

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** 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	Washingwell Primary
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	19.5%, (of which 30% also have SEND)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Alison Hall
Pupil premium lead	SLT
Governor lead	Stuart Walker Jennifer Aziz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,470
Recovery premium funding allocation this academic year	£1,994
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Washingwell, 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, or ever had a social worker and young carers. We understand that some of our disadvantaged pupils have multiple vulnerabilities. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our whole school motto is '**Attainment for All**', which reflects our high expectations for the whole school community and our ambitions for our children in every respect. We are determined to create a climate that does not limit a child's potential in any way. We have a strong personal commitment to improving outcomes for vulnerable pupils' attainment. We have high aspirations and ambitions for all our children, and we believe that no child should be left behind.

It is essential that all disadvantaged children, including young carers and those who have, or have ever had a social worker, make at least good progress from their starting points and that no gap between them and non-disadvantaged children remains.

To ensure that pupils can progress, actions must be taken to remove the barriers which prevent them from taking up those opportunities: the drive for '**Quality First Teaching**' which promotes **inclusion for all**. Teachers are committed to providing high quality lessons which challenge children and provide differentiated learning which is tailored to individual needs. Pupils learn in the classroom alongside peers and with teachers who know how to address their needs best. All staff go the extra mile to ensure children acquire the life skills to overcome difficulties and achieve their potential.

The carefully considered deployment of staff is crucial in this process and the Senior Leadership Team are constantly evaluating the skills of all staff and respond by providing high quality training to ensure teachers and teaching assistants understand how best to meet the needs of pupils in their class. There is a focus on creating independent thinkers and learners who can respond effectively to specific feedback from teachers to improve their outcomes.

A consistent approach to behaviour management builds a trusting environment in which children can thrive. By addressing social and emotional needs through problem

solving, emotional support and collaborative working, we can remove barriers to learning and address individual needs more effectively. We have a commitment to early intervention and referral to outside agency / multi-agency approaches when needed to support the most vulnerable families and pupils.

Our strategy is also integral to wider school plans for education recovery. Our approach will be responsive to common challenges and individual needs, rooted in robust 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 are 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
- continue to support families

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 indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception and new starters throughout the school and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Teacher assessments indicate that reading, writing and mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	30% of our Pupil Premium children also have SEND.
4	Our assessments, observations and discussions with parents indicate that the social, emotional mental health of pupils requires support and intervention due to a range of factors: family breakdowns, domestic violence, lack of social interaction opportunities, lack of engagement with school, attendance and diagnosed mental health of parents and carers. Some low income families find it financially difficult to afford extra-curricular and enrichment activities.

5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been at least 1% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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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 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.
Improved reading, writing and mathematics attainment for disadvantaged pupils by the end of KS2	Pupils regardless of any disadvantage meet curriculum related expectations. Gaps in knowledge are identified and rapidly addressed so that children catch up and keep up. The quality of phonics teaching is sustained.
To ensure all children, regardless of any disadvantage progress through the intended curriculum	Pupils access a broad and balanced curriculum. The components of learning built into our curriculum design enables teachers to assess, identify, and rapidly address gaps. Ongoing assessment show that children are achieving in line with their peers.
To sustain wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Sustained high level of participation in enrichment activities, including clubs and tournaments, particularly among disadvantaged pupils.
To ensure that pupils regardless of any disadvantage have good attendance	Sustained high attendance up to and including 2026/27 demonstrated by: The overall absence rate for all pupils being no more than 3%, and there is no gap in attendance gap between disadvantaged pupils and their non-disadvantaged peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year 2024 -2025**, to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and embedding of a DfE validated Systematic Synthetic Phonics programme to continue to secure strong phonics teaching for all pupils	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF>Education Evidence>Phonics	1, 2
Implementing effective feedback by: Ensuring that feedback can be acted upon. Carefully considering how feedback will be received. Providing opportunities for pupils to act upon the feedback after it has been given.	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. EEF>Teaching & Learning Toolkit>Feedback	1, 2, 3
Maths Hub partnership working	Professional development should be used to raise the quality of	2, 3
	practitioner' knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy. EEF>Improving Mathematics in Early Years and Key Stage 1 EEF>Improving Mathematics in Key Stage 2 and 3	

<p>Training of staff to deliver specific interventions across school,</p> <p>ELKAN Training</p> <p>ELSA Training</p>	<p>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests. Evidence indicates that success in literacy relies on the secure development of language, and these skills are amongst the best predictors of educational success.</p> <p>EEF>Improving Literacy in Key Stage 1 EEF>Improving Literacy in Key Stage 2 EEF>Improving Social and Emotional Learning in Primary Schools</p>	1, 2, 4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £21,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost intervention	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>EEF>Teaching and Learning >Oral Language Interventions</p>	1
Specifically designed in-house literacy and numeracy intervention groups based around individual needs of children.	<p>Small; group tuition has an average impact of four months' additional progress over the course of the year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>EEF>Education Evidence>Teaching and Learning>Small Group Tuition</p>	2, 3

