

## Pupil premium strategy statement

All schools are required to use the DfE template to complete and publish their pupil premium statement on their school website by 31 December.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Villiers Primary School
Number of pupils in school	630 (671 including nursery)
Proportion (%) of pupil premium eligible pupils	259 41% (38.5% including nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 (First Year) 2022/2023 (Second Year) 2023/2024 (Third Year)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Lisa-Anne Westwood, Headteacher
Pupil premium leads	Scott Cullen, Senior Teacher
Governor / Trustee lead	Jennifer Perks, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,740
Recovery premium funding allocation this academic year	£33,060

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£364,800

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas as well as developing high aspirations and giving pupils opportunities to develop hidden talents and passions. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as less developed language skills, attendance issues, complicated family dynamic and those who have a social workers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through School Based Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all pupils
- use assessments that are robust so that we act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Adopt a 'whole child' and 'think family' approach so that support can be offered for wider areas of need and beyond the child.

## 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 indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers. There is a particular issue within Year 2 (2023-24) and Year 5 (2023-24)
3	Internal and historic external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils particularly within the areas of arithmetic skills and times tables development. There is a particular issue within Year 2 (2023-24)
4	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
5	Our assessments (including behaviour data and well-being assessment data), observations and discussions with pupils and families have identified social and emotional issues for many pupils as well as a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. This has resulted in a higher level of behaviour issues due to lower social skills. There is a particular issue within Year 2 (2023-24) and Year 5 (2023-24)
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been around 2% lower than for non-disadvantaged pupils.</p> <p>9 - 13% of disadvantaged pupils have been 'persistently absent' compared to 7 – 9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

7	Our assessments (including pupil voice, parental surveys and SLT monitoring) have shown us that often our disadvantaged pupils have less support at home, engage less with school and noticeably hear their children read less.
---	---

## 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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils which leads to improved outcomes in reading and writing. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading and writing attainment among disadvantaged pupils.	Phonics scores in 2023/24 show a larger proportion (80%) of disadvantaged Year 1 pupils passing the phonics check, alongside KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard in writing and 75% in reading.  Book corners within classrooms share high quality texts for the pupils to access independently.  Pupils develop a greater understanding of the different domains within reading comprehension, with particular emphasis on retrieval and inference.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.  Pupils have a strong foundation in Arithmetic skills.  An increase in the % of disadvantaged pupils achieving a pass grade in Year 4 times table checks.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents</li> <li>• a significant increase in participation in enrichment activities, such as extra-curricular clubs, theatre trips, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance	Sustained high attendance from 2023/24 demonstrated by:

<p>for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• the percentage of all pupils who are persistently absent being below 11%.</li> </ul>
<p>To increase parental engagement within school.</p>	<ul style="list-style-type: none"> <li>• Greater % of parents of disadvantaged pupils attend parents' evenings and parent workshops.</li> <li>• Greater % of parents hear their children read at least twice a week at home.</li> </ul>

## 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: **£204,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and therefore writing:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Development and future implementation of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Phonics specialist funded for the delivery of keep up and catch up phonics support.</p> <p>Reading and Phonics leader release time funded to work with English Hubs lead to implement and future development of Little Wandle Phonics Scheme</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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to</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:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>3, 4</p>

<p>ensure use of Maths Hub resources and CPD.</p> <p>Use of TTRS as an enhancement tool.</p> <p>Use of Third Space learning to supplement teaching.</p> <p>Acquisition of additional target resources.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Improve the quality of support for children with SEMH needs.</p> <p>SEMH supportive approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Teacher release time to work with Educational Psychologist and Outreach teams to ensure all staff are trained in current practices that support SEMH such as Restorative Practice and Emotion Coaching.</p> <p>Time allocated within the school week for additional SEMH activities.</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><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5, 7
<p>Additional staff to be appointed to ensure all subject leaders have the time to become experts in their subjects, through internal and external CPD, therefore being able to raise the quality of teaching across the whole curriculum.</p>	<p>There is extensive evidence that developing high quality teaching across the curriculum should be a focus of pupil premium spending.</p> <p><a href="#">EEF Guide to Pupil Premium</a></p>	2, 3, 4

