



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	William Davies Primary School
Number of pupils in school	210 (+40 Nursery not eligible for funds)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 <i>We cannot set for 3 years as we do not know if the recovery premium or school led tutoring fund will continue.</i>
Date this statement was published	25/11/21
Date on which it will be reviewed	25/11/22
Governing Board	WDPS Governing Board
Pupil premium lead	Sally Norris Headteacher
Governor / Trustee lead	Sarah Jo Loveday

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79,355
Recovery premium funding allocation this academic year	£14,403
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total allocated budget for this academic year	£93,758
Budgeted cost this academic year	£114,940
Funds allocated from main school budget to cover costs	£21,182

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding, we have considered the context of the school and the challenges faced. Research, conducted by EEF, has been used to support decisions around the usefulness of different strategies and their value for money.

The principle behind the plan is that, by concentrating as much money as possible into staff who are qualified teachers, this will lead to the greatest change/advantage from the investment. This use of teachers, coupled with research based interventions aims to get the maximum impact from the investment for our disadvantaged children.

Our ultimate objectives are:

- To build on the success of previous years where disadvantaged and non-disadvantaged children have performed equally well.
- For all disadvantaged children in school to make or exceed nationally expected progress rates.
- To support all of our children's health and wellbeing to enable them to access learning at an appropriate level.
- To ensure all disadvantaged children are able to access the online curriculum if there is a return to remote working.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the children.
- Ensuring that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- Allocating Pupil Premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

When making provision for socially disadvantaged children, we recognise that not all those who receive free school meals will be socially disadvantaged

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We have planned to allocate the Pupil Premium funding to support any child or groups of children the school has legitimately identified as being socially disadvantaged.

The range of provision includes:

- Ensuring all teaching is effective thus ensuring that the quality of teaching experienced by all children is high quality.
- Additional learning support to help children to overcome specific barriers.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Pastoral support to help children and their families to overcome specific barriers.

Challenges

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

	Detail of challenge
1	High rates of child poverty and family debt, in the 30% most deprived neighbourhoods in the UK mean families have no disposable income for access to wider experiences which result in the children having limited aspirations.
2	Mobility is twice the London average at WDPS. This results in children being challenged to settle into new settings regularly.
3	Upon entry to school, children are well below the national age related expectations - 0% speak English as home language; 25% have previous playgroup experience; 33% are not potty or cup trained.
4	Limited breadth of vocabulary due to families not speaking English at home.
5	Parent/carer's confidence and abilities to be able to support their children's learning (this decreases as child progresses through school) and parent/carer's engagement in school life and child's education.- Many parents do not read or write in English and find it challenging to help with school activities at home.
6	Concerns by parents about applying for FSM status can lead to a significant group of dis-advantaged children who are not identified under the current system
7	Housing issues: overcrowding, poor living conditions, risk of eviction, temporary housing arrangements. These have a negative impact on the children's concentration and focus in class.
8	For pupils whose families are just above the PP criteria – parents working long hours, night shifts and short term contract work are then less available to support their child.
9	Emotional, social and mental health needs of both the children and the parent/carers which impacts on focus and concentration.

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
The families who are eligible to claim PPG feel able to do so.	Rates of PPG reflect the school's estimate of local disadvantage.
Disadvantaged pupils assessed as being behind in Summer 21 have begun to 'catch up.'	Summer 2022 assessments show closing of disadvantage gap.
Disadvantaged children have been able to access all visits and clubs as they wish,	All disadvantaged children attend all visits, including residentials, and also join clubs.
1-1 tutoring by class teachers ensures identified children make enhanced progress.	This is reflected in Summer 2022 assessments
All children achieve well, in line with their peers at the end of their primary education.	The disadvantaged children achieve in-line with the non-disadvantaged children in the national, end of Key Stage data.

Intended outcome	Success criteria
Children leave WDPS as confident and determined learners prepared for their next stage of learning (academically and emotionally.)	Children's surveys demonstrate positive attitudes and learning behaviours. Improved progress and attainment in all areas of the curriculum.
Families feel supported by the school so that they are able to focus on supporting their children's learning outside of school, including specifically targeted families.	Increased attendance at parent workshops and school events.

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

Budgeted cost: £84,000 (£74,000 funded by PP Grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT teachers teach identified children in small group interventions with precision teaching. (Equivalent to 7 days each week)	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. (EEF +4 months)	3, 4, 7, 8
Enhance the curriculum and life experiences of children. This includes subsidising the costs of Fairplay House, visits to places outside of school.	On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF +4 months) Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found with greater effects for younger learners and, in some cases, for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF +2 months)	1, 4, 5, 8

	Experience has demonstrated the positive impact that educational visits and visitors to school have on our children's academic progress and achievement as well as raising their aspirations.	
Develop the use of digital technology to raise attainment.	Evidence suggests that technology approaches should be used to supplement other teaching, rather than replace more traditional approaches. Studies suggest that approaches which individualise learning with technology may not be as helpful as small group learning with technology or the collaborative use of technology. (EEF + 4 months)	1, 4, 5, 8

Targeted academic support

Budgeted cost: £17,600 (£14,403 funded by Recovery Premium Grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher employed for 2 days each week to teach in years 3-6 so that the class teacher can work 1-1 with disadvantaged pupils.	Short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. (EEF +5 months)	1, 3, 4, 5, 8, 9
Speech and Language Therapist employed to assess the needs of specific children and suggest interventions.	On average, oral language approaches have a high impact on pupil outcomes. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. (EEF +6 months)	

Wider strategies

Budgeted cost: £13,340 (£5,355 by PP Grant)

Activity	Evidence that supports this approach	Challenge number(s) addressed
33% of the Admissions, Attendance and Family Liaison Officer to work with families to: Protect vulnerable children. Support families at key transition points. Increase attendance of vulnerable families.	Developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. (EEF +3 months) Support for disadvantaged parents to learn key skills influences outcomes for pupils.	2, 5, 6, 7, 8, 9

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 2020/21.

In 2019, 58 % of disadvantaged children achieved the expected standard at William Davies.

Nationally the attainment was 51%.

At William Davies, disadvantaged children achieved in line with the class average in the 2019 SATs results. (No SATs were taken in 2020 or 2021)