

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	9.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	20 th December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Laura Widdowson
Pupil premium lead	Laura Widdowson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745
Recovery premium funding allocation this academic year	£6545
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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.</i>	£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>	£63290

Part A: Pupil premium strategy plan

Statement of intent

- At Willerby Carr Lane we believe that all children can achieve excellence with the right support. This policy works alongside our vision and aims to ensure that all children, particularly the most disadvantaged, have access to a curriculum that is ambitious and designed to give them the knowledge and cultural capital they need to succeed in life. We support children to develop their character – including their resilience, confidence and independence – and help them understand how to keep physically and mentally healthy. We go beyond the expected, so that pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests. We make sure that disadvantaged pupils consistently benefit from quality first teaching and achieve excellence at the expected standard or above.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that all children receive high-quality teaching that is closely matched to their needs and builds on prior learning.
2	Children have social and emotional needs and need further support to develop and maintain positive mental health and well-being.
3	Some children (particularly those that are disadvantaged and have SEND) do not make the same progress as their peers from their starting points.
4	Disadvantaged children do not have access to the same extra-curricular opportunities as their peers which can have an impact on their development.

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
<p>Children will have access to a high-quality curriculum that builds on their existing knowledge and ensures good progress and high attainment.</p>	<p>Curriculum will be well-sequenced with clear progression and both intent and impact will be able to be evidenced.</p> <p>Children will be able to talk about the learning that has taken place including the knowledge and skills that they have developed.</p> <p>The work produced will demonstrate progression in knowledge and skills.</p> <p>Teachers will feel confident in teaching the full range of primary subjects.</p>
<p>Staff are supported to develop professionally to ensure that all teaching is judged as at least good and children make good progress from their starting points.</p>	<p>Lesson observations and learning walks show that teaching is good or better.</p> <p>Staff complete the NPQ's that they have signed up for.</p> <p>ECTs are supported to complete the year that they are on.</p> <p>Training supports staff development.</p> <p>All staff in school have appraisals that are meaningful and help to drive improvement and raise standards.</p>
<p>All children make good or better progress from their starting points.</p>	<p>Data shows that children are supported to make good progress.</p> <p>Interventions help to catch up children who have gaps in their learning.</p> <p>Work in books is of a high standard, shows clear progress and feedback given by staff helps children to make further improvements.</p>
<p>Children are supported to maintain good mental health and have social and emotional support based on their needs.</p>	<p>Children have access to social and emotional support that has a positive impact on their mental health and wellbeing.</p> <p>Attendance is high.</p> <p>Pupil surveys show that wellbeing is high.</p>
<p>Children have access to a wide range of extra-curricular activities that help to develop their cultural capital and confidence in social situations.</p>	<p>Children take part in a wide-range of sporting and cultural activities including trips, competitions and learning activities.</p> <p>Children are able to talk positively about the experiences they have had and the impact of these can be seen particularly in children's written work.</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: £ 13000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils</i></p> <p>Half a day a week deputy release time 6000</p>	<p>EEF Report: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.</p>	<p>1, 3</p>
<p><i>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as</i></p> <p><i>HLTA cover for NPQ and other professional development and subject leader time</i> 7000</p>	<p>From the EEF - Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high-quality curriculum materials or investment in the use of standardised assessments.</p>	<p>1, 3</p>

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

Budgeted cost: £34500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Lexia</i> £3200</p>	<p>EEF review shows that FSM children made an average of two months additional progress from using Lexia. Targeted support for developing reading and vocabulary can also have an impact on developing knowledge in other subjects.</p>	<p>1, 3</p>
<p><i>Teaching Interventions run by LC, LD, CS Before school, lunchtime and after school</i> £2800 £700</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>Internal data also supports children making progress from these interventions and also increasing in confidence. Parental feedback has been positive for these interventions when run in the past.</p> <p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.</p>	<p>1, 3</p>
<p><i>SEND TA full time Working with groups of children</i> £18800</p>	<p>Personalised support for children with the highest level of needs is necessary in order to provide personalised learning as detailed on EHCP and Healthcare plans.</p>	<p>1, 3</p>
<p><i>Targeted interventions to support language development, literacy and Numeracy</i> <i>Phonics support in small groups</i> £9000</p>	<p>According to the Oxford Language Report: We know from other research that the size of a child's vocabulary is the best predictor of success on future tests and children with a poor vocabulary at five are four times more likely to struggle with reading in adulthood and three times more likely to have mental health issues.'</p>	<p>1, 3</p>

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

Budgeted cost: £ 17700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips</i></p> <p>2000 200</p>	<p>Pupil voice within school shows that children place high value on these activities and they feel that they have a beneficial effect on their mental health.</p> <p>The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education (EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age. This included reading books and going on educational outings. The Social Mobility Commission report An Unequal Playing Field uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.</p> <p>In his book Making Kids Clever: A Manifesto for Closing the Advantage Gap, the education writer David Didau suggests that ‘the most important things to know are those things that last and which most influence other cultural development.</p>	<p>2</p>
<p><i>Supporting pupils’ social, emotional and behavioural needs</i></p> <p>LC 15500</p>	<p>Social and emotional learning is critical to our recovery from Covid-19. Within school, increased anxiety, social and emotional difficulties and a lack of resilience are preventing children from achieving their full potential.</p> <p>EEF - Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring</p>	<p>2, 4</p>

	the impact of these choices carefully.	
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Total budgeted cost: £ 65200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Initial review of the data would suggest that disadvantaged children did significantly worse than non-disadvantaged children in the KS2 SATs in 2023. 50% of children did not achieve the expected standard in reading (compared with 19.2% of non-disadvantaged), 62% did not achieve the expected standard in GPS (compared with 9.6%) and 50% in maths (compared with 7.7%).

This was also the case in KS1.

However, the data does not give the full picture as there were only 8 children at KS2 and 9 at KS1 meaning that the number of children who did not achieve at the expected level was similar for non-disadvantaged children.

Achievement at the end of EYFS and the phonics screening was high. School are investing further in the development of Early Reading through a phonics scheme and further targeted support.

Pupil voice shows that the social and emotional support provided by school is well-received and beneficial.

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	

Service pupil premium funding (optional)

<i>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</i>
n/a
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

As the number of children that are in receipt of pupil premium is low data does not give the full story and must be viewed with caution. In order to evaluate the strategy we look at the individual child and the progress that they have made from their starting points. Some progress (such as in social and emotional wellbeing) can be harder to quantify and so we make use of pupil voice interviews and parental feedback. Staff development and confidence are also vital to the success of the strategy. This is measured through evaluation from Senior Leadership Team.