

## 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 2024 to 2025 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	656 (621 excluding nursery)
Proportion (%) of pupil premium eligible pupils	47% (43% including nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 (First Year) 2025/2026 (Second Year) 2026/2027 (Third Year)
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lisa-Anne Rogers 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	£375,920
Recovery premium funding allocation this academic year	£ 0
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	£375,920
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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 aspiration, through giving pupils' opportunities to develop hidden talents and passions. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this 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, behavioural needs, complicated family dynamics and those who have a social worker. 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 and consistency 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, including the development of children outside of the classroom and in the wider community.

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 3 (2024-25) and Year 6 (2024-25)
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 3 (2024-25)
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 and limited access to early childhood development programmes, to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps and social development, 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. 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 3 (2024-25) and Year 6 (2024-25)
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>A disproportionate number of disadvantaged pupils have been 'persistently absent' compared to 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.
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## 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 (82%) of disadvantaged Year 1 pupils passing the phonics check, alongside KS2 reading and writing outcomes in 2024/25 show that more than 75% 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 2024/25 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 2024/25 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, out of class activities, sporting events, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance	Sustained high attendance from 2024/25 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 4.8%, 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 13%.</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, parent workshops and coffee mornings and assemblies.</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: **£215,920**

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>Embed Little Wandle Reading throughout Year 1</p> <p>Introduce Little Wandle Reading Fluency throughout Year 2</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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Maintaining standards (existing staff) and developing the teaching practice (new practice) <a href="#">DfE validated Systematic Synthetic Phonics programme</a> (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>Phonics specialists funded for the delivery of keep up and catch-up phonics support.</p> <p>Reading and Phonics leader release time funded to coach staff to support the development of Little Wandle Phonics Scheme.</p> <p>Funded release time to develop the continued provision of Little Wandle phonics.</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><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 ensure use of Maths Hub resources and CPD.</p> <p>Funded Maths Co-ordinators release time to develop and enhance maths provision through training with Maths Hub (Mastery Specialist).</p> <p>Use of TTRS as an enhancement tool.</p> <p>Acquisition of additional target resources.</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="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611217/maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf</a>  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611217/maths_guidance_KS_1_and_2.pdf">publishing.service.gov.uk</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="https://www.eef.org.uk/~/media/EEF/Reports/Improving-Mathematics-in-Key-Stage-2-and-3/Improving-Mathematics-in-Key-Stage-2-and-3.pdf">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3, 4</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):  <a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/Reports/EEF-Social-and-Emotional-Learning/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a>  <a href="https://www.educationendowmentfoundation.org.uk/~/media/EEF/Reports/EEF-Social-and-Emotional-Learning/EEF-Social-and-Emotional-Learning.pdf">educationendowmentfoundation.org.uk</a></p>	<p>5, 7</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.  <a href="https://www.eef.org.uk/~/media/EEF/Reports/EEF-Guide-to-Pupil-Premium/EEF-Guide-to-Pupil-Premium.pdf">EEF Guide to Pupil Premium</a></p>	<p>2, 3, 4</p>

Time allocated for the dissemination of new teaching and assessment strategies across the whole curriculum.		
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## 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
Release time for staff to deliver intervention to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our Little Wandle provision.	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://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
A significant proportion of the pupils who receive interventions will be disadvantaged, including those who are high attainers. Focusing primarily on reading, arithmetic and times table skills.	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://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 4

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

Budgeted cost: **£85,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued whole staff training on ensuring consistency of the behaviour policy, Zones of Regulation and restorative approaches with the aim of embedding our school ethos and improving self-regulation across school.</p> <p>All staff to receive training (TIAAS) to support with behaviour management.</p> <p>Development of outside provision with training for lunchtime supervisors, acquisition of new equipment and the implementation of football coaching.</p> <p>Training a Nurture Practitioner to deliver nurture interventions and staff training.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.eef.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Development of the new Family Liaison Team to ensure that all children and families have access to support for issues outside 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>Embedding Forest Schools provision 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 developing the Family Liaison Team to offer attendance support by removing barriers to 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

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
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**Total budgeted cost: £375,920**

## 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 2023 to 2024 academic year.

Intended outcome	Success criteria	Actual 2022/23	Actual 2023/24
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.	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.	Continuation on the focus for language development within all lessons. Lessons have a focus on sharing quality vocabulary, particularly within the areas of English and Humanities. Vocabulary development continues to play a major role in all lessons, with children more frequently able to access higher tier language linked to specific topic areas. Development of the reading and writing cycle continues to have a positive impact on language development. Within KS1, the introduction of Little Wandle reading scheme has given the children the opportunity to practise oral skills.

