

Pupil premium strategy statement

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	West Kidlington Primary and Nursery School (9312021)
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	70/310 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Simon Cowley (Executive Director for Primary Education – The White Horse Federation)
Pupil premium lead	Simon Isherwood (Principal)
Governor / Trustee lead	Mairi Gibbs, Charlotte Christie (Chair of local Governing Body)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,485
Recovery premium funding allocation this academic year	£8990
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	£84,485

Part A: Pupil premium strategy plan

Statement of intent

We would like every Pupil Premium child to have learning stamina, we intend to improve their reading accuracy, increase their enjoyment of reading, heighten their confidence in all subject areas and value learning. We want them to feel that there are opportunities for them and they are at an **advantage** by being at West Kidlington Primary School. There is compelling evidence that high quality teaching and leadership are vital in raising attainment. From research, we also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference and make sure that the best teachers work with the most vulnerable. We have high expectations for **all** our pupils and for **all** of our families. Our clear and simple Values are consistently taught and reflected upon. We want every child to give their best and be kind. When this does not happen, we will challenge and support. To improve outcomes for our disadvantaged pupils, we intend to follow these carefully considered intentions:

- Make the achievement and wellbeing of pupils eligible for Pupil Premium funding their number one priority.
- Use evidence and research-based teaching practice, including the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, and the Centre for Literacy in Primary Education to inform spending discussions and decisions.
- Take a whole-school approach to quality first teaching, which sets high aspirations for all pupils.
- Identify the main barriers to learning and use different approaches for groups or individuals facing barriers.
- Ensure that every member of staff knows who our disadvantaged pupils are and takes an interest in their success.
- Carefully monitor pupil's progress and if it slows, interventions are put into place rapidly.
- Make every effort to engage parents in the education and progress of their child.
- Where poor attendance is an issue, address this as a priority.
- Ensure staff (teachers and support staff) receive in-depth training on strategies chosen to overcome barriers to learning.
- Ensure governors understand the role to play in providing constructive challenge to the school's Pupil Premium Strategy.
- Effectively monitor and evaluate the impact of spending in improving outcomes for pupils.
- Commit to supporting other schools within the White Horse Federation with their Pupil Premium agenda, wherever possible.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils demonstrate a lack of independent learning skills and passiveness in lessons.
2	Limited vocabulary, spelling, reading fluency is weak, poor grammar skills, fluency and ineffective working memory are restricting the understanding of texts (comprehension) and limiting the language that can be used in writing. This is a whole school development priority.
3	Some pupils are too dependent on staff in their learning habits and have limited resilience, some have poor mental health and low self-esteem.
4	Poor organisational skills shown by many families. Many children have poor sleep routines, over-use of screen time, poor diet and lack of conversation time at home.
5	Lack of extra enrichment opportunities at home (cultural capital).
6	Cross over with SEND including ASD, ADHD, SEMH, C&L results in some children facing further learning retention issues.

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
Pupils are demonstrating resilience and seeking/ relishing challenge.	<p>Pupils will make (or exceed) expected progress.</p> <p>Staff will report that pupils are using independent learning strategies to support their learning. Pupils will say 'I can...' when given an activity that they find challenging.</p> <p>The new characteristics of learning /learning powers will be consolidated and used with the children. These are: be creative, make links & connections, communicate effectively, have a go and persevere.</p> <p>For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM.</p>

Children will have an improved vocabulary that they will use in their everyday speech and their writing. Children will be given support on how to develop their working memory and teachers will be more confident in knowing what interventions will support fluency in reading	<p>For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM..</p> <p>Book scrutiny will demonstrate improved use of vocabulary.</p> <p>Learning walks – children will be able to express themselves clearly using a wide range of vocab.</p> <p>Children will confidently discuss the text they are reading and answer questions surrounding it.</p> <p>Children will know strategies (e.g note taking,) to support their working memory. Teachers will use support strategies that aid working memory – dual coding, spaced learning and high-level fluency teaching. Interventions will be put in place to support fluency reading and assessments will show an improvement in this skill.</p>
All PP children will feel safe and confident in their environment, allowing them to challenge their learning ensuring that all children are making accelerated progress.	<p>By using features of the Zones of Regulations and 'The Colour Monster' book, younger children will confidently name their emotions and know what actions to take if their emotions do take over.</p> <p>Whole school revision to the PHSE programme (jigsaw) and staff training will ensure that mental health and wellbeing is high priority for all teachers/staff.</p> <p>Children will feel confident in their learning and have high expectations of themselves.</p> <p>There will be an upward trend in progress across assessments (Sandwell/Salford/HAST).</p>
Parents will know and be able to confidently use current learning methods with their child. Parents will enjoy learning alongside their child. This will be shared on Tapestry, through parent questionnaires, child and parent voice and homework books.	Evidence in reading records, homework diaries, child and adult conversations and on Tapestry will show increased parental engagement.
Children will be sharing books and other reading materials with family and children will confidently be able to talk about what they have read.	Families will be regularly visiting the local library and many children will be receiving a story before bedtime. Children will be able to talk about books that they have read at home and want to share these books at school with peers and teachers.
For attendance to match school average	<p>Attendance diminished between Pupil Premium and Non-Pupil Premium Pupils.</p> <p>Monitoring systems to track attendance weekly with immediate action.</p>

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: £29,690

Recovery Premium: £8990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reasonable adjustments	<p>£9500</p> <p>The Assistant Principals are taking a lead on this strategy. All staff have received training on how best they can support the children in their class. This has included advice on the environment and on teaching strategies. All governors have also received this training so that they can support and make recommendations on learning walks. Each member of staff will receive 1.5 hours of time where they will be able to observe their class (with the Assistant Head teaching). This time will allow the teacher to observe the welcoming into the classroom, the class environment, the learning behaviours and resources readily available in the classroom. Staff are then given 1.5 hours of time to resource their findings. Equipment has been bought, resources made and changes to the environment have occurred when necessary. Staff will share their findings in a regular weekly slot in the staff meeting.</p> <p>All staff have received a copy of 'The Inclusive classroom' book The Inclusive Classroom: A new approach to differentiation. The focus on this support will change termly and in collaboration with staff. Accessibility and enrichment reducing some home deficiencies.</p>	3,6
Mental Health Training	<p>£2500</p> <p>Mental Health First Aid – 2-day course (6 members)</p> <p>Mental First Aid – 2-day course (1 member) Adult based</p> <p>Gives staff members more in depth of trauma, factors of wellbeing, suicide, signs and triggers within children, trains and gives confidence when children are in crisis, interpersonal skills to be a non-judgemental listener, knowledge to guide children in recovery from poor mental health.</p>	1,3,4,6
Family Liaison Officer	£9650	3,4,5,6

	Our Safeguarding team are paramount in nurturing many of the children included on our PP register. They support families in many ways, offering advice, providing challenge, encouraging learning home learning support, housing and financial guidance and mental health care. Our Parent Café is a vehicle to support many of these families – whilst offering a community hub. Our Safeguarding team meet weekly and includes 4 members.	
Mentoring/Cultural capital /experiences	£2,890 The school will provide opportunities for all children to gain experiences. This will be fully funded. All families will receive a Blenheim Palace Family pass that can be used for 12 months. Science visits, Year 6 Residential and theatre visits will be provided by the funding. This will encourage outdoor activities, provide opportunities where children prove to themselves how capable they are and a regular weekend/evening space where families can play and talk.	5
Dyslexia HELP Workshop	£750 Dyslexic Assessor to support Dyslexic Pupil Premium children and offer Family learning support. This will enable Families to improve support with home reading and curriculum homework.	5,7
Dyslexia Specialist Teacher Training (Masters module)	£1900 This training will provide up to date knowledge for two practitioners to support Teaching Teams. They will guide and support revisions to Teaching and Learning. Pupil Premium and SEN children will access	4,6
Supporting children with down Syndrome and Complex Needs in Reading, Writing and Maths – TA training (OCC)	£1500 To look at how our curriculum can be adapted to meet the needs of pupils with Down Syndrome and Complex Needs, who are also Pupil Premium. New child joining the school in 2023.	6

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

Budgeted cost: £42,930

Recovery Premium: £8990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Champion	£8990	1,2,3,4,5

