

Pupil premium strategy statement – Willaston Primary Academy

This statement details our school's use of pupil 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	257
Proportion (%) of pupil premium eligible pupils	12.84%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Miss Joanna Wright
Pupil premium lead	Miss Lucy Patrick
Governor / Trustee lead	Mrs Emma Owen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£37700

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium strategy at Willaston Primary Academy will enhance quality first teaching for all, provide targeted support, extend wider curriculum opportunities, promote good mental health and well-being, nurture all pupils and support the development of social and communication skills.

This targeted approach is to ensure disadvantaged pupils' progression and attainment socially, emotionally and academically is in line with their peers.

All staff have high expectations for all children at Willaston Primary Academy and recognise the support needed for those in receipt of Pupil Premium Funding. Knowing our children and their families is key to recognising the support, development needed through the use of the funding and which is something we pride ourselves on at Willaston.

Through the use of our Pupil Premium funding, we will enable disadvantaged pupils at Willaston to remove barriers to accessing and attaining in all aspects of education. Removal of barriers and closing gaps in learning between our disadvantaged and non-disadvantaged children is our ultimate goal and aim.

Challenges

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

Challenge number	Detail of challenge
1	<i>Writing</i>
2	<i>Reading for Pleasure</i>
3	<i>Mental Health and Wellbeing</i>
4	<i>SEND support</i>
5	<i>Relationships/Links with parents/families</i>

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><i>To improve attainment in Writing for all of our disadvantaged children so that they achieve at least in line with their peers.</i></p>	<ul style="list-style-type: none"> • End of Key Stage data shows our Pupil Premium children are achieving in line or above with national figures (Pupil Premium) • All children can write to the best of their ability and with confidence before leaving Willaston Primary Academy to go to their chosen high school. • The quality of teaching for Pupil Premium children is of a high standard with high expectations of all to achieve their best. • Children enjoy writing and see its purpose in aspects of their current and future lives.
<p><i>To increase children's enjoyment of books and reading which will then enhance their reading skills and development</i></p>	<ul style="list-style-type: none"> • Children to enjoy 'choosing' a book to read alone or with a friend or family member. • Children recognise particular authors or genres that they enjoy. • Children develop their reading skills in order to read fluently and comprehend what they are reading by answering questions or discussing a text.
<p><i>To ensure children are supported with their mental health and well-being by providing strategies, time and resources.</i></p>	<ul style="list-style-type: none"> • Children are confident in understanding their emotions and feelings and how to manage them in times of crisis or difficulty • Children to know and feel confident that designated adults will support their mental health concerns/worries • Children to have time to express their thoughts, feelings individually, in a group or class setting.
<p><i>For SEND children who are also on the Pupil Premium register to make significant progress towards their targets – First Concerns, Support Plans, EHCPs</i></p>	<ul style="list-style-type: none"> • Children receiving additional support through intervention (1:1, small group) are making significant progress • QFT strategies support inclusion of all children to close the gap between

	<p>disadvantaged and non-disadvantaged children</p> <ul style="list-style-type: none"> SENDCO and PP Lead have purposeful plans/strategies/actions to support all Pupil Premium children in achieving to the best of their ability
<i>To strengthen links with families of pupil premium children and improve parental engagement</i>	<ul style="list-style-type: none"> All pupil premium families are identified and clear awareness of what pupil premium funding is Parental feedback (questionnaires/ad hoc feedback) is positive, shows a clear relationship with school to work together to support children and families Information/support/resources/signposts are provided to support pupil premium families with their child's social, emotional and academic progress

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>Staff training dedicated to support the development of writing practice will only help to increase outcomes for all PP children</p>	1,2
<i>PP Lead allocated time</i>	Dedicated leadership time for the PP lead will focus on actions to support all PP children and continually link to the PP statement's objectives	1,2,5
<i>RADY – Raising Attainment of Disadvantaged Youngsters – whole school</i>	Raising aspirations by applying uplift to all Pupil Premium children supports targeted support academically, high quality teaching and wider opportunities	1,2,4

