



Villiers Primary School



Work hard. Be kind.



Villiers Primary School Pupil Premium Strategy 2021-2022



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 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	Villiers Primary School
Number of pupils in school	188 of 646
Proportion (%) of pupil premium eligible pupils	29%
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 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa-Anne Westwood, Headteacher
Pupil premium leads	Lisa Woodward, Inclusion Lead and Scott Cullen, Senior Teacher
Governor / Trustee lead	Jennifer Perks, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,100
Recovery premium funding allocation this academic year	£26,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£268,200

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 and the National Tutoring Programme 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.
3	Internal and historic external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
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.
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. This is particularly apparent in Maths.</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 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.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, such as extra-curricular clubs, theatre trips, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • 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%. • the percentage of all pupils who are persistently absent being below 11%.
To increase parental engagement within school.	<ul style="list-style-type: none"> • Greater % of parents of disadvantaged pupils attend parents' evenings and parent workshops. • Greater % of parents hear their children read at least twice a week at home.

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: **£128,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Reading leader release time funded to work with English Hubs lead to implement Little Wandle Phonics Scheme	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to ensure use of Maths Hub resources and CPD.	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 4
Improve the quality of support for children with SEMH needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	5

<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>(e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<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>EEF Guide to Pupil Premium</p>	2, 3, 4

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

Budgeted cost: **£65,000**

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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in</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</p>	2

collaboration with our local English hub.	effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Engaging with the School Based Tutoring through additional employed TAs and 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.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: **£75,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Additional 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.	Evidence demonstrates that working in collaboration with parents supports children to meet their potential. EEF Supporting parents document.	5, 7
HLTA used to undertake training and implement Forest Schools to support	Evidence suggests that collaborative learning supports	5

pupils in developing resilience and learning collaboratively.	children's academic development. EEF document on collaborative learning.	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	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.	All

Total budgeted cost: £268,200

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite the disadvantaged pupils making more than expected progress during the year, the impact of another lockdown meant that attainment was low and there was still a significant gap between disadvantaged and their peers. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended, even with additional resources and teaching support being sent out. The accelerated progress the children did make was aided by bespoke remote learning resources and regular staff feedback, parent support videos and a high quality curriculum, that was adapted post lockdown.

Although overall attendance in 2020/21 was lower than the previous year at 96.1%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2.5% higher than their peers and persistent absence more than 3% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to appoint a second Family Liaison worker to offer targeted interventions and parental support where required, which meant that more families could be reached during lockdown. We are building on that approach with a third member of the team in 2021-22, due to increased pupil numbers in school.

Although, funding in 2020-21 was used to target disadvantaged pupils for curriculum enrichment including swimming, musical tuition and off-site visits, this was not fully realised due to the restrictions from Covid-19.

Externally provided programmes

Programme	Provider
National Tutoring Programme	Connex Education

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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