towards KS2 residentials and 50% of each years' day trips)		4
Breakfast Club is open daily for all PP children from 8.45-9am to ensure all children have had access to food each day. This is also motivating to children and encourages them to be in school on time each morning, reducing persistent lates.	A study by Kleinman showed *Eating breakfast improves academic performance and school attendance *Eating breakfast may help to maintain healthy weight *Eating breakfast reduces mental distress Also supported by research from Food Research and Action Center (FRAC) https://healthy-food-choices-in-schools.extension.org/breakfast-and-the-brain-how-eating-breakfast-impacts-school-performance/	3, 4 and 5
Spaces will be funded at one after school club each week for PP children to ensure they have these additional opportunities if they would like to.		4
Spaces will be offered to PP children at staff led clubs in order to increase opportunities and develop skills		4
Elaine Newnes to carry out Pupil Voice to ensure PP children feel happy and supported, as well as to see if they feel confident and challenged at school.		4
Clothing and equipment will be purchased for PP children to use to ensure they do not miss out on any learning opportunities e.g. sportswear or footwear, swimming shorts...		4
Office staff to monitor attendance of PP children using FFT and feedback to Family Support Workers and PP lead so contact can be made with homes and strategies / offers of support be put in place.		5

Total budgeted cost: £96,231

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

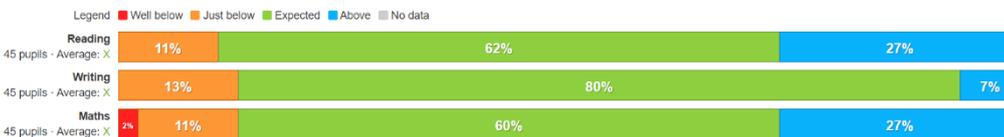
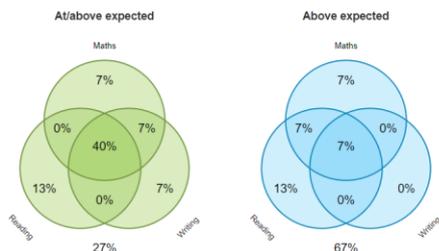
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Outcome

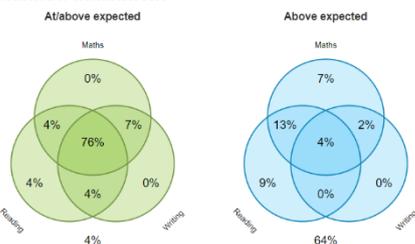
Year 6 – ATTAINMENT



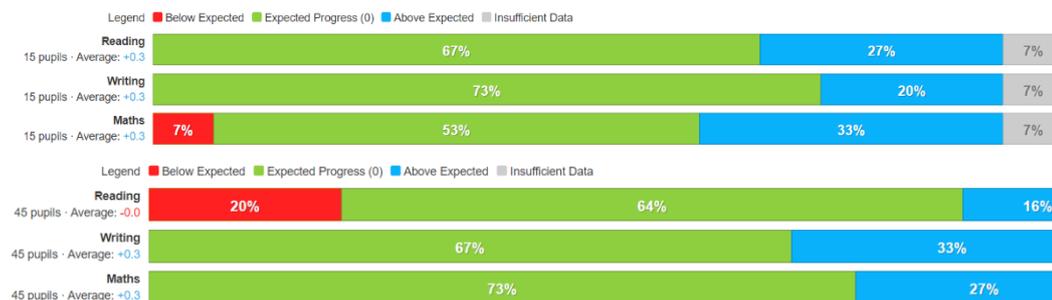
Combined attainment



Combined attainment



Year 6 – PROGRESS



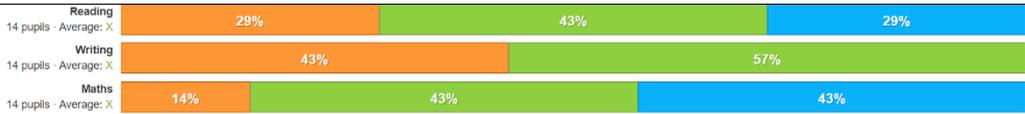
- It is important to remember that this year group experienced the covid lockdowns during year 2 and 3, meaning we do not have formal KS1 assessments to compare to, just teacher assessments from this time. 29% of this cohort also have SEND - a significant third
- Three PP children didn't sit the SAT papers as they are working at a pre-KS level (two have EHCPs)

