

Pupil premium strategy statement – William Morris Primary School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	356 413 including Nursery
Proportion (%) of pupil premium eligible pupils	57 (16%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 (Financial) 2024/2025 – 2027/28 (Strategy Outcomes)
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jo Fraser, Headteacher
Pupil premium lead	Andy Price, Deputy Headteacher
Governor / Trustee lead	Matthew Milne, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	PP = £47,241.60 PPS = £5,426.40 PLAC = £12,618.70
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£65,286.70

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. 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 those who have a social worker, family support worker or are young carers. 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.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

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 disadvantaged pupils are challenged in the work that they're set
- 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been significantly lower than for non-disadvantaged pupils.</p> <p>Historically disadvantaged pupils have been 'persistently absent' at William Morris. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Over the last few years improvements have been made with persistently absent pupils and this year we will continue to work on those improvements made.</p>
2	<p>Cultural Capital</p> <p>From our experiences pre and post pandemic, our disadvantaged children are more likely to miss out on real experiences which can reduce their cultural capital and engagement in learning due to contextual limitations.</p>
3	<p>Phonics</p> <p>50% of disadvantaged pupils passed the phonics screening check in Year 1 in 2023 compared to 91% of non-disadvantaged pupils at William Morris. Nationally 68% of disadvantaged pupils passed the phonics screening check in Year 1 in 2023.</p> <p>In Year 2, 67% of disadvantaged pupils passed the phonics screening compared to 92% of non-disadvantaged pupils.</p> <p>Many disadvantaged pupils do not have the phonic decoding skills to help their reading progress in line with age-related expectations.</p>
4	<p>Greater Depth</p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties reaching the higher standard of greater depth in reading, writing and maths. This negatively impacts their development in this area of the curriculum and there is an attainment gap between them and their peers.</p>
5	<p>Social, Emotional and Mental Health</p> <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted in recent years. Resultantly, many disadvantaged pupils are presenting with social and emotional issues.</p>

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
To achieve and sustain improved attendance for all pupils particularly our disadvantaged pupils.	Sustained high attendance from 2027/2028 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate being above 95% for all pupils. • the overall attendance rate being 95% for disadvantaged pupils. the percentage of disadvantaged pupils being persistently absent being below 10%.
Increased access to enrichment activities for all pupils, particularly our disadvantaged children.	Sustained high levels of participation in enrichment activities from 2027/28 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attainment in phonics among disadvantaged pupils.	End of Year 1 outcomes will show that more than 68% (Year 1 national average for disadvantaged pupils 2024) of disadvantaged pupils will meet the expected standard in reading.
Improved number of pupils attaining at the higher standard of greater depth in reading, writing and maths among disadvantaged pupils.	End of KS1 and subsequent KS2 outcomes will show that more than 5% (KS2 national average pre-pandemic - 2019) of disadvantaged pupils will meet the higher standard of greater depth in reading, writing and maths.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2027/28 demonstrated through qualitative data from: <ul style="list-style-type: none"> • student voice • student and parent surveys • teacher observations.

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: **£ 14,760.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers expose children to a broad and balanced curriculum taught by highly trained adults and given wider opportunities for exploring arts and culture. Subject leaders continue to adapt our curriculum to provide rich experiences across all subjects. Foundation subjects are well planned, sequenced and delivered to the highest standard ensuring a broad and balanced curriculum that promotes creativity. Development of teacher's subject knowledge, assessment skills and understanding of key end points, particularly in foundation subjects.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Pupil Premium menu evidence brief</p>	<p>2,3,4</p>
<p>All children, regardless of background, are exposed to quality first teaching and learning combined with timely catch up and keep up interventions. An approach to achieving and maintaining consistent quality first teaching across the school by: Regularly reviewing teaching and learning, through book scrutiny, learning walks and lesson observations. Providing targeted training and CPD both in house and externally for teachers and TA's. Regular progress meeting and targeted interventions for those students that are not making expected progress and to extend children identified as having the potential to reach GD. Robust ECF programme delivered by a highly effective mentor/tutor.</p>	<p>"Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and effective feedback methods". (Education Endowment Foundation 2018)</p>	<p>2,3,4</p>
<p>Purchase supervision sessions for trained ELSA/MELSA and SENDCO through BKT Ed Psych to ensure ongoing development of their practice and effective intervention for pupils.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>5</p>

	EEF Social and Emotional Learning	
Purchase of standardised diagnostic testing for Reading. Training for staff to ensure that assessments are interpreted and administered correctly. Question Level Analysis will identify gaps and next steps in learning. This will enable teachers to target the needs of individual children and provide more opportunity for disadvantaged pupils to reach the expected standard and in particular greater depth in reading.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	4
The phonics lead teacher will be released from class each term. They will ensure phonics training takes place for new staff (Teachers and TAs) and provide CPD for existing members of staff. The time out of the classroom will allow the teacher to carry out monitoring and data analysis in order to identify where targeted interventions are needed.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. EEF Teaching and Learning Toolkit Phonics	3

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

Budgeted cost: **£ 23,300.20**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics sessions aimed at pupils, including disadvantaged, who require further phonics support. Little Wandle has been implemented well and used to a high standard. Alongside those that fall behind teachers and TAs will support through 'Rapid Catch up' interventions.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3
<i>Nurture nest to provide a supportive environment for children with SEMH that find learning within a whole class environment challenging.</i> <i>The Nurture Nest Lead runs the provision for children who need additional support in a calm and supportive environment with increased adult support. She has been ELSA trained. A range of</i>	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional Learning (SEL) interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which	1,5

