

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	West Kidlington Primary and Nursery School (9312021)
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	65/303 19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	October 2021
Date on which it will be reviewed	January 2022/July 2022
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	£78,940
Recovery premium funding allocation this academic year	£8410
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	£87,350

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.
- Our intention is to identify each individual's barriers to learning.
- 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.
- Ensure that when a pupil's progress 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	Further gaps in learning due to school closure and home learning.
6	Lack of extra enrichment opportunities at home (cultural capital).
7	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</p>

	<p>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>
<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>	<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>
<p>All staff will use the scaffolding approach (MPTA – Maximising the Practice of TAs) to ensure that children develop their independent learning skills and that there is a 'can do' attitude.</p>	<p>All children will be ready to learn at the beginning of a session (with correct resources).</p> <p>Staff will be prepared (having read and understood plans) allowing them to use effective questioning techniques to ensure that children are not reliant on staff.</p> <p>Marking in the moment will be accurate allowing accurate 'keep up, not catch up' interventions.</p> <p>Children will confidently use our characteristics of learning language to demonstrate resilience.</p> <p>Positive response from pupil questionnaire.</p>
<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>	<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>

	There will be an upward trend in progress across assessments (Sandwell/Salford/HAST).
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	Attendance diminished between Pupil Premium and Non-Pupil Premium Pupils. Monitoring systems to track attendance weekly with immediate action.

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: £17,550

Recovery Premium: £3560

Activity	Evidence that supports this approach	Challenge number(s) addressed
KSI/KS2 Reading Fluency Training RECOVERY PREMIUM	£900 This CPD, delivered by advisers from the Herts for Learning team, will provide key practitioners at WKPS a thorough overview of the transformational teaching strategies used within their Key Stage 2 Reading Fluency Project, which draws upon proven reading strategies to improve pupils' trajectory towards the expected standard (EXS) in reading in KS2. KS2 pupils have made an average of 2 years 3 months' progress in their reading comprehension age through this intervention. In KSI 75% of pupils on the project made more than 6 months' progress in reading comprehension age. 66% of KSI children moved up at least one book band. On average pupils made 9 months progress in Reading accuracy age using this training.	2,3,5
Metacognition, Retrieval, Working Memory, Enabling environments	£1000 EEF guidance states that Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress. We will provide whole school training in these areas. It features as a main strand in our SDP for 2021-22.	3,5
Mental Health Training	£2500 Mental Health First Aid – 2-day course (6 members) Mental First Aid – 2-day course (1 member) Adult based 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.	3,4,5,7
Family Liaison Officer	£8,000	4,5,6,7

	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 RECOVERY PREMIUM	£2,660 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.	6
CEET Training	£2500 Our SENCO will be trained to develop competence and confidence in educational testing. She will discover how tests are developed and standardised so we can identify and overcome barriers to learning. Our School can gain the vital knowledge that will enable us to read, write and interpret reports, allowing us to better support others. Become familiar with theories about testing and psychometrics, including relevant statistical concepts. Our school will be able to carry out an effective assessment of a learner and report the findings in a way that is intelligible to a lay person.	5,7
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)	£1000 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	5,7
Supporting children with down Syndrome and Complex Needs in Reading, Writing and Maths – TA training (OCC)	£300 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.	

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

Budgeted cost: £48,890

Recovery Premium: £3550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning RECOVERY PREMIUM	£3200 We have identified x 12 children who will access a 1:1 tutoring programme for Maths. The children will access this resource online and each child will be given an individual tutor. The teaching is designed to work on each child's individual needs and regularly assess children. It will provide a catch-up opportunity for KS2 children.	1,2,3,5
Reading Eggs RECOVERY PREMIUM	£350 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.	1,2,3,5
Quality First Teaching (Kate Cole, Senior Part-time teacher)	£7738 We have identified a Teacher in school that is outstanding practitioner. She has been targeted to teach specific pupil premium children in Year 4 and 5. 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.	1,2,3,5
Quality First teaching to include training	£7602 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.	1,2,3,5

	Modelling of how to teach these children will feature.	
ARCH Reading	<p>£2,500</p> <p>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.</p>	1,2,3,5
RWInc/Fresh start/Spelling approach and resources	<p>£7,000</p> <p>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.</p>	1,2,3,5
Keep up Not Catch Up	<p>£18,000</p> <p>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 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.</p>	1,2,3,5

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

Budgeted cost: £12,500

Recovery Premium: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/Nurture	<p>£5,000</p> <p>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.</p>	1,2,3,4,5,6,7
<p>ELSA resources</p> <p>RECOVERY PREMIUM</p>	<p>£500</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>	1,2,3,4,5,6,7
<p>Professionals from outside agencies – Education Psychologist</p> <p>RECOVERY PREMIUM</p>	<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>	5,7
Changes to Year One environment	<p>£6,000</p> <p>Our approach to successful Year 1 teaching and responding to the needs to WKPS children has seen us revise our pedagogy. We have blended a formal curriculum with group work, child-initiated learning and outdoor learning. To enhance this provision our outdoor space will be updated.</p>	2,3
Attendance and rewards	<p>£1500</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>	2,4

Total budgeted cost: £78,940

Recovery Premium cost: £8410

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 in the previous 2 years in key areas of the curriculum. This is especially evident in writing where 21% of our children have moved down a level eg expected to working towards. In reading this number is 13% and in maths it is 6.6%, although one child in these subject areas have actually moved up a level.

The reasons for these outcomes point primarily to the impact that Covid-19 had on our school and the country as a whole. 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. However, we did put together a package that ensured the majority of our PP pupils maintained the same level of attainment. During school closures 65% of our PP pupils attended school and 100% received a device that allowed them to access online learning from their own class teachers. All children were invited to online learning with their fellow classmates and breakout rooms were made for those vulnerable children that did not have support from home to enable them to fully access the learning. When our PP children did not attend a session, a member of SLT would phone parents to ascertain why the child was not on-line.

An area of the strategy which we were able to support due to online learning was *'Parents will know and be able to confidently use current learning methods with their child. Parents will enjoy learning alongside their child.'* Some parents were able to take part on the online learning with their child and therefore they were able to find out and then use the current learning methods with their child.

Although we were in lockdown for a large amount of time over the year we did monitor attendance carefully for our PP children and ensured that all families who needed support with technology did receive it. The gap between our PP and non PP was 10% however. Attendance for non PP children stood at 94.37% and attendance for PP children was 84.99%. The attendance officer and her team would follow up on attendance with parents by 10am each day. Attendance remains an important aspect of the whole school school development plan.

It is so unfortunate that many aspects of our PP strategy were not met, however our new strategy is dynamic. Our headteacher is leading on the new strategy, he has spoken with staff and pupils about need, shared the vision with all stake holders and he is strongly supported SLT and all staff including lunchtime staff..

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

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?	We have two children who access Service Pupil
What was the impact of that spending on service pupil premium eligible pupils?	These children have maintained their expected attainment performance. They have been supported in several ways.