# Pupil premium strategy statement

## This statement details our school’s use of pupil 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 the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | West Kidlington Primary and Nursery School (9312021) |
| Number of pupils in school | 292 |
| Proportion (%) of pupil premium eligible pupils | 52 – 265 – 19.6% |
| Academic year that our current pupil premium strategy plan covers | 2024-25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Simon Cowley (Executive Director for Primary Education – The White Horse Federation) |
| Pupil premium lead | Simon Isherwood (Headteacher) |
| Governor / Trustee lead | Mairi Gibbs, Charlotte Christie (Chair of local Governing Body) |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £78,844 |
| 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 | £78,844 |

# Part A: Pupil premium strategy plan - Statement of intent

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| 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. This is particularly important for our Pupil Premium children, some do not consistently get this nurture and shared belief from home. Our aim is to support and guide each Family.  We would like every Pupil Premium child to have resilience, so that they can learn and tackle their future lives.   * We believe that we support our Pupil Premium children by taking a whole-school approach. Quality first teaching, which sets high aspirations for all pupils is key to our provision. * We identify the main barriers to learning and use different approaches for groups or individuals facing barriers. * We ensure that every member of staff knows who our disadvantaged pupils are and takes an interest in their success. 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.   We intend to improve their reading accuracy, increase their enjoyment of reading, heighten their confidence in all subject areas and value learning. We are also working on improving the children’s ability to talk and communicate. The school has identified the physical, linguistic, cognitive, and social  and emotional skills that enable successful communication.  We want them to feel that there are opportunities for them and they are at an **advantage** by being at West Kidlington Primary School.  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. * 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.

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| Challenge number | Detail of challenge |
| 1 | **Some pupils demonstrate a lack of Resilience – socially and academically.** |
| 2 | **Children not yet secure in key learning principles.**  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. Number confidence in Maths is a development area. The children’s understanding of number and number relationships must improve and their development with fluency in addition, subtraction, multiplication and division facts needs strengthening. |
| 3 | **Some pupils are too dependent on staff in their learning habits and 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.

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| Intended outcome | Success criteria |
| Pupils are demonstrating resilience and seeking/ relishing challenge. | Resilience Strategy launched in September 2024. 10 Resilience strands (one per month) will be taught and investigated. Ranging from Being Brave, Every Lesson = New Start, to Finding the Challenge. These strategies will be taught within Assembly, PSHE Starter session and homework. All children will have their own Resilience Bookmark that reminds them off the focus. We want to arm children with as many strategies and for them to select what works for them.  Pupils will make (or exceed) expected progress.  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.  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.  For PP children to at least meet PP pupils National Average attainment levels. **High success would be 60% PP children meeting ARE in RWM.** |
| Children will be able to articulate their thoughts/intentions verbally (Oracy Project) and through 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 | For PP children to at least meet PP pupils National Average attainment levels. High success would be 60% PP children meeting ARE in RWM.  A Talking Guide will be shared with all Pupils in KS1 and KS2. Expectations increase from KS1 to KS2. Sentence Stems and Talking Guide being used in all areas of learning.  Book scrutiny will demonstrate improved use of vocabulary.  Learning walks – children will be able to express themselves clearly using a wide range of vocab.  Children will confidently discuss the text they are reading and answer questions surrounding it.  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. |
| 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. | 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.  Whole school revision to the PHSE programme (Lifewise) and staff training will ensure that mental health and wellbeing is high priority for all teachers/staff.  Children will feel confident in their learning and have high expectations of themselves. There will be an upward trend in progress across assessments (NGRT/GL Progress). |
| 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: £38,117