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

Budgeted cost: **£75,000**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for staff to deliver intervention to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:  <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</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:  <a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Engaging with the National Tutoring Program and School Based Tutoring through additional employed TAs. Mentoring, school-led tutoring and On-line tutoring (Third Space Learning) 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. Focusing primarily on reading, arithmetic and times table skills.</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:  <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: **£85,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on new behaviour policy, Zones of Regulation and restorative approaches with the aim of developing our school ethos and improving self-regulation across school.</p> <p>All staff to receive training (Chimp Learning) to support with behaviour management.</p> <p>Development of outside provision with training for lunchtime supervisors.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Development of the Family Liaison Team member to ensure that all children and families have access to support for issues out of school that may affect their education.</p> <p>Increase amount of drop-ins to support children within the classroom.</p>	<p>Evidence demonstrates that working in collaboration with parents supports children to meet their potential.</p> <p><a href="#">EEF Supporting parents document.</a></p>	5, 7
<p>Development and implement Forest Schools to support pupils in developing resilience and learning collaboratively.</p>	<p>Evidence suggests that collaborative learning supports children's academic development.</p> <p><a href="#">EEF document on collaborative learning.</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £364,800**

## 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 2022 to 2023 academic year.

Intended outcome	Success criteria	Actual 2021/22	Actual 2022/23
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils which leads to improved outcomes in reading and writing. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	Strong focus on language acquisition in all lessons. Vocabulary shared and explained on a lesson-by-lesson basis. A rich vocabulary displayed within the classroom. Class texts carefully chosen for their rich vocabulary that is appropriate for the individual year groups. Oral language skills and drama has been introduced as part of the reading and writing cycle. Books show an increase in higher-level vocabulary used in daily lessons with the opportunity given to edit and up level language choice.	A continued focus on the acquisition of language within all lessons. Rich vocabulary is shared within classrooms, discussed and displayed for all children to use. Children are rewarded for their use of rich vocabulary. Drama plays an important role within the English reading and write cycle, giving the children the opportunities to develop oral skills. Reading books and class shared texts are of high quality and expose the children to a rich array of vocabulary.
Improved reading and writing attainment among disadvantaged pupils.	Phonics scores in 2024/25 show a larger proportion (80%) of disadvantaged Year 1 pupils passing the phonics check, alongside KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard in writing and 75% in reading.	Introduction of Little Wandle scheme has been successfully introduced within EYFS and KS1, with keep up and catch up sessions across the school. 77.14% (62% Nat) of disadvantaged pupils in Year 1 passed the phonics-screening test. 90% of disadvantaged pupils in Year 2 passed the phonics-screening test. EYFS Primary Goal 60.5% Reading Attainment	Little Wandle scheme has been embedded within EYFS and KS1. All staff have been fully trained in the delivery of the scheme. Progress and training has been effectively monitored throughout the year. 71.4% (62% Nat) of disadvantaged pupils in Year 1 passed the phonics-screening test. 50% 4/8 of disadvantaged

		<p>Year 1 40.63%</p> <p>Year 2 54.2% (SAT) (51.5% Nat)</p> <p>Year 3 46.15%</p> <p>Year 4 51.35%</p> <p>Year 5 58.82%</p> <p>Year 6 67.6% (62% Nat)</p> <p>Writing Attainment</p> <p>Year 1 40.62%</p> <p>Year 2 47.5% (41.2 Nat)</p> <p>Year 3 46.15%</p> <p>Year 4 48.65%</p> <p>Year 5 64.71%</p> <p>Year 6 70.6% (55% Nat)</p>	<p>pupils in Year 2 passed the phonics-screening test when retaking.</p> <p>EYFS Primary Goal 46%</p> <p>Reading Attainment</p> <p>Year 1 47%</p> <p>Year 2 56% (SAT) (51.5% Nat)</p> <p>Year 3 56%</p> <p>Year 4 50%</p> <p>Year 5 61%</p> <p>Year 6 73% (62% Nat)</p> <p>Writing Attainment</p> <p>Year 1 33%</p> <p>Year 2 55% (41.2 Nat)</p> <p>Year 3 44%</p> <p>Year 4 41%</p> <p>Year 5 50%</p> <p>Year 6 73% (60% Nat)</p> <p>Progress data</p> <table border="1" data-bbox="1158 1055 1428 1335"> <thead> <tr> <th>R</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>7.1</td> <td>6.53</td> </tr> <tr> <td>6.31</td> <td>5.79</td> </tr> <tr> <td>5.83</td> <td>5.72</td> </tr> <tr> <td>5.88</td> <td>5.75</td> </tr> <tr> <td>6.4</td> <td>6.3</td> </tr> <tr> <td>6.6</td> <td>6.6</td> </tr> </tbody> </table> <p>Expected 6</p>	R	W	7.1	6.53	6.31	5.79	5.83	5.72	5.88	5.75	6.4	6.3	6.6	6.6
R	W																
7.1	6.53																
6.31	5.79																
5.83	5.72																
5.88	5.75																
6.4	6.3																
6.6	6.6																
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>	<p>Focused support groups</p> <p>KS2 SAT result 64.7% (56% Nat)</p> <p>Year 6 able to split into smaller focus groups.</p>	<p>Effective use of small group support. Third Space Learning has been effective in arithmetic skills extra to daily lessons.</p> <p>Maths Attainment</p> <p>Year 1 42%</p> <p>Year 2 62% (SAT) (51.5% Nat)</p> <p>Year 3 53%</p> <p>Year 4 53%</p> <p>Year 5 59%</p> <p>KS2 SAT result 65% (59% Nat)</p> <p>Progress data</p> <table border="1" data-bbox="1158 2018 1428 2049"> <tr> <td>M</td> </tr> </table>	M													
M																	

