

Pupil premium strategy statement – William Morris Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	229 278 including Nursery
Proportion (%) of pupil premium eligible pupils	28 (12%) 30 including Nursery EYPP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jo Fraser, Headteacher
Pupil premium lead	Mike Knight, Assistant headteacher
Governor / Trustee lead	Matthew Milne, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,535 (FSM, Post-LAC & Service)
Recovery premium funding allocation this academic year	£2,755
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£33,290

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>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.</p> <p>30% of disadvantaged pupils are 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Cultural Capital</p> <p>From our experiences pre and post pandemic, our disadvantaged children are more likely to miss out on real experiences which can reduce their cultural capital and engagement in learning due to contextual limitations.</p>
3	<p>Writing</p> <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>
4	<p>Reading</p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading 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>
5	<p>Greater Depth</p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties reaching the higher standard of greater depth in reading, writing and maths. This negatively impacts their development in this area of the curriculum and there is an attainment gap between them and their peers.</p>
6	<p>Social, Emotional and Mental Health</p> <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>

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 achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance from 2025/2026 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%.
Increased access to enrichment activities for all pupils, particularly our disadvantaged children.	Sustained high levels of participation in enrichment activities from 2025/26 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
Improved attainment in writing among disadvantaged pupils.	End of KS1 and subsequent KS2 outcomes will show that more than 68% (KS2 national average pre-pandemic - 2019) of disadvantaged pupils will meet the expected standard in writing.
Improved attainment in reading among disadvantaged pupils.	End of KS1 and subsequent KS2 outcomes will show that more than 62% (KS2 national average pre-pandemic - 2019) of disadvantaged pupils will meet the expected standard in reading.
Improved number of pupils attaining at the higher standard of greater depth in reading, writing and maths among disadvantaged pupils.	End of KS1 and subsequent KS2 outcomes will show that more than 5% (KS2 national average pre-pandemic - 2019) of disadvantaged pupils will meet the expected standard in reading, writing and maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated through qualitative data from: <ul style="list-style-type: none"> • student voice • student and parent surveys • teacher observations.

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: **£928**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers expose children to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture. Subject leaders continue to adapt our curriculum to provide rich experiences across all subjects. Foundation subjects are well planned, sequenced and delivered to the highest standard ensuring a broad and balanced curriculum that promotes creativity. Development of teacher's subject knowledge, assessment skills and understanding of key end points, particularly in foundation subjects .</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Pupil Premium menu evidence brief</p>	<p>3, 4, 5</p>
<p>All children, regardless of background, are exposed to quality first teaching and learning combined with timely catch up and keep up interventions. An approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutiny, learning walks and lesson observations. Providing targeted training and CPD both in house and externally for teachers and TA's. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD. Robust ECF programme delivered by a highly effective mentor/tutor.</p>	<p>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods". (Education Endowment Foundation 2018)</p>	<p>3, 4, 5</p>
<p>Purchase supervision sessions for trained ELSA through Education Psychology Service to ensure ongoing development of their practice and effective intervention for pupils. (£348 – Catch Up Premium)</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</p>	<p>6</p>

Continuing to implement the Talk4Writing approach across the school. (£400 – Catch Up Premium)	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 Furthermore, it is recommended that to create effective writers pupils are taught through modelling and supported practice: EEF Improving Literacy in Key Stage 2 The T4W approach promotes teaching in this way: Talk 4 Writing: Evaluation Report and Executive Summary	3
Purchase of standardised diagnostic testing for Reading. Training for staff to ensure that assessments are interpreted and administered correctly. Question Level Analysis will identify gaps and next steps in learning. This will enable teachers to target the needs of individual children and provide more opportunity for disadvantaged pupils to reach the expected standard and greater depth in reading. (£180 – Catch Up Premium)	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4