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Classroom Support | £10,808  Targeted support in the year 5/6 classrooms. A significant proportion of the pupils who receive guidance will be disadvantaged, including those who are high attainers. | 1,2,3,4, |
| Mental Health Training | £1000  Mental Health First Aid – 2-day course (1 member)  Providing knowledge to guide children in recovery from poor mental health. | 1,3,4,6 |
| Family Support Worker | £14650  Our Safeguarding team are paramount in nurturing many of the children included on our PP register. Our Safeguarding team meet weekly and includes 4 members. They support families in many ways, offering advice, providing challenge, encouraging learning home learning support, housing and financial guidance and mental health care. Our Family Learning is a vehicle to support many of these families. Families are offered short courses, all based around subjects which will help to improve family life and pupils’ learning, whilst offering a community hub.  ELSA support sessions are run in groups or one to one for pupils. These sessions can cover topics such as building confidence, resilience, emotional regulation and social skills.  Some of our identified Young Carers are included on the PP register. Termly groups are run for all Young Carers and a year school trip is planned for them.  Our year 6 Well-Being Champions run The Den (our mental health hub). They have regular training in safeguarding and help support the rest of the school at lunch times. Some of our Well-Being Champions are included on the PP register and many of the regular users of the Den are on the register. | 3,4,5,6 |
| Mentoring/Cultural capital /experiences | £2,890  The school will provide opportunities for all children to gain experiences. This will be fully funded. All Pupil Premium 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 |
| Re-establish School Council | £300  All disadvantaged children will have a pupil body that they can reach out to and share their ideas. There will be at least 20% of SC represented by PP children. Develop confidence and responsibility and make the most of their abilities. Prepare them to play an active role as citizens. Develop healthy, safer lifestyles  Develop good relationships and respect the differences between people.  To have a “voice” and to share their opinions and ideas with others. | 3,4,5 |
| Dyslexia – Barrington Stokes & Rollercoaster books | £3000  It is challenging to find books that are of high interest to the children but that also meet their reading age. This series of books, that are specifically aimed to support children with dyslexia, will encourage children who are not reading at their chronological age to be able to access books that are age appropriate, encouraging reading for pleasure. | 2,6 |
| Widget | £450 Support PP children with English as an Additional Language (EAL). This is increasing at WKPS. Support new arrivals quickly. Enable pupils to communicate their knowledge. Enhance home/school communication. Explain difficult concepts using Widgit Symbols. | 2,3,4,6 |
| Primary Assessment RAG (Primary Assessment Tool supported through Arbor) | £4819  Weekly tracking tool assessing pupil progress for every child in the school. Forensic assessment of age-related content and what interventions needs to be placed.  1: Expected progress – secure with ARC quality first teaching. The pupil can independently apply age-appropriate content that has been taught since the last input on the RAG. 2.1: Low level intervention watch – keeping up with ARC with low level intervention/guidance/support. 2.2: Low level intervention watch – keeping up with the ARC with structured and regular intervention/guidance/support 3: High level intervention watch – working withing objectives from a lower year group | 1,2,3,4,5,6 |
| Securing Number Knowledge | £200  We have identified a need to secure firm foundations in the development of good number knowledge for all children from Reception through to Year 6. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in each year group. Support and resource for Families will be provided in a progressive and clear resource. We need Families to support this work in the home. | 1,6 |