YEAR 6 OVERVIEW

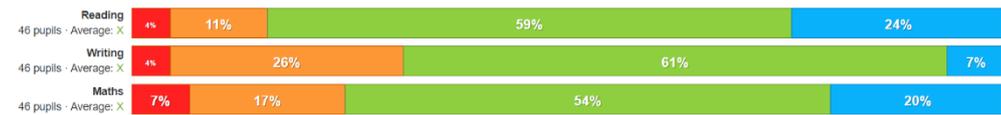
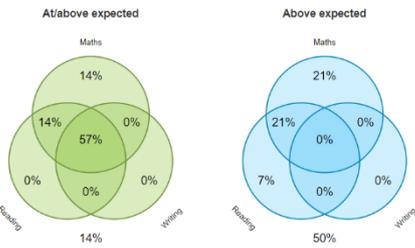
- * 14 pupil premium children in year 6 – 13 FSM and 2 under LAC and / or Services (one also FSM)
- * 1 child = 7%
- * 4 x PP children also have SEND = 29%
- * One child left this group this term but another joined.

- 6 of the 14 children ended combined secure, and one of these was actually combined GD – which they weren't in KS1
- 2 of the children that ended KS2 combined secure weren't combined secure in KS1, showing terrific progress.
- There are more children achieving GD than there were in KS1 showing the excellent progress for our more able children too. 4 children achieved GD reading whereas only 2 did in KS1; one child became a GD writer – and none were in KS1; 3 children obtained GD maths which was one more than in KS1 and 3 children achieved GD in SPaG.
- Although it looks like the non-PP children are out performing the PP group, if the SEND children are removed the remaining PP children are then 70% secure in reading, writing and maths which is far more in line with their peers (in fact better than their peers in reading and maths)
- The data shows that as a whole the PP groups progress is good! All PP children made good or above average progress over the course of this year in reading and writing, only one child didn't make good progress in maths but this was one of our EHCP children who did not sit the maths paper. A higher number of PP children made above average progress in both reading and maths, compared to the non-PP group, which shows the great impact of our support.

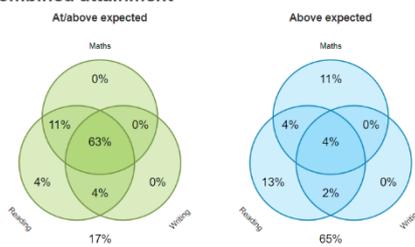
Year 5 – ATTAINMENT



Combined attainment

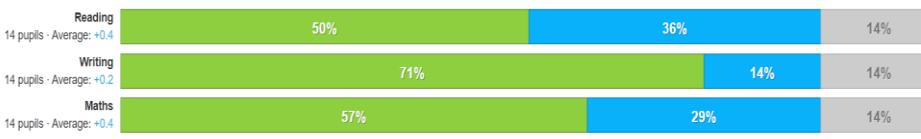


Combined attainment



Year 5 – PROGRESS

Legend: Below Expected (red), Expected Progress (0) (green), Above Expected (blue), Insufficient Data (grey)



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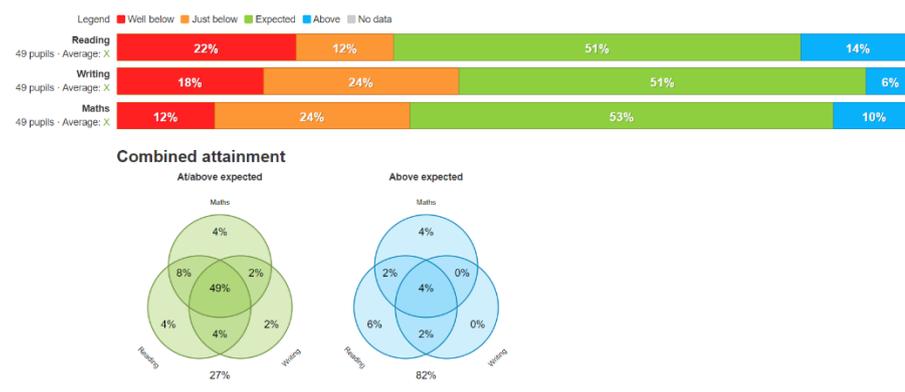
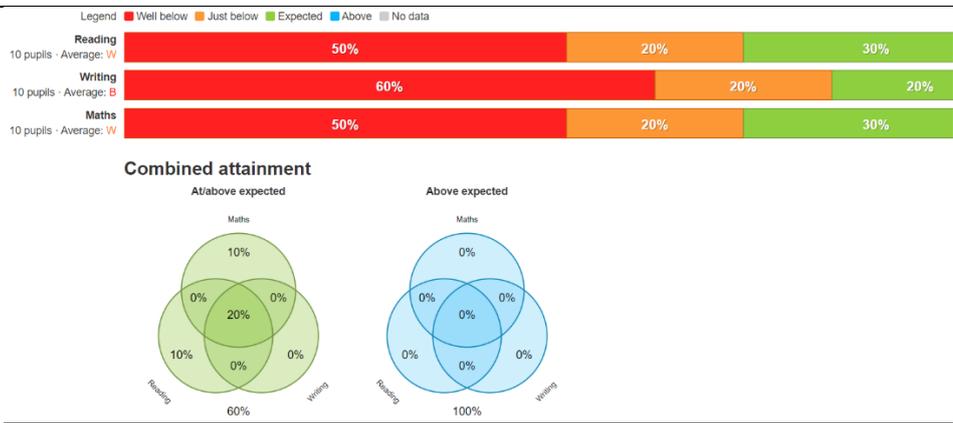