<i>initiative to reduce gap between pupil premium children and non-pupil premium children</i>		
<i>Chancery collaboration</i>	RADY project engagement (see above)	1,2,4
<i>Consultant support</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years Jonathon Riley/Claire Johnson – supporting progress and attainment in Writing for all teachers	1,2,4

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

Budgeted cost: £ 10100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted small group/1:1 interventions have significant impact on outcomes</i>	1:1 tuition – Maths/English - tutor SATS booster clubs Maths morning club https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small <i>'If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long</i>	1,2,4

	<i>periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom'</i>	
<i>Intervention resources purchased</i>	<p>Numberstax SATS CGP Phonics CGP SATS KS1 CGP</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p>	1,2,4
<i>Development of reading for pleasure</i>	<p>Purchase of books ELS subscription Library furniture Accelerated reader books</p> <p>https://ourfp.org/reading-for-pleasure-pedagogy/</p> <p>Social reading environments were seen to be key to creating richly reciprocal reading communities in the TaRs research. Physically engaging, the most successful environments tempted children into texts and offered spaces to relax, browse, and read for pleasure.</p> <p>Critically they were also interactive and included considerable booktalk, recommendations and other forms of informal book promotion. The environments were influenced by teachers' knowledge of children's texts and their children as readers and by the complementary practices of reading aloud, booktalk and independent reading time.</p>	1,2,4

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

Budgeted cost: £16020

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Targeted interventions focusing on Mental Health and Wellbeing</i></p>	<p>Lego Therapy Drawing and Talking ELSA Sport supporting Mental Health and Wellbeing Mini-Medics ELSA Resource groups – Resilience, Self-Esteem 1:1 counselling sessions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children’s emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others’ emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problemsolving strategies.</p>	<p>3,5</p>
<p><i>Clear funding support for PP families to remove financial barriers which could cause a negative impact on outcomes for PP children</i></p>	<p>https://assets.publishing.service.gov.uk/media/5a7a10e640f0b66a2bffa52/DFE-RR009.pdf Removal of financial barriers will improve ability to achieve and remove social barriers</p>	<p>5</p>
<p><i>Direct time focused on supporting families to increase their child’s social, emotional and academic progress (parental engagement)</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Parents can support their children by encouraging them to set goals, plan, and manage their time, effort, and emotions. This type of support can help children to regulate their own learning and will often be more valuable than direct help with homework tasks</p>	<p>3,5</p>

<p><i>Extra-curricular activities which support mental health, well-being and behaviour</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p>	<p>3,5</p>
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Total budgeted cost: £ 38320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reading attainment has improved across the school with the introduction of Accelerated Reader, regular comprehension sessions in all year groups, concentrated Phonics support resulting in increase in attainment from 77% in 2022-23 to 91% in 2023-24. Monitoring of Reading by the Pupil Premium lead has begun focusing on reading for pleasure, comprehension, use of texts.

Children continue to receive extensive ELSA support with more sessions allocated over the year. This along with Drawing and Talking, Lego Therapy, Nurture sessions focusing on Resilience and Self-esteem. All of these interventions are helping to support Pupil Premium children to manage their emotions and concerns/worries. Feedback from children and families shows appreciation for the time given to 'talk', 'share' and learn how to manage their feelings and emotions. This information is always transferred when Pupil Premium children move to high school at the end of year 6 in order for support to be continued.

SEND/PP children and daily teaching are closely monitored by the SENDCo/SLT and Core Subject Leaders to ensure targets are met, quality first teaching methods are robust, resources/scaffolding are appropriate and of a high standard. PP/SEND parents have expressed through questionnaires/feedback that they are very satisfied with the support they receive, their child receives and the progress their child is making.

Speaking and Listening has been a major focus in Nursery and Reception using the WellComm programme to screen and assess where children are coming into school in terms of their language/vocabulary, Standard English and sentence making.

Pupil Premium children have full access to all after school clubs – sports, music, art etc. which help with confidence, self-esteem and general happiness. The children always recall their favourite clubs, experiences, visits/visitors when recounting their academic year for end of year reports. Parents are very appreciative of all that we offer at Willaston, formal and informal feedback is testament to this.

