

Pupil premium strategy statement

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	William Morris Primary School
Number of pupils in school	159 (+33 Nursery children)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jo Fraser
Pupil premium lead	Mike Knight
Governor / Trustee lead	Judith Randell-Sky

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,760
Recovery premium funding allocation this academic year	£1,740
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	£25,500

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

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	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.</p> <p>20% of disadvantaged pupils have been 'persistently absent' in this time. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their development in this area of the curriculum and there is an attainment gap between them and their peers.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified that disadvantaged pupils are negatively impacted by a lack of parental support with learning at home. A lack of parental engagement with school enrichment activities, an unwillingness to engage in family support and ineffective communication from parents impacts negatively on disadvantaged children's ability to make progress.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified that disadvantaged pupils have been negatively impacted by partial school closures because of their lack of access to enrichment activities.</p>
5	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Resultantly, many disadvantaged pupils are presenting with social and emotional issues.</p>
6.	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These issues are evident from EYFS through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
7.	<p>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.</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
1. To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance from 2024/2025 demonstrated by: <ul style="list-style-type: none"> the overall attendance rate being above 95% for all pupils. the overall attendance rate being 95% for disadvantaged pupils. the percentage of disadvantaged pupils being persistently absent being below 10%.
2. Improved attainment in writing among disadvantaged pupils.	End of KS1 and subsequent LKS2 outcomes will show that more than 65% of disadvantaged pupils will meet the expected standard in writing.
3. Improved parental engagement from all families, particularly disadvantaged families.	Sustained high levels of parental engagement from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
4. Increased access to enrichment activities for all pupils, particularly our disadvantaged children.	Sustained high levels of participation in enrichment activities from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated through qualitative data from: <ul style="list-style-type: none"> student voice student and parent surveys teacher observations.
6. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
7. Improved phonics attainment among disadvantaged pupils.	KS1 phonics outcomes in 2024/25 show that more than 75% of disadvantaged pupils have met the expected standard.

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: £869 (Including £648 from Recovery Premium Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for staff to effectively deliver the Talk 4 Writing (T4W) approach for writing.</p> <p>(4 Training Sessions - £648 - Recovery Premium)</p>	<p>Guidance from the EEF recommends that pupils' writing can be improved by teaching them to successfully plan and monitor their writing: EEF Improving Literacy in Key Stage 1</p> <p>Furthermore, it is recommended that to create effective writers pupils are taught through modelling and supported practice: EEF Improving Literacy in Key Stage 2</p> <p>The T4W approach promotes teaching in this way: Talk 4 Writing: Evaluation Report and Executive Summary</p>	2
<p>Purchase supervision sessions for trained ELSA through Education Psychology Service to ensure ongoing development of their practice and effective intervention for pupils.</p> <p>(4 x 2hour sessions - £221)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF: Social and Emotional Learning</p>	5

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

Budgeted cost: £9,145.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional phonics sessions and time for pupils to read with an adult 1:1, targeted at disadvantaged pupils where appropriate.</p> <p>(12 hours of TA time a week - £6,096.72)</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: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Careful deployment of Teaching Assistants to provide interventions for targeted pupils have been found to be effective to help disadvantaged pupils to catch up: EEF – Teaching Assistant Interventions</p>	7
<p>Planning, delivering and assessing using the Talkboost programme.</p> <p>(9 hours of TA Time a week - £3,048.36)</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: Oral language interventions EEF</p> <p>The Talkboost has been found to be an effective intervention: EIF – Evidence Based Review of Early Talk Boost EIF – Evidence Based Review of Talk Boost KS1</p>	6

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

Budgeted cost : £15,457.62 (Including 1016.12 from Recovery Premium Funding and £380.44 from Service Pupil Premium Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention for emotional Literacy delivered by trained ELSA (2hrs a week - £1016.12 – Recovery Premium) (Additional 1hr a week – 508.06) (Resources - £500)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF: Social and Emotional Learning ELSA has been found to be an effective approach: ELSA Evaluation Reports EEF - Social and Emotional Learning</p>	5
<p>Purchase support from the MAT's Lighthouse Service (PSA for 3 families + drop in sessions - £2,000)</p>	<p>Increasing parental engagement is directly correlated to children's academic outcomes. Understanding families and their needs will help to engage parents more with school life: EEF Working with parents to support children's learning</p>	3
<p>Play Therapy sessions delivered by a qualified play therapist to support children to understand and express their emotions. (2 sessions a week - £3040)</p>	<p>Play Therapy has been found to be an effective intervention to support the well-being of pupils: Effectiveness of Play Therapy</p>	5
<p>Provide financial support for disadvantaged families to access enrichment activities. (School Trips - £540) (Clubs - £4,104) (Wrap around care - £2,000)</p>	<p>It is widely recognised that school closures have impacted negatively on pupils' ability to access enrichment activities, particularly for disadvantaged children. Engaging in physical activity (EEF – Positive Impact of Physical Activity) and activities involving The Arts (EEF – Positive Impact of Participation in The Arts) can impact positively on pupil wellbeing.</p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,3

<p>This will involve support from the Education Welfare Service to combat persistent absence.</p> <p>(3 Days of EWO Traded Time - £969)</p>		
<p>Contingency fund for acute issues.</p> <p>(eg. food and clothes - £400)</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>A Teaching Assistant to run a support group for pupils in service families and to go on an enrichment trip together.</p> <p>(Resources - £100) (Trip - £120) (TA Time - £160.44)</p> <p>All from Service Pupil Premium</p>	<p>Times where family members are deployed can impact on pupils negatively. Offering pastoral support during these challenging times helps to mitigate these effects: DfE: Service Pupil Premium</p>	4,5

Total budgeted cost: £25,471.70

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than their peers across the curriculum, particularly in writing. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 mainly centred around the emotional wellbeing of pupils as well as their academic progress. These objectives were partially met but not fully realised, COVID-19 had a significant impact upon this.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources we provided through our online learning platform (ILD).

Attendance for our disadvantaged pupils in 2020/21 was lower than national averages, and this was due to 4 disadvantaged pupils have persistently poor attendance. The gap continues to grow between disadvantaged pupils' attendance and their peers. Closing this gap is a priority in this year's plan and disadvantaged pupils and their families will need to be supported to improve attendance.

When children were in school, they benefited from intervention provided through Pupil Premium and Catch Up funding; disadvantaged pupils were targeted with this support where appropriate. During the times where children were consistently in school accessing this support it had a positive impact and this is reflected for all pupils in attainment data, including disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
ELSA	ELSA Network – Training provided through Swindon Educational Psychology Service
Talkboost	ICan

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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