YEAR 5 OVERVIEW

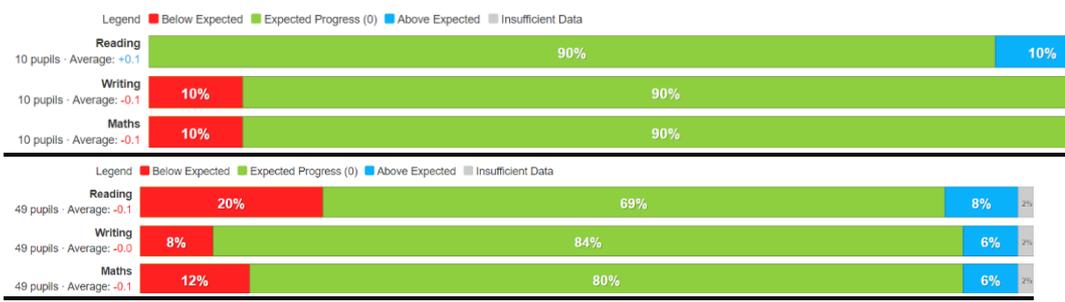
- * 14 pupil premium children in year 5 – 12 FSM, 1 LAC and 1 service child
- * 1 child = 7%
- * 1x PP child also has SEND = 7% 1 child joined this group this term

- 8/14 children are combined secure which is one more than in KS1 showing they have made terrific progress. Another 2 children are only not secure in writing and so this is their key area of focus for year 6
- All the GD children in KS1 are still GD showing great support to maintain this. 4 more children are now GD in reading, and 2 in maths showing excellent progress since year 2
- Attainment shows the non-PP children are attaining slightly higher than the non-PP children but the attainment matches the KS1 data for all the children in all areas, there has been no slippage since KS1
- Pleasingly progress shows the PP children have **all** made expected or above expected progress.

Year 4 - ATTAINMENT



Year 4 – PROGRESS

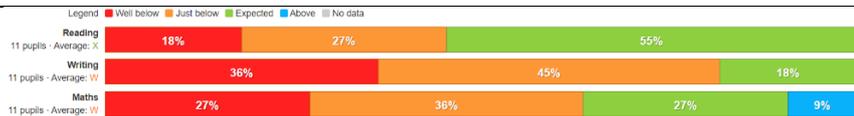


YEAR 4 OVERVIEW

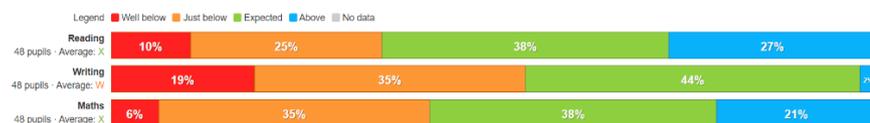
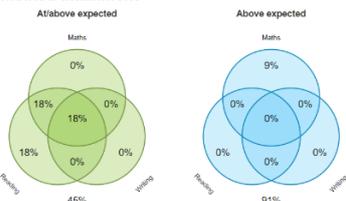
- * 10 pupil premium children in year 4 – 8 FSM, 1 LAC and 1 Services
- * 1 child = 10%
- * 5 x PP children also have SEND = 50%