<i>interventions are delivered by the lead and other TAs in a way that supports self regulation of emotions.</i>	may subsequently increase academic attainment. EEF Teaching and Learning Toolkit SEL	
--	---	--

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

Budgeted cost: £ 27,226.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention for emotional Literacy delivered by trained ELSA. Funding available to buy resources to support the interventions.	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): EEF Teaching and Learning Toolkit SEL ELSA has been found to be an effective approach: ELSA Evaluation Reports	5
Purchase support from the BKT's Lighthouse Service. Including, parenting advisor support, Ed Psych, drop ins and workshops	Increasing parental engagement is directly correlated to children's academic outcomes. Understanding families and their needs will help to engage parents more with school life: EEF Working with parents to support children's learning	1,5
Play Therapy sessions delivered by a qualified play therapist to support children to understand and express their emotions.	Play therapy helps children: <ul style="list-style-type: none"> • Become more responsible for behaviours and develop more successful strategies. • Develop new and creative solutions to problems. • Develop respect and acceptance of self and others. • Learn to experience and express emotion. • Cultivate empathy and respect for thoughts and feelings of others. • Learn new social skills and relational skills with family. The benefits of play therapy - Association of Play Therapy	1,5
Provide financial support for disadvantaged families to access enrichment activities including the Year 4 residential trip.	Participating in sports and physical activity has health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	2,5

	(EEF – Positive Impact of Physical Activity) and activities involving The Arts (EEF – Positive Impact of Participation in The Arts) can impact positively on pupil wellbeing.	
Provide children with arts based (music, drama, dance) activities within the school day.	Overall, the impact of arts participation on other areas of academic learning is positive. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. (EEF – Arts participation)	1,2,5
Purchase wellies and waterproof trousers for disadvantaged children so that they are able to access OPAL playtimes the same as their peers.	Positive outcomes have been identified for a range of early learning outcomes including language, early literacy, early numeracy and a range of other cognitive outcomes. Play-based approaches can have substantial benefits for children who are identified as having social, emotional, or educational difficulties. (EEF – Play based learning)	1,2
Purchase Mini Police uniforms for selected disadvantaged children to take part in the Mini Police Programme.	First contact with the police is important in shaping children and young people’s attitudes, yet for a significant number of children and young people this experience is a negative one. School and community initiatives that help children and young people encounter the police in a positive context build trust and respect. BASW - Building good relationships with police	2
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.	2
A TA to run a support group for pupils in service families and to go on an enrichment trip. Coffee Mornings for Service Families.	Times where family members are deployed can impact on pupils negatively. Offering pastoral support during these challenging times helps to mitigate these effects: DfE: Service Pupil Premium	5
Purchase weekly mentoring sessions (IProveFit) to provide disadvantaged pupils with a positive role model. The mentor will help pupils to build confidence and relationships, develop resilience and character, and raise aspirations.	Mentoring has a positive impact on academic outcomes. More positive impacts are for pupils from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour. EEF - Mentoring	1,5
Provide free milk for disadvantaged children who would like it each day. Providing milk will help with the children’s growth and provide valuable nutrients to help their health and development.	Child food poverty harms all children, but it is particularly damaging in early childhood when insufficient dietary intake of essential nutrients can cause the greatest harm to child survival, physical growth and cognitive development. The consequences can last a lifetime: children deprived of good nutrition in early childhood do less well at school and have lower earning capacity in adulthood, trapping them and their families in a cycle of poverty and deprivation. Unicef - Child Food Poverty	1

Total budgeted cost: £ 65,286.70

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes 2023-2024 – Years 1 to 4

Subject	Expected +			Greater Depth		
	Disadvantaged	Non-Disadvantaged	<i>Difference</i>	Disadvantaged	Non-Disadvantaged	<i>Difference</i>
Reading	67%	88%	21%	6%	25%	19%
Writing	64%	85%	21%	0%	15%	15%
Maths	64%	88%	24%	3%	25%	12%
Combined RWM	53%	80%	27%	0%	12%	12%

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 performance data, multiplication tables check, phonics check results and our own internal assessments. Internal data from the previous academic year shows that the largest gap between disadvantaged and non-disadvantaged children was in maths at the Expected level and reading at Greater Depth. Unfortunately, no children achieved Greater Depth in writing and this has become a whole school target as part of the School Development Plan.

Data in 2024-2025 so far shows that the attainment gap between disadvantaged and non-disadvantaged pupils reaching the expected standard in Year 1-5 is greatest in writing (-28%) and attainment is lowest in writing (58%). Our analysis suggests that the reason for this is the additional needs of some of our disadvantaged pupils e.g. SEND, parental engagement etc.

Our observations and assessments demonstrated that pupil behaviour remained good to outstanding last year, but challenges in relation to wellbeing and mental health remain significantly higher for disadvantaged children. Our observations also demonstrate that our disadvantaged children generally have less access to extra-curricular activities and culture capital activities outside of school experiences.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
ELSA	ELSA Network – Training provided through Swindon Educational Psychology Service
1:1 Mentoring	Iproffit

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
A Teaching Assistant, who is from a service family, met with the service children as a group throughout the year to offer support. The group completed activities such as mapping where in the world their parent(s) have been deployed, remembrance activities, flower planting and creating resources to help understand the importance of particular events throughout the year such as remembrance day. This group of children are also offered extra support if their family member is deployed during term time.
The impact of that spending on service pupil premium eligible pupils
The group sessions supported the children by giving them an opportunity to talk about their own experiences and hear about the experiences of others.

Further information (optional)

Additional activity

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'teaching and learning toolkit'. The toolkit helped us to identify which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.