Recovery Premium	<p>There are a significant number of disadvantaged children in the school who we know that with a consistent, targeted approach could achieve different outcomes. Our intent is to advantage our disadvantaged pupils. The school recognises that attainment will open doors for these children. These children need to gain significant progress. These children's attainment mobility is low. We will adopt a three-tiered approach to provide identified children with enhanced opportunities. We intend to change outcomes for these children. It is our intention to provide these children with status and self-esteem. Our extended curriculum will provide (1) High Quality Teaching (2) Targeted weekly academic support – after school hours (3) Nurture, relationship building and character development. The support sessions will not impact children's curriculum offer; it will support the children from 3.15-4.15pm. Mistakes lead to learning. Through the 1:1 championing we intend to create 1:1 sessions that have a purpose - a reason to learning, encourage children to give their best - taking pride in their work. As a result of the strategy, we envisage Children creating their own learning at home. Each session will be memorable, simple but effective in raising standards and influencing a child's long-term memory.</p>	
NELI Programme	<p>£3600</p> <p>Neli is a language intervention programme. There are now two programmes one for reception children and one for nursery. Its aim is to improve early language skills through working in small groups of up to five children per group. The programme is delivered by a trained NELI practitioner with the children in the group receiving three groups' sessions and two individual sessions per week for 20 weeks. Each group session is 15 minutes long, working on listening, vocabulary, and narrative skills; the individual session each last 15 minutes (15 min per child in the group). This equates to 4 hours of practitioner's time per week, not including preparation and record keeping time.</p> <p>From the NELI website the NELI programme trial, which was funded by EEF, found a +3-month progress in oral language skills compared with children that did not receive the programme. Children with EAL also benefitted from the programme.</p>	1,2,3,5
Reading Eggs	<p>£350</p> <p>In line with our whole school priorities, we have assessed Pupil Premium children to discover that Fluency is a key reading skill that needs to be enhanced. Children across KS1 and KS2 will be provided a reading resource which will develop their ability to read aloud with speed, understanding and accuracy. We will build on good phonic decoding skills, an increasing bank of high frequency words recognised at sight, and the amount of time children spend reading books at an appropriate level.</p>	1,2,3,5
Quality First Teaching (Kate Cole, Senior Part-time teacher)	<p>£9438</p> <p>We have identified a Teacher in school that is outstanding practitioner. She has been targeted to teach specific pupil premium children in Year 4,5 and 6. This takes place over 2 afternoons a week. Focus in English is sentence composition, grammar, Reading Fluency and ownership of learning. Maths focus for these children is basic number knowledge, x tables, confidence, written operations and retrieving what you already know to aid what you need to calculate.</p>	1,2,3,5
Quality First teaching to	<p>£8642</p>	1,2,3,5

include training	We have made a strategic decision to place SLT members in the classroom. This will enable the Pupil Premium children to have access to further High-Quality Teaching, gain insight into Pupil Premium progress, working habits and collaborate with the Teaching Team in a more constructive way. Modelling of how to teach these children will feature.	
ARCH Reading	£2,900 Our ARCH reading group provide 1:1 Reading for children on our PP/SEN register. They support fluency, ensure appropriate books are being read, encourage grammar being read and make reading time fun and specific for a child.	1,2,3,5
RWInc/Fresh start/Spelling approach and resources	£5,000 We have a commitment to continue Phonics teaching to children who enter KS2 having not passed a Phonics screen. Our blend of Phonics Teaching and Fresh start (RWI) will enable older readers to read accurately and fluently with a sound level of understanding. PP children will be taught in appropriate groups and will target specific gaps, alongside texts and extracts that build on comprehension.	1,2,3,5
Specialist Maths Teacher in Year 4 and 5	£13,000 The 'Keep Up, Not Catchup' strategy has worked successfully in school for the past three years. The school budget has meant that we have had to further revise the number of sessions that the children are exposed to. This approach is key to ensuring the our PP children to do not fall further behind. It addresses key concepts and uses AFL from core teaching to deliver bespoke input during an afternoon.	1,2,3,5