- Only 2/10 children are combined secure (this matches their KS1 data, there has been no slippage)
- It is significant to note that 50% of this group also have SEND which is why the attainment of this group is lower than the non-PP children. Without the SEND children the PP group perform in line with their peers.
- Two children have ended the year secure in one area (one in maths, the other in reading) that they weren't to start the year so they have made excellent progress.
- The progress of the PP group is better than the non-PP group as all made good progress in reading and eh only child that didn't in writing and maths is the EHCP child
- Although only one of the PP children managed to get 25 marks on the end of year 4 times table check, 4 others scored 22+ marks

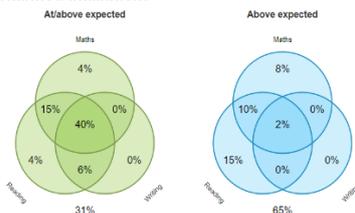
Year 3 – ATTAINMENT



Combined attainment



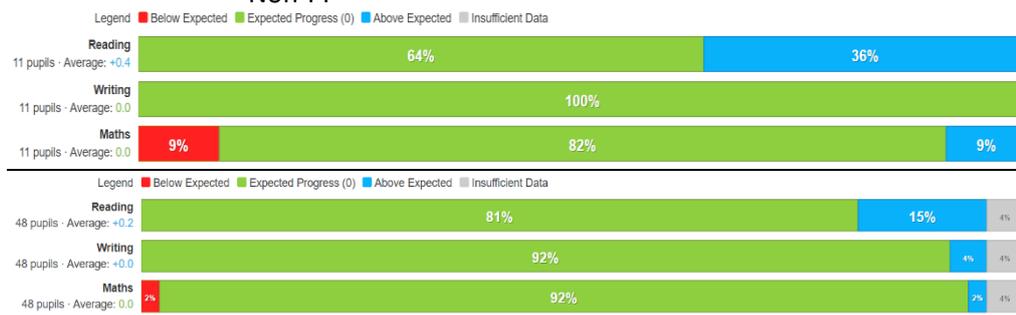
Combined attainment



Year 3 – PROGRESS

PP

Non-PP

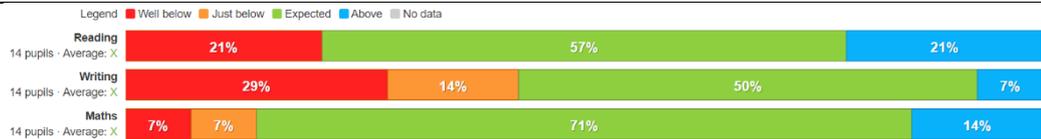


YEAR 3 OVERVIEW

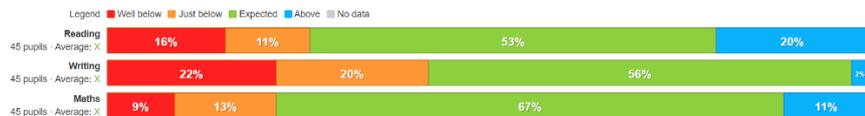
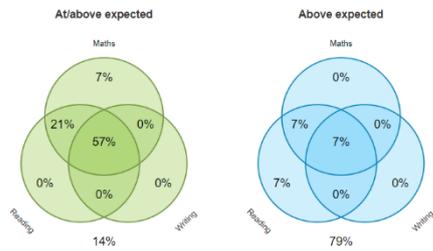
- * 11 pupil premium children in year 3, all FSM
- * 1 child = 9%
- * 3 x PP children also have SEND = 27%
- * 1 child joined this group this term

- 2/11 are combined secure – which matches the year 2 data.
- It is important to note that when looking at attainment 27% of this groups are also on the SEND register. One of the children being out of the class the majority of the time.
- 3 children are now secure in one more area than they were at the end of year 2 showing great progress. 2 of these children now only have one area that is not secure and so this will be their specific targeted area next year.
- Progress for the PP children has been good, particularly in reading with a large number making above expected progress. It is good to see 100% of this group made expected progress in writing.