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

Budgeted cost: **£36,346**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker to support families and children through 1;1 work, small group work, targeted outreach work and interagency working to improve the wellbeing of children so as to support in motivation and attainment.</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> <p><i>EEF>Education Evidence>Teaching and Learning>Parental Engagement</i></p> <p><i>EEF>Guidance report>working with Parents to Support Children's Learning</i></p> <p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.</p> <p><i>DFE Guidance Promoting and supporting mental health and wellbeing in schools and colleges</i></p>	<p>1, 2, 3, 4, 5</p>
<p>Disadvantaged children to access extra-curricular, and enrichment opportunities resulting in increased cultural capital, healthy lifestyles knowledge and high self-esteem.</p>	<p>EEF Tiered Approach 2020/21</p> <p>What works in education for children who had social workers?</p> <p>www.whatworks-csc.org.uk</p>	<p>3, 4, 5</p>

Total budgeted cost: £58,464

Part B: Review of outcomes in the previous academic year 2023 -2024

Pupil premium strategy outcomes

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

It is very clear that the impact of the COVID-19 Pandemic, which resulted in many months of lost learning, is still a mayor contributing factor to raising standards and closing the attainment gap between disadvantaged and non-disadvantaged children.

Our internal assessment during the academic year 2023 -2024 suggests that some of our disadvantaged pupils performed in line with national expectations, however the gap still remains.

The last comparable data we had was 2022/2023 which is seen below.

	2022/2023	2023/2024
% of pupils making at least expected progress in Reading	71%	72.5%
% of pupils making at least expected progress in Writing	54%	78.8%
% of pupils making at least expected progress in Maths	68%	93.8%

Our statutory assessment data below shows those children who attained expected standard in relation to their year group at the end of 2023:

		Reading	Writing	Maths
Reception	Pupil Premium (2) (1 PP with SEND)	50%	50%	50%
Year 6	Pupil Premium (7) (2 PP with SEND)	35%	35%	35%

Whilst the impact of COVID-19 has had a detrimental effect on all children's academic achievements, it has had the biggest impact upon those disadvantaged children and families. We are therefore estimating that it will take our disadvantaged children longer to catch-up and therefore, with this in mind, our approach outlined in our Pupil Premium Strategy, intends to change the outlook for our disadvantaged children over the next three years.

Achievements in line with activity for academic year 2023 -2024

- *Implementation and embedding of a DfE validated Systematic Synthetic Phonics programme to continue to secure strong phonics teaching for all pupils*

Unlocking Letters and Sounds was introduced in September 2022 so close monitoring will need to continue to ensure that it impacts positively on disadvantaged children.

Our Phonic results for are as follows:

	Pupil Premium	Non Pupil Premium
2022-2023	50 % expected (4 children)	76.9% expected (22 children)
2023 -2024	67% expected (4/6 children)	81.3% expected (13/16 children)

- *Implementing effective feedback:*

All teachers ensured that feedback was given in age appropriate way so as to support learning and progress.

- *Maths Hub partnership working:*

Through Maths Hub, Early Years and Key Stage 1 teachers are involved in the Mastering Number program which has seen the introduction of an extra 20 minute maths slot across the day. All strategies will continue to be used and embedded across the school as this is proving effective in raising standards and improving progress.

2023-2024	Reception	Year1	Year 2
Pupil Premium	50% (1/2 children)	75% (3/4 children)	75% (3/4 children)
Non Pupil Premium	71% (15/21 children)	78% (14/18 children)	70% (16/23 children)

- *Talk Boost Intervention*

The oral language skills of our disadvantaged children in Early Years has significantly improved with 70% achieving ELG for Communication & Language, and other 30% (SEND children) making good progress from their individual starting points.

- *Specifically designed in-house literacy and numeracy intervention groups based around individual needs of children.*

A range of interventions were delivered to a range of children across the course of the academic year. These interventions were bespoke to learning needs and reviewed termly in light of progress. During termly Pupil Progress Review meetings, disadvantaged children were discussed and both attainment and progress tracked closely to ensure that gap between non-disadvantaged did not widen.

- *Family Support Worker to support families and children through 1;1 work, small group work, targeted outreach work and interagency working to improve the wellbeing of children so as to support in motivation and attainment.*

Improvement in attendance at the end of academic year 2023 -2024 data for the following groups:

Whole School:	95.14 9(+0.3%)
Pupil Premium:	94.5% (+2.08%)
Non-Pupil Premium:	95.3% (-0.1%)
Pupil Premium and SEND:	93.1% (-5.6%)

Pupil Premium Persistent Absenteeism: 20% (1/5 children)

- *Disadvantaged children to access extra-curricular, and enrichment opportunities resulting in increased cultural capital, healthy lifestyles knowledge and high self-esteem.*

All disadvantaged pupils participated in a range of extra-curricular activities during the academic year, as well as representing the school at different sporting events.

- *Disadvantaged children access a wide range of musical genres, a rich variety of musical instruments and learning activities including small group and 1:1 opportunities and workshops*

All disadvantaged children in Key Stage 2 are learning to play stringed instruments: violin, cello and viola.

Externally provided programmes

Programme	Provider
Unlocking Letters and Sounds	Ransom
Mastering Number programme	Maths Hub