			<p>6.23</p> <p>6.21</p> <p>5.72</p> <p>5.82</p> <p>6.43</p> <p>6.2</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in behaviour incidents</li> </ul> <p>a significant increase in participation in enrichment activities, such as extra-curricular clubs, theatre trips, particularly among disadvantaged pupils</p>	<p>Additional members of Pastoral team employed, giving more children to ability to access additional emotional and well-being support. In the most recent Ofsted report (2022) children spoke very positively about the support they have received. In student voice surveys children have been overwhelmingly positive about the school.</p> <p>Overall the proportion of disadvantaged who participate in extracurricular clubs greater than the proportion of disadvantaged children within the school.</p> <p>A significant reduction of unacceptable behaviour throughout the school. There are still a small number of children who require individualised behaviour support.</p>	<p>Pastoral team has continued to grow and develop. Pastoral team has engaged rapidly with children and parents to positively resolve situations as they arise. Breakfast snug has been introduced to support children who struggle with morning routine. Disadvantaged children are prioritised for extracurricular clubs. This has ensured that a higher proportion of disadvantaged children uptake has increased.</p> <p>Continuation of the reduction of unacceptable behaviour within school. Children will additional needs have been identified and support put in place.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> </ul>	<p>The drop in attendance for Pupil Premium children was disproportionate during the autumn and spring term compared to other pupil groups. In response to this incentives were put in place and attendance was closely monitored with staff receiving weekly updates on target children. During the summer term the</p>	<p>Attendance has been a priority for the whole school. Incentives have continued throughout year to ensure that attendance increases. Weekly attendance rewards for classes and displayed has</p>

	the percentage of all pupils who are persistently absent being below 11%.	attendance began to increase with the gap between PP and XPP reducing to 2.4%. Without positive cases the PP attendance would be 94.5% which is .1% more than the end of last year. PA's are a concern with the gap between PP and XPP at 13.6%. Additional staff training in driving the Mini bus was put in place to support with collection of some disadvantaged groups.  Overall attendance figures for disadvantaged pupil for 2021/22 93.4%	supported it's raise in profile.  Attendance gap between PP and XPP has reduced to 1%. PP attendance 93.6% for the year. PA attendance for PP has reduced from 22% last year to 17%.  The gap between XPP and PP PA's has reduced to 5.5%
To increase parental engagement within school.	<ul style="list-style-type: none"> <li>Greater % of parents of disadvantaged pupils attend parents' evenings and parent workshops.</li> </ul> <p>Greater % of parents hear their children read at least twice a week at home.</p>	<p>Due to the need for a blended approach to workshops and parents' evenings it has been difficult to make accurate assessments of parent participation.</p> <p>The number of parents who are engaging with pastoral team has increased.</p> <p>There has been a 17% increase in the number of parents who are engaging with reading at home.</p>	<p>With the ability to return to face to face approach for parents evening and workshops, the percentage of parents attending has increased across board.</p> <p>The pastoral team have continued to engage parents and improve communication.</p> <p>Incentives and workshops have continued to raise the percentage of parental engagement within reading.</p>

## Externally provided programmes

Programme	Provider
National Tutoring Programme	Third Space Learning

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A