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

Budgeted cost: £34,242

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Champion Strategy | £10000  Targeted academic support. We know that that 1:1 tuition is effective at improving pupil outcomes. We will use this effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Our Learning Champion approach will be linked with normal lessons. Learning Champion sessions led by HT, Teachers, Governors and experienced teaching assistants. A structured programme of 2 sessions a week for 5 weeks. This initiative will be aimed at Pupil Premium children in an effort to close a gap between advantaged and disadvantaged children. | 1,2,3,4,5,6 |
| NELI Programme | £1900  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.  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. | 1,2,3,5 |
| Forest School (Nursery and Reception offer) | £2000  This after school club provides children with the opportunity to explore and enjoy the natural environment through hands on play and team building activities. It is led by 2 highly passionate Forest School leads who will support the children to learn about risks and how to manage them, develop self-esteem and confidence, develop problem solving skills and improve learning skills. | 1,2,3,5,6 |
| Play Therapy | £1800  In recent years mental health professionals have observed that play is important to human happiness and well-being. Play is a fun, enjoyable activity that elevates our spirits and brightens our outlook on life. It relieves feelings of stress and boredom, connects us to people in a positive way, stimulates creative thinking and exploration, regulates our emotions, and boosts our ego (Landreth, 2002). In addition, play allows us to practice skills and roles needed for survival. Learning and development are best fostered through play (Russ, 2004).  Play therapy is utilised to help children cope with difficult emotions and find solutions to problems (Moustakas, 1997; Reddy, Files-Hall, & Schaefer, 2005). By confronting problems in the clinical Play Therapy setting, children find healthier solutions. Play therapy allows children to change the way they think about, feel toward, and resolve their concerns (Kaugars & Russ, 2001). | 1,2,3,4,6 |
| Lexia Reading Support | £2800  This engaging approach to reading combines adult led instruction with interactive user-centric experiences. Its interactive approach is personalised to the learner by an initial assessment. There is opportunity throughout the programme to overlearn skills and if a child continues to struggle with specific skills a ‘skill builder’ will be shared with the teacher. This will then be taught to the child individually by an adult.  Teachers are able to monitor the time that children are spending on the programme and monitor progress of specific skills. Children are able to access this learning from home and therefore able to improve skills during holidays.  This programme is highly visual and also supports EAL learners | 2,3,6 |
| Wrap Around Provision | £1500  We have put in place ready our own provision for wrap around care. This has been a huge cost to the school to set up but we can now target PP children who may require intervention in the form of wrap around care, consistency, play support and friendship promotion. | 1,2,3,5 |
| KS2 Self-regulation resource (Boxing) | £2500  Two further members of staff will be trained in the Spring of 2025 to provide an after school/lunch club that promotes self-regulation in the form of boxing. Equipment and training will be provided. At the Mental Health MIND conference our Mental Health leaders were invited to trial this resource and we are confident that this can plug the gap that we have identified in KS2. | 1,2,3,5 |
| Quality First teaching to include training | £8642  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. | 1,2,3,5 |
| ARCH Reading | £3100  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 |

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

Budgeted cost: £6485

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Professionals from outside agencies – Education Psychologist | £1,000  We have identified two children on our PP register who we feel need specialist guidance from an Educational Psychologist. | 4,6 |
| Theatre visit – whole school | £3085  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. | 1,2,3,5 |
| Attendance and rewards | £2400  SI  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. | 4 |

**Total budgeted cost: £78,844**

# 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 2023 to 2024 academic year.

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| Our school context for the previous academic year = 22% Pupil Premium allocation, which is average for the country. We had 46 children in the Y6 cohort. In December our revised data saw 3 children removed from published data. 31% of the cohort achieved EXS in Reading, Writing and Maths. There were 13 Pupil Premium children in this cohort. We will be targeting 60% of children achieving this standard in 2025. This reflects our ambition as a school.  In Reading 62% of Pupil Premium children achieved expected and above and 0% achieved GDS. The number of children achieving expected and above increased from the autumn term by 4 children. Our target for the Year was for 60% of Pupil Premium children to achieve expected or above which has been by exceeded 2%.  In Maths 54% of Pupil Premium children achieved expected and above and 0% achieved GDS. The number of children achieving expected and above increased from the autumn term by 3. Our target for the Year was for 60% of Pupil Premium children to achieve expected or above which we were 6% short of.  In Writing 54% of Pupil Premium children achieved expected and above and 0% achieved GDS. The number of children achieving expected and above increased from the autumn term by 5. Our target for the Year was for 50% of Pupil Premium children to achieve expected or above which we were 6% of. We have increased levels of pupil tracking in an effort to reduce the number of children missing out on 100+ scaled score and not achieving EXS standard. Four children missed being on track in all 3 areas by just 2 standardised points.    During 2023/2024 academic year, disadvantaged pupils were able to access all activities on offer throughout the school irrespective of social barriers. This included access for individual pupils to participate on educational visits and enrichment opportunities. In addition, we used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue building on this approach in the next academic year. This will ensure that children will be able to talk about their strengths and deal with their emotions in a mature manner. This will be enhanced further as we embed the use of our Resilience Tracker and Talking Guidance. They will develop resilience to deal with their emotions and different social situations. Through the careful use of our Primary RAG assessment, targeted support will continue to be devised to support children in achieving their potential and making progress in class in line with their peers.  Attendance of this group of children was 91.5% compared to the whole school average of 95.1%. |

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

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| 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 |