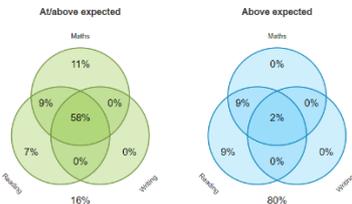
Year 2 – ATTAINMENT



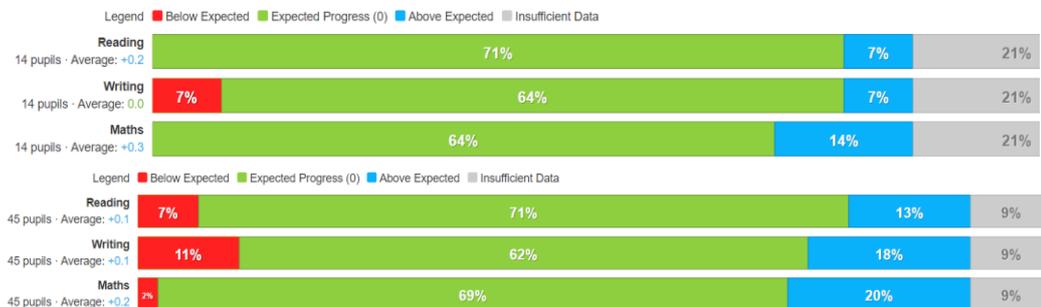
Combined attainment



Combined attainment



Year 2 – PROGRESS

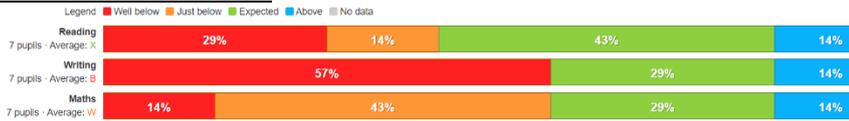


YEAR 2 OVERVIEW

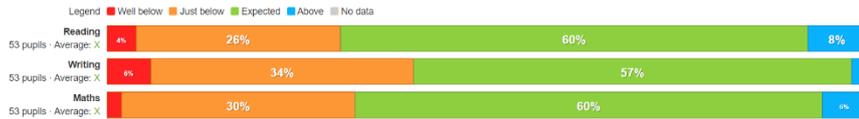
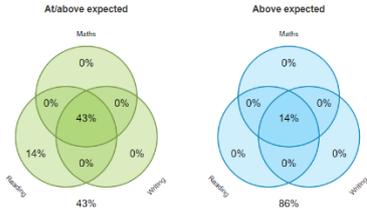
- * 14 pupil premium children in year 2, all FSM
- * 1 child = 7%
- * 3 x PP children also have SEND = 21%
- * 2 children have joined this group this term

- 8/14 are combined secure which is one more than at the end of last school year. Another 3 are only not secure in writing and so this is their target area for next year.
- One child is combined GD and another is GD in two areas.
- Pleasingly the PP group have attained as well as the non-PP group, not only for 'expected' levels but also the % at greater depth.
- Progress for the PP group is great with all children making good progress (or better) in reading and maths and only one child not making the expected progress in writing.
- One of the children that didn't pass the phonics screening last year did this year. The other 3 that unfortunately still didn't pass do have SEND.

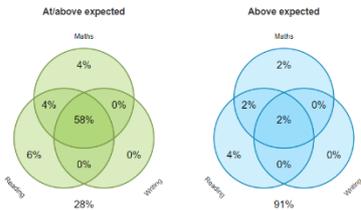
Year 1 – ATTAINMENT



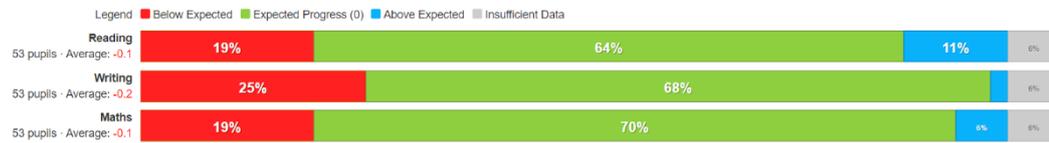
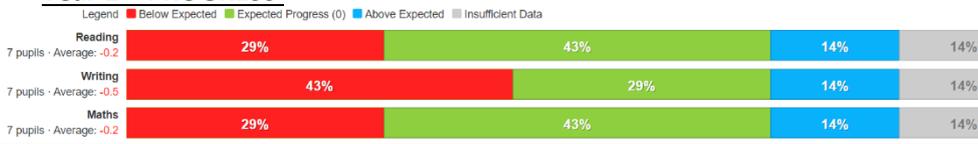
Combined attainment



Combined attainment



Year 1 – PROGRESS



YEAR 1 OVERVIEW

- * 7 pupil premium children in year 1, all FSM
- * 1 child = 14%
- * 3 x PP children also have SEND = 43%