<p>Improved reading and writing attainment among disadvantaged pupils.</p>	<p>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 2023/24 show that more than 80% of disadvantaged pupils met the expected standard in writing and 75% in reading.</p>	<p>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 pupils in Year 2 passed the phonics-screening test when retaking. EYFS Reading attainment sin line with the National figure (22/23).</p>	<p>Little Wandle continues to have a significant impact on the progress of the children's reading and writing attainment within KS1. The school has been accredited as a Little Wandle Champion School due to outstanding practice. 90.3% of disadvantaged pupils in Year 1 passed the phonics-screening test. 1/9 11.1% of disadvantaged Year 2 passed the phonics-screening test when retaking. EYFS Primary Goal % Reading Attainment PP only Year 1 59% Year 2 59% Year 3 61% Year 4 53% Year 5 62% Year 6 67% Writing Attainment PP only Year 1 44% Year 2 37% Year 3 57% Year 4 55% Year 5 51% Year 6 74% (Validated) This is an increase from the previous year.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.</p>	<p>Effective use of small group support. Third Space Learning has been effective in arithmetic skills extra to daily lessons.</p>	<p>Lessons modified with greater emphasis on modelling and use of resources in all lessons. Pressure removed from</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"> <tr><td>M</td></tr> <tr><td>6.23</td></tr> <tr><td>6.21</td></tr> <tr><td>5.72</td></tr> <tr><td>5.82</td></tr> <tr><td>6.43</td></tr> <tr><td>6.2</td></tr> </table>	M	6.23	6.21	5.72	5.82	6.43	6.2	<p>always reaching reasoning and problem-solving section of the lessons.</p> <p>Math Attainment</p> <p>Year 1 56%</p> <p>Year 2 54%</p> <p>Year 3 61%</p> <p>Year 4 45%</p> <p>Year 5 62%</p> <p>Year 6 70%</p> <p>Most year groups have shown an increase on the previous year's data. Data from Year 3 (2023) to Year 4 (2024) has decreased, this is due to the changes within the cohort throughout the year.</p>
M										
6.23										
6.21										
5.72										
5.82										
6.43										
6.2										
<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 2023/24 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>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. Continuation of the reduction of unacceptable behaviour within school. Children with additional needs have been identified and support put in place.</p>	<p>The pastoral team has continued to engage with parents and children from an early stage to resolve issues positively. Breakfast snug has continued to catch children who are struggling with their morning routines and getting them ready for learning. Disadvantaged children are given priority for obtaining a place on extracurricular clubs. Lunchtime support, with the introduction of football coaching and movie room has helped to reduce unacceptable behaviour within school. Disadvantaged children are given support with funding school trips.</p>							
<p>To achieve and sustain improved attendance for all</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p>	<p>Attendance has been a priority for the whole school. Incentives have continued throughout year</p>	<p>Attendance continues to be a priority for the whole school. Continuation of</p>							

<p>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> </ul> <p>the percentage of all pupils who are persistently absent being below 11%.</p>	<p>to ensure that attendance increases. Weekly attendance rewards for classes and displayed which has helped raise its profile.</p> <p>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%.</p> <p>The gap between XPP and PP PAs has reduced to 5.5%</p>	<p>incentives for attendance. Children are rapidly identified as PA and patterns are monitored.</p> <p>Attendance gap between PP and XPP is smaller than the national gap.</p>
<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> </ul> <p>Greater % of parents hear their children read at least twice a week 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 with parents and improve communication.</p> <p>Incentives and workshops have continued to raise the percentage of parental engagement within reading.</p>	<p>More workshops and face to face meetings have continued to increase.</p> <p>Parents are spoken to directly by the teacher to ensure contact between parents and school.</p> <p>Parental engagement has continued to increase throughout the year.</p>

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>N/A</p>

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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