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

Budgeted cost: £12,865

Recovery Premium: £8990

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/Nurture	£5,000 We have a high proportion of PP children who will access ELSA support during the academic year. Our trained ELSA practitioners provide high quality (with opportunities for supervision) emotional literacy teaching. Self-esteem, confidence, bereavement, friendship and understanding your self are key modules that have been identified. The newly formed Sensory room (Nov 2022) is designed as a space which can be relaxing or stimulating, depending on what each pupil needs. In this space we have resourced bubble lamps, lava lamps, rope lamps, weighted blankets and cushions, textured floor tiles, fidget toys and a projector. Pupils access sensory stimulation which helps their bodies learn how to react appropriately to stimulations in the world around them. Sensory play	1,2,3,4,5,6,

	engages different parts of the pupil's brain which can lead to improved information retention. Spending time in the sensory room helps pupils improve their visual, auditory and tactile processing, as well as fine and gross motor skills. This calm and comforting space helps pupils learn to self-regulate their behaviours, which over time improves focus. The sensory room is available daily to all pupils who may benefit from the space and particularly pupils with ASD, communication or social interaction difficulties.	
ELSA resources	<p>£500</p> <p>Sensory room update</p> <p>ELSA Resources to be updated. School have identified areas key areas after assessing our children. These include; managing anger, coping with worry/anxieties, self-esteem/confidence, social skills and turn taking.</p>	1,2,3,4,5,6,
Professionals from outside agencies – Education Psychologist	<p>£1,000</p> <p>We have identified two children on our PP register who we feel need specialist guidance from an Educational Psychologist.</p>	4,6
Changes to Reception environment	<p>£4,000</p> <p>We have been inspected by an EY advisor (Sept 2022) and strongly advised to spend funds on new block play. It encourages them to build on relationships with peers. It allows them to try independently solve problems that may arise, which in turn can build on their self-esteem. The construction area has been improved with Magformers, Mechano, playstix, bamboo constuction and Mobilo. Having a wider range of construction for the children to use develops their math skills as they explore shape, space and measure. It expands on their communication and language with peers as they work together. The movement of their fingers to tighten the nuts and bolts strengthens their fine motor skills, ready for holding a pencil. Our pupil premium children benefit from this as it supports their communication, language and vocabulary as they work with or alongside their peers. It allows them to hear new vocabulary on a daily basis. The fine motor skills build upon their ability to hold a pencil correctly ready for writing. Our story telling area now has the use of a puppet theatre. Our intention in this area is for the children to tell their own stories, perform their own shows and develop their communication and language, imagination and self-esteem. Pupil premium children will benefit in this area as it allows their imaginations to run free developing their imagination. It encourages them to use full clear sentences whilst they are telling their stories. And build upon their confidence and self-esteem as they perform shows to their friends.</p>	1,2,3,6
Theatre visit – whole school	<p>£865</p>	1,2,3,5

	Theatre promotes tolerance for children – being sat and listening. Encouraging full engagement. Promotion of emotional experience. Developing children's mind and imagination. Opportunity to attention.	
Attendance and rewards	<p>£1500</p> <p>SI</p> <p>Out attendance team (3 members) meet weekly to challenge and support. We have a commitment to have 2 staff members on the school gate – challenging punctuality, noting signs or issues that may have an impact on attendance.</p>	4

Total budgeted cost: £84,485

Recovery Premium cost: £8990

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 2021 to 2022 academic year.

Pupil Premium attainment – KS2									
West Kidlington – PP children 2021-22									
	KS1 results				KS2 SATs results				
Name	SEN	Reading	Maths	Writing	Reading	Maths	SPAG	Writing	Combined
Pupil 1		WTS	EXS	WTS	WTS	EXS	WTS	WTS	
Pupil 2		EXS	EXS	EXS	GDS	EXS	EXS	EXS	X
Pupil 3		EXS	EXS	EXS	WTS	EXS	EXS	WTS	
Pupil 4	X	Pre KS	Pre KS	Pre KS	-	WTS	WTS	WB	
Pupil 5	X	WTS	EXS	WTS	WTS	WTS	WTS	WTS	
Pupil 6					WTS	WTS	WTS	WTS	
Pupil 7		GDS	GDS	EXS	EXS	GDS	GDS	EXS	X
Pupil 8	X	WTS	EXS	WTS	WTS	EXS	WTS	WTS	
Pupil 9		EXS	GDS	EXS	GDS	GDS	GDS	EXS	X
Pupil 10		EXS	EXS	EXS	GDS	EXS	EXS	EXS	X
Pupil 11		EXS	EXS	EXS	EXS	EXS	EXS	EXS	X
Pupil 12		EXS	EXS	EXS	WTS	EXS	EXS	EXS	
Pupil 13		EXS	EXS	EXS	EXS	EXS	EXS	EXS	X
Pupil 14		EXS	EXS	EXS	EXS	EXS	GDS	EXS	X
Pupil 15	X	WTS	WTS	WTS	EXS	WTS	WTS	WTS	
Attainment					8/15 = 54%	11/15 = 73%	9/15 = 60%	8/15 = 54%	7/15 = 47%