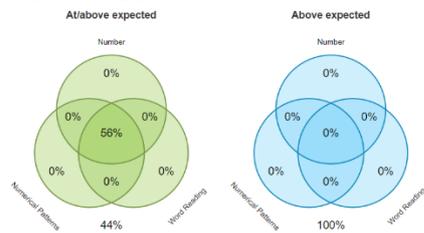
- 3/7 children are combined secure - one of them is actually combined GD
- As this year group only has 7 PP children it means each one is a whopping 14% - which can distort the statistics
- The attainment for PP compared to non-PP looks low however it is significant to note that 43% of the group are also on the SEND register, two with EHCPs
- 5/7 passed the phonics screening, the two that didn't are the EHCP children
- One of the PP children has had significant emotional difficulties and regularly finds being in the classroom challenging and so the PP TA has spent a lot of time with this child enabling others in the class to continue learning,

Reception- ATTAINMENT

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



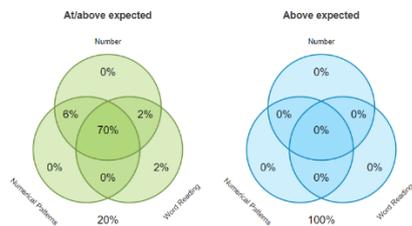
Combined attainment



Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Combined attainment



RECEPTION OVERVIEW

- * 9 pupil premium children in Reception, all FSM
- * 1 child = 11%
- * 4 x PP children also have SEND = 44%
- * 1 child left this group this term

- Obviously as our Reception children are new to school there won't be any progress data for them until next year and we have something to compare against.
- 4/9 PP children achieved GLD and so are working at an expected level in reading, writing and maths. 4 of the group are not working at an expected level in any area and the final child is working at expected in reading and maths but emerging in writing and so this will be his targeted area of support for year 1
- This group also has a significant percentage of SEND children – virtually half – two of which have EHCPs being applied for

Other Information

- ✚ Although **2** PP children left this term, **5** more have joined
- ✚ Breakfast Club has continued to run with Carol Forrest and Angie Nash / Lou Anton (TAs) kindly serving toast (and sometimes crumpets, pancakes or hot cross buns) and squash/milk to the children. There is also cereal on offer some days too. Number of children attending breakfast club across the week is currently **18**.
- ✚ Once again, we offered all of our FSM children one free place a week at an after-school sports club of their choice. **34** children took us up on this offer.
- ✚ TAs have continued to complete a termly grid to specify the areas where each child has made progress, as every child has made individual progress even if this is not reflected in data. Our TAs know the PP children so well and support them brilliantly.
- ✚ Pleasingly we supported our FSM children with lots of extra experiences this term: year 4 had a successful residential to Caythorpe; year 6 had days out to Twin Lakes, Ferry Meadows for water sports and to ice-skating, the park and the Lido (parents chose day trips rather than a residential) The children's opinions are shared below.

Pupil Voice Trips and Residentials

Year 4 Caythorpe

- I had THE BEST time! We got to do abseiling, climbing walls, archery, zip wire....just loads of stuff! Lots of the activities were new to me and I was really nervous but felt so proud of myself after when I did it.
- All the activities were really fun.
- Normally I don't like going to sleep on my own (without parents) but it gave me confidence.
- I loved it.
- It was FAB to be with friends and do really fun things.
- The food was really good, the lasagne was delicious...I'd go back just for the lasagne!
- If I hadn't gone I would have been sad and disappointed.

Year 6 Day Trips

- The Lido was the best place ever....I even enjoyed the very long walk to get there
- Ice skating was brilliant as people didn't know how to do it but by the end they did.
- Twin Lakes was fun as it wasn't just fast rides, there were trampolines and the water park too.
- Ferry Meadows was my favourite trip as we went to two parks, bell boating and kayaking – it was really, really fun!!
- Lido was really fun too as even though they tested you to swim at the deep end you knew you were safe.
- It was just been great having days out of school with my teachers and friends. I'll remember these trips forever.

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
Speech and Language	NHS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Last school year we had three service children. They received additional support in class through our PP TAs helping develop English and maths skills.
What was the impact of that spending on service pupil premium eligible pupils?	Children gained confidence in English and maths, one child is closing the gap but remains within across all subjects, another ended the year 'secure' in two of the three areas and 'within' for the other one (progress from secure in one area) and the year 6 service child achieved combined GD which was fantastic.