# Pupil premium strategy statement – Weaver 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 the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| School Name | Weaver Primary School |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 5.2% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2024 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | G Price |
| Pupil premium lead | C Johnson |
| Governor / Trustee lead | A Beecher |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £12,465 |
| Recovery premium funding allocation this academic year | £2,495 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £14,960 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***What are the key principles of your strategy plan?***  At Weaver Primary School we are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We regularly evaluate the impact our approaches are having on children’s needs.  High quality teaching is at the heart of our approach and we target our additional support for disadvantaged pupils in the areas we have evidence or experience to prove will make the most impact on eligible pupils.  ***Objectives for Pupil Premium Spending***   To provide high quality learning experiences across the curriculum for all learners   To provide additional support and intervention to ensure disadvantaged children achieve their potential   To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing   To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment  ***How does the pupil premium strategy plan work towards achieving those objectives****?*   It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our support staff and teachers.   It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities. Therefore enhancing their life chances and opportunities. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | To raise attainment in reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment. |
| 2 | A number of pupil premium children also have recognised special educational needs or first concerns raised re possible special educational needs and this impacts on their overall attainment and progress. |
| 3 | Pupil premium children to reach the national standards in phonic screening check |
| 4 | The level of SEMH need across the school has risen significantly in the past 12 months. |
| 5 | There are a significant number of parents across the school who are entitled to PPG but have not accessed it. |
| 6 | Financial pressures can result in lack of engagement in wider school provision, including residential visits and after-school clubs |

## 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.

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| Intended outcome | Success criteria |
| To raise attainment of PP children in kS2 (all Year groups) – target intervention in Maths and English | PP children will make expected progress from starting points or meet National Standard in the SATs.  PP children will have made good progress based on prior attainment to reach National Expectation of year group expectations. They will the same progress as their peers.  PP children receive targeted intervention in reading, writing and maths. |
| To raise attainment of PP children at the end of kS1 – target intervention in Maths and English | PP children will make expected progress from starting points or meet National Standard in the SATs in 2023.  PP children will have made good progress based on prior attainment to reach National Expectation of year group expectations. They will the same progress as their peers.  PP children receive targeted intervention in reading, writing and maths. |
| To ensure expected progress of children who are PP and SEN where achieving Expected Standard is not obtainable through national testing –measure progress through NTS Reading and NTS Maths. | Clear progress of PP children with SEND will be evident through the use of NTS Reading and NTS Maths tests. Staff will feel confident in delivering these tests and analyse areas for focus in interventions.  Use NTS Reading and Maths standardised scores to target areas of intervention and progress. |
| To support PP children with focused intervention to reach the national standards in phonic screening check | PP children in Year 1 and 2 will receive phonics interventions (RWI) and will achieve expected standard or will have made good progress on prior attainment to reach national expectation of the phonic screening.  Half termly tests to support interventions. |
| Social, emotional and/or behavioural problems affecting wellbeing and progress. | PP children across the school will receive support with Emotionally Healthy Schools and Tools for Schools Interventions if required.  PP children will have strategies to support them socially and emotionally.  Parents of PP to receive support and strategies for managing social and emotional difficulties if required. |

## 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: £2256.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improvement of phonics and reading comprehension strategies including the introduction and development of RWI across EYFS/KS1. All staff to be trained to ensure improved outcomes for PP children. | Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of 5 months’ additional progress can be achieved, along with developments in independent and collaborative learning strategies. | 2,3,4 |
| Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes. | EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as White Rose units, Read to Write, Steps to Read and RWI. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them. | 1,2,3,4 |
| Further training for the EYFS team | * EYFS staff to attend training to support PP children with positive, purposeful interactions between staff and children; activities that support children’s language development; the development of early number concepts, and self-regulation.   <https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years> | 1,2,3,4 |

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

Budgeted cost: £13,095.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| KS1 phonics and reading intervention (RWI phonics, 1:1 Phonics Tuition, Precision Teach). | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2,3,4, |
| KS1 and EYFS accelerated reading progress | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 1,2,3,4, |
| TA to deliver maths and reading interventions to small groups of pupils. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3,4 |

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

Budgeted cost: £ 2275.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Children to participate and attend school trips and residentials | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning> | 4,6 |
| Music lessons | <https://www.kumon.co.uk/blog/the-benefits-of-children-learning-music/> | 4,6 |
| My Happy Minds Programme | A positive tool used in schools which has merited positive results for pupils mental health and well-being. Based on leading science and the latest research the program. | 4 |
| Further heightened parental involvement and engagement Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement One page profiles created for PPG pupils created in direct consultation with families to ensure pupils’ needs and strengths are fully understood and met | It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners.  As such by engaging more with parents we are affording the best possible chances for positive outcomes for PP learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practise in educational support with subsequent children.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 5 |

**Total budgeted cost: £17,626**

# Part B: Review of the previous academic year 2021-2022

## Pupil Premium Strategy outcomes

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| Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, we have used teacher assessment and standardised test scores to determine the success of our Pupil Premium Strategy.  Pupils who are eligible for the Pupil Premium grant make good progress from starting points. They receive appropriate support to promote their social, emotional and mental health, through individual and small group interventions with trained Teaching Assistants. Pupils are also fully included in residential visits, where the cost of this might otherwise have meant they were unable to participate. |

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| Intended Outcome | Outcome |
| Overcome gaps in learning and accelerate learning to help them make improved progress and to raise their standards of achievement. | Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.  Phonics small group work is effective in raising standards in phonics for all children. By reorganising the whole KS into RWI groups, we will ensure that pupils progress at an accelerated rate and others have more time for practise. We will continue to use this approach in the future.  KS2   |  |  |  | | --- | --- | --- | | KS2 | Non PP | PP | | Reading | 85% | 67% | | Writing | 78% | 34% | | Maths | 81% | 100% | | SPaG | 89% | 67% |   KS1   |  |  |  | | --- | --- | --- | | KS1 | Non PP | PP | | Reading | 69% | 0% | | Writing | 66% | 0% | | Maths | 72% | 0% |   Phonics   |  |  |  | | --- | --- | --- | | Phonics | Non PP | PP | | Phonic Pass | 71% | 50% |   EYFS   |  |  |  | | --- | --- | --- | | EYFS GLD | Non PP | PP | | GLD | 75% | 100% | |
| Wider opportunities for PP Children | PP children were able to access extra-curricular activities and have music tuition through the use of pupil premium funding. All PP children could attend school trips and residential trips. This approach will continue due to enrichment opportunities provided for PP children.  It is important that our children feel a part of their cohort and peers groups. Families with lower levels of affluence within the school can make some PP children ‘visible’. The school has tried to redress the social inequality by providing them with the same life chances and opportunities as their peers. |

## Externally provided programmes

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| Programme | Provider |
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