# 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

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| Detail | Data |
| School name | WESTON PRIMARY SCHOOL |
| Number of pupils in school | 211 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023  2023/2024  2024/2025 |
| Date this statement was published | 13th September 2022 |
| Date on which it will be reviewed | 13th September 2023 |
| Statement authorised by | Helen Pitt Headteacher and Russ Houghton CoG |
| Pupil premium lead | Andy Kelly AHT and John Manning AHT (Pupil Premium Champions) |
| Governor / Trustee lead | Russ Houghton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £57,835 |
| Recovery premium funding allocation this academic year | £2465 |
| Pupil premium funding carried forward from previous years | £0 |
| Total Funding | £60,300 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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:   * Quality First Teaching ensures that all children make positive progress especially Pupil Premium pupils. The quality of teaching and learning experiences is monitored consistently to ensure high standards and expectations are maintained. Teachers are supported to provide the best learning outcomes for all pupils. * To ensure Social and Emotional Aspects of Learning are fully supported through Nurture groups, counselling, play/art therapy and enrichment so that pupil’s emotional wellbeing is healthy enabling them to learn and thrive in school. * Interventions will work to address misconceptions and embed knowledge into long term memory s as to narrow the gap between * 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 at least Age Related Expectations * Additional learning support timetables are strategically set to ensure that interventions are impactful. * Support payment for activities, educational visits and residential visits. Ensuring call pupils experience a rich and varied curriculum. |

## 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 | Increased social, emotional and behavioural issues throughout the school. Children have poor self-regulation and very few coping strategies to help them deal with challenges they face. Poor emotional wellbeing hinders their capacity to thrive academically. |
| 2 | Key Stage 2 - Raise standards in Reading, Writing and Mathematics, narrowing the gap between disadvantaged and non-disadvantaged pupils, so attainment for disadvantaged pupils is at least in line with National outcomes. |
| 3 | EYFS and Key Stage 1 - Raise standards in Reading and Writing, narrowing the gap between disadvantaged and non-disadvantaged pupils, so attainment for disadvantaged pupils is at least in line with National outcomes. |

## 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 |
| Progress in Reading | Achieve national average, or above, attainment and progress scores |
| Progress in Writing | Achieve national average, or above, attainment and progress scores |
| Progress in Mathematics | Achieve national average, or above, attainment and progress scores |
| Greater Depth in writing | Achieve national average or above in Writing at EXS and GD. |
| Build a whole school Solutions Focused Coaching culture | All pupils thrive as a result of being empowered and supported to be hopeful, resourceful and successful. Pupils develop self-regulating skills, understand themselves and each other better and have the coping strategies to help them succeed. |

## 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: £ 27300

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| * HLTA runs a daily timetable to support children and families experiencing emotional, social and personal challenges. This includes daily, ‘soft landing’ sessions from 8.30am for those struggling to cope with entering school, timetabled ‘Nurture’ sessions in small groups or 1:1 to address specific issues, manage self-regulation time for those children struggling to cope. * Resourcing of separate, calm, homely and safe space for children to be and feel secure. | ‘*A lack of school engagement negatively affects millions of students, and efforts to connect students to schools should be at the forefront of current initiatives to improve education.’*Connecting Students to Schools to Support Their Emotional Well-Being and Academic Success  Sulkowski, Michael L.; Demary, Michelle K.; Lazarus, Philip J.2012  We want children to want to be in school because they feel like they belong, they are loved and valued for who they are. They feel listened to and provided with strategies to help them to thrive. We work with parents to help the child feel supported from all sides.  Building healthy relationships with and between children is key to our whole school approach for improving emotional wellbeing to support social and academic development. | 1,2,3 |
| * NTS standardised assessments and Shine Interventions | Ensure gaps in learning a quickly and effectively identified and teachers rapidly identify gaps.  Shine interventions provide specific support to support teachers to address gaps in knowledge and understanding.  <https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf> | 2,3 |
| * Mathematics CPD around targeted areas of learning. | Maths CPD is bespoke to needs of all children. Data including Question Level Analysis pin points areas to be addressed. Mathematics lead coaches and supports staff to improve outcomes for all.  <https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/EEF-Gathering-and-Interpreting-Data-Summary.pdf> | 2,3 |
| * Teaching of early reading through RWInc at Key Stage 1 | As part of the school Reading Strategy, RWInc is used consistently and effectively to teach early phonics and develop sound early reading skills. Regular monitoring of the quality of teaching learning alongside regular assessments of pupil progress ensures those children not making progress are swiftly identified and interventions are put in place.  <https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes> | 2,3 |
| * English curriculum underpinned by High Quality Texts | High quality texts drive the English curriculum to promote a love of literature and empower children to be competent and confident writers. The curriculum is clearