

Pupil premium strategy statement – Willerby Carr Lane 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023 December 2024
Statement authorised by	Sean Smith - Headteacher
Pupil premium lead	Deborah Carmichael
Governor / Trustee lead	Tim Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,860
Recovery premium funding allocation this academic year	£6,235
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56,095

Part A: Pupil premium strategy plan

Statement of intent

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 suggest disadvantaged pupils generally have greater difficulties with phonics and becoming early, fluent readers than their peers. This negatively impacts their development as readers and their reading comprehension, and in turn affects progress across all subjects.																				
	Phonics Screening																				
	<table><tr><th>Summer Term of Year</th><th>Number of PP children</th><th>PP %</th><th>School %</th></tr><tr><td>2022</td><td>9</td><td>55%</td><td></td></tr><tr><td>2021 (delayed -taken in yr2)</td><td>4</td><td>100%</td><td></td></tr><tr><td>2020 (delayed)</td><td>2</td><td>100</td><td>86</td></tr><tr><td>2019</td><td>6</td><td>83</td><td>86</td></tr></table>	Summer Term of Year	Number of PP children	PP %	School %	2022	9	55%		2021 (delayed -taken in yr2)	4	100%		2020 (delayed)	2	100	86	2019	6	83	86
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3	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack</p>																																								

	<p>of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 17 pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs, with some of these receiving individual support and others small group interventions, such as friendship groups and lego therapy)</p>
4	Assessments, observations, and discussions with staff suggest some parents of disadvantaged pupils generally engage less with the school, and with home learning activities. Limited parental engagement in school and learning results in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
5	<p>Assessments suggest that many of our disadvantaged learners are on track to achieve their expected outcomes by the end of their academic year, however we must ensure that these pupils do not fall behind and continue to experience a curriculum that is challenging for all.</p> <p>See latest school tracking data for updates.</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
Improved phonics results and reading attainment among disadvantaged pupils.	Year 1 end of year phonics screening test and Year 2 end of Key Stage reading tests, indicates that phonic and reading ability of disadvantaged pupils is in line with all pupils; KS2 reading outcomes in 2024/25 show that the gap is diminishing between disadvantaged and non-disadvantaged pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that gap is diminishing between disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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

To achieve and sustain improved parental engagement.	<p>Strengthened partnerships with parents demonstrated by:</p> <ul style="list-style-type: none"> • 100% parental attendance at parent / teacher meetings • Parents/Carers regularly support pupils with home learning tasks such as reading regularly and homework activities.
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>We have dedicated staff meeting time for teachers / phase leaders to analyse the results of standardised tests, and look at what provision / targeted support we need to put in place to close gaps.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	1, 2, 5
<p>Enhancement of our maths teaching and curriculum planning, to enhance the use of challenge for all pupils, in line with DfE and EEF guidance. We will fund teacher release time for</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	2

<p>Maths Lead to assist in the planning and delivery of lessons which ensure all pupils are suitably challenged.</p> <p>The Maths Lead has a day a week to support the planning and teaching of maths.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>Support staff currently lead small group interventions which take place in the fifteen minutes before school. We now plan to train further members of staff so that the scheme can be used for small group interventions in Key Stage 1/ 2.</p>	<p>‘The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this ‘number sense’, and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.’</p> <p>https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2
<p>Fund non-contact time for school leaders and staff to take part in monthly coaching sessions.</p> <p>Develop coaching possibilities through phase team meetings.</p> <p>Fund time for year group partners to work together.</p>	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.</p> <p>https://samsims.education/2019/02/19/247/</p>	5

<p>Improve the quality of social and emotional (SEL) learning. Monitor the implementation of the Jigsaw PSHE scheme throughout the school.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve reading comprehension and vocabulary skills for disadvantaged pupils who have relatively low reading comprehension skills.</p> <p>Continue to subscribe to online reading interventions such as Lexia/ Reading Plus/ Spelling Frame. Monitor the effects of these interventions closely.</p> <p>Train new staff in the use of precision teaching for D/Ad who are not closing the gap</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Small group teaching of reading and phonics interventions for disadvantaged pupils falling behind age-related expectation - including the use of apps such as Lexia/ Reading Plus/ Spelling Frame.</p> <p>Implement Precision teaching for D/Ad who are not closing the gap</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our intervention team.</p> <p>Train new members of staff in the delivery of phonics support.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (RE-WORD)</p> <p>Use the results of diagnostic</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 5

<p>assessments and teacher assessment to plan targeted support for pupils whose education has been most impacted by the pandemic and missed days of school. Fund after and before school small group tuition groups led by teachers and teaching assistants.</p>		
<p>Staff training on the most effective uses of Teaching Assistants in the classroom, and joint training for Teachers and TAs to develop, monitor and evaluate intervention programmes.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 5</p>
<p>Train Teaching Assistants to use the Mastering Number programme as a small group intervention.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2</p>

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour of specific pupils. Targeted training on behavior that challenges for individual teachers. (Training booked January 2023)	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3
Whole staff training on improving parental engagement, including considering how to tailor school communications to encourage positive dialogue about learning. This includes promotion of our SEND provision, so that parents feel more supported in supporting their children's learning.	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. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Whole staff training on common mental health issues that can affect children of any age. Raising awareness will allow us to intervene early and signpost individuals and families for early help more effectively.	There is a growing evidence base to show that intervening in the early years of a child's life can make a significant difference. Importantly, intervening early also makes a qualitative difference to the lives of individuals https://www.place2be.org.uk/ab	3

<p>Dedicate weekly ELSA time to building relationships with specific families</p>	<p>out-us/news-and-blogs/2019/may/the-case-for-early-intervention/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Assist with funding wider curriculum opportunities</p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. Cost is a common barrier to accessing out of school activities, such as music tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Sports : https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3</p>
<p>Support “Service” children and families.</p> <p>ELSA to make connections with our service family to stay ahead in terms of ongoing / upcoming needs.</p> <p>Dedicated time and support available as and when needed.</p>	<p>Children from armed forces families may be distinctive from other groups of children in a number of ways. These include:</p> <p>Mobility – children may move around more than usual.</p> <p>Social and emotional Children may experience stress or greater social and emotional pressures than their peers. One parent may be away from home for long periods of time and may be serving in a war zone.</p> <p>Attendance – more compassionate leave may be granted</p> <p>Parental Engagement - Parents may be reticent about taking on a long term commitment to a</p>	

	<p>school, simply because they expect to have to move.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175365/Armed-Forces-Families_Goodpractice.pdf</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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. Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was X% higher than their peers in 2021/22 and persistent absence X% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

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

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia	Lexia UK
Spellingframe	Spelling Frame
Doodle Maths	Doodle Learning

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

One child attracted service pupil premium funding this academic year. Time was allocated for the ELSA to work with the family. This included regular phone calls to establish a working relationship between the family and the school. The ELSA provided targeted support when needed, including time to talk and creating photobooks/ journals which the child could share with the absent parent when on active service.

The impact of that spending on service pupil premium eligible pupils

The pupil and family felt supported by the school and knew that they had a designated contact should the situation at home change. The family will be moving abroad in the Spring term, and we will support the child through this period of change.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.