Progress									
(exc. Pupil 6 – no KSI results)					10/15 = 67%	13/14 = 93%		13/14 = 93%	

Progress
Expected progress – stayed the same from KSI – KS2
Accelerated progress – increased from KSI – KS2
Negative progress – move backwards from KSI – KS2

Attendance

2021/22 – Pupil Premium = 92.8%

2021/22 – Non-PP = 95.8%

NELI impact

Neli Scores: Percentile	Baseline score	End Assessment	Difference (progress)
Pupil 1	11	86	75
Pupil 2 PP	9	66	57
Pupil 3 EAL	1	50	49
Pupil 4 - PP	6	53	47
Pupil 5 - EAL	26	73	47
Pupil 6 -EAL	24	66	42
Pupil 7 - EAL	11	53	42
Pupil 8 - PP	43	84	41
Pupil 9 - EAL	14	53	39
Pupil 10	54	92	38
Pupil 11 - EAL	50	83	33
Pupil 12	50	81	31
Pupil 13	62	88	26
Pupil 14	34	56	22
Pupil 15	8	28	20
Pupil 16	67	95	18
Pupil 17	60	77	17
Pupil 18	26	37	11
Pupil 19	70	80	10
Pupil 20	79	87	8

Pupil 21 - EAL	24	32	8
Pupil 22	88	95	7
Pupil 23 - PP	70	77	7
Pupil 24	79	85	6
Pupil 25	67	73	6
Pupil 26	60	63	3
Pupil 27	97	99	2
Pupil 28	94	96	2
Pupil 29	77	79	2
Pupil 30	97	99	2
Pupil 31	93	94	1
Pupil 32 EAL and SEN PP	1	2	1
Pupil 33 EAL + SEN	1	1	0
Pupil 34 EAL and PP	84	83	-1
Pupil 35 EAL	51	50	-1
Pupil 36 EAL	90	88	-2

Yellow – full participation in NELI

Orange – partial participation

It is clear to see that the children who completed the programme have made the biggest progress, along with some of the EAL/disadvantaged children that have been exposed to more language in the enriching environment that we have provided.

Dyslexia assessor

Our SENCo is currently completing this Level 7 course. This will allow her assess PP children with dyslexia quickly and therefore ensuring early intervention. To access a dyslexia assessment is currently £700 and the waiting list is long. With the SENCo being able to assess children that are known to her, more accurate assessments can be made and more useful recommendations can be shared with class teachers. We currently have a number of PP children with SpLDs or other neurological conditions but there are currently 15 children who would benefit from having this assessment.

CCET course

Our SENCo has completed the CCET course. This allows her to access and use tests that are usually used by an EP. The cost of an EP is over £700 and by training our SENCo this enables early intervention. With nearly two thirds of our PP pupils receiving support from the SENCo due to medical, SpLD needs and other neurodiverse conditions it is important that accurate assessments are made.

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
Reading Eggs	3P Learning
RM Easimaths	RM Education
Third Space Learning Maths	Third Space Learning
NELI	Nuffield Foundation
WELLCOMM	GL Assessment
Time, Times Tables, Number	Power of one

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?	Emotional Support Play therapy
What was the impact of that spending on service pupil premium eligible pupils?	Improved behaviour Self-esteem increase All service children on track and meeting age related expectations in all three core areas Increased positive social interactions Children supporting other children with higher needs