

Pupil premium strategy statement

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	WESTON PRIMARY SCHOOL
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023 2023/2024
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	Ros Atkins
Governor / Trustee lead	Russ Houghton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,385
Recovery premium funding allocation this academic year	£7000
Pupil premium funding carried forward from previous years	£0
Total Funding	£66,385

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding we consider the context of the school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

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 ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is monitored consistently and teachers are supported to provide the best possible practise in classrooms.

- To allocate a Nurture/Catch up staff member for all year groups- providing small group work focussed on overcoming gaps in learning and supporting social and emotional needs
- 1-1 support
- Additional teaching and learning opportunities provided through external agencies (1-1 tutors)
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and Nurture support

Challenges

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

Challenge number	Detail of challenge
1	Phonics/Reading gaps which have developed during lockdown
2	Narrowing the attainment gap across Reading, Writing and Maths
3	Attainment gap in children achieving greater depth particularly in writing
4	Increased Social, emotional and behavioural difficulties within a core group of children across the school

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
Progress in Reading	Achieve national average progress scores in KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve national average progress scores in KS2 Maths
Greater Depth in writing	Achieve national average for greater depth writing

Other	Ensure attendance of disadvantaged pupils is above 96%
Improved thinking skills and strategies	A culture and common language of thinking embedded across school

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: £40,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
UPS teacher appointed to work as our Nurture teacher, across all year groups to allow small group social and emotional support and targeted work for catch up and	As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of ALL year groups and have identified 5 small groups who will benefit from this provision, and would allow teachers to increase the amount of attention each child will receive.	4, 2

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

Budgeted cost: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 Tuition 13 children to receive 1:1 catch up provision	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate working area. Intensive tuition is often provided to support lower attaining learners or those who are falling behind, but will also be used	1, 2,3

30 hours @ £900 per child x 13	as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	
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Wider strategies

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT teacher to lead on embedding a Thinking Schools approach across the whole school along with External Thinking Schools experts (Supply costs of release for staff member to be confirmed)	Evidence suggests the use of 'metacognitive strategies' - which get pupils to think about their own learning - can be worth the equivalent of an additional +7 months' progress when used well. We recognise that metacognitive strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.	2, 3, 4