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

Budgeted cost: **£14,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics sessions aimed at pupils, including disadvantaged, who require further phonics support. Little Wandle has been implemented well and used to a high standard. Alongside those that fall behind teachers and TAs will support through 'Rapid Catch up' interventions. (£3,250) (Including £1450 Catch Up Premium)	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	4
Behavioural / emotional support using a learning mentor. Learning mentor to employ a range of strategies and resources to help pupils develop self-regulation of behaviour and to make positive choices. Helping students to become more independent in managing their emotions and reactions to events in school and life. (£11,500)	The evidence from the EEF indicates that the impact is greater for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies As a school we have seen the impact that a specified member of staff has on the experiences of our pupils within school, leading to greater engagement with their learning.	3, 4, 5, 6

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

Budgeted cost: **£17,611**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention for emotional Literacy delivered by trained ELSA. Funding available to buy resources to support the interventions. (£2,500) <i>(Including £500 Service Premium)</i> <i>(Including £400 Catch Up Premium)</i></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>	<p>3, 4, 5, 6</p>
<p>Purchase support from the MAT's Lighthouse Service. Including, parenting advisor support, drop ins and workshops (£2,000) <i>(Including £500 Service Premium)</i></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>	<p>6</p>
<p>Play Therapy sessions delivered by a qualified play therapist (Pink Shell Play Therapy) to support children to understand and express their emotions. (£3,000)</p>	<p>Play Therapy has been found to be an effective intervention to support the well-being of pupils: Effectiveness of Play Therapy</p>	<p>6</p>
<p>Provide financial support for disadvantaged families to access enrichment activities. (School Trips - £850) (Clubs - £5,000)</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>	<p>2, 6</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve support from the Education Welfare Service to combat persistent absence. (£1,071)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 6</p>
<p>Contingency fund for acute issues. (£800)</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>	<p>2, 6</p>
<p>A TA to run a support group for pupils in service families and to go on an enrichment trip. Coffee Mornings for Service Families. (Resources - £670) (Trip - £250) (TA Time - £250) <i>All from Service Pupil Premium</i></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>	<p>6</p>

<p>Purchase weekly mentoring sessions (IProveFit) to provide disadvantaged pupils with a positive role model. The mentor will help pupils to build confidence and relationships, develop resilience and character, and raise aspirations</p> <p>(£720)</p>	<p>Mentoring has a positive impact on academic outcomes. More positive impacts are for pupils from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF - Mentoring</p>	<p>1, 2, 6</p>
<p>Senior Leaders to attend Swindon Borough Council Attendance Conference Improving School Attendance.</p> <p>(£500)</p>	<p>The DfE guidance has been informed by the engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1, 2, 6</p>

Total budgeted cost: £33,289

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes 2021-2022 We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Data from tests and assessments suggest that in most year groups progress was at the expected or slightly above. Data in 2022-2023 so far shows that the attainment gap between disadvantaged and non-disadvantaged pupils reaching the expected standard in Year 1-3 is greatest in reading (-17%) and writing (-18%) and attainment is lowest in reading (78%) and writing (75%). Our analysis suggests that the reason for this is the ongoing impact of COVID-19 but also the additional needs of some of our disadvantaged pupils e.g. SEND.

We also identified that attendance is also a concern for pupils eligible for the pupil premium grant. There will be a greater focus on attendance during 2022-23. Absence among disadvantaged pupils was 1.9% lower than their peers in 2021/22 and with 43.5% of disadvantaged pupils were identified as persistent absentees (10 out of 23 children). We recognise this is too large which is why raising the attendance of our disadvantaged pupils is a continued focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour remained good to outstanding last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
ELSA	ELSA Network – Training provided through Swindon Educational Psychology Service

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
A Teaching Assistant, who is from a service family, met with the service children as a group throughout the year to offer support. The group completed activities such as mapping where in the world their parent(s) have been deployed and creating resources to help understand the importance of particular events throughout the year such as remembrance day.
The impact of that spending on service pupil premium eligible pupils
The group sessions supported the children by giving them an opportunity to talk about their own experiences and hear about the experiences of others.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

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.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'teaching and learning toolkit'. The toolkit helped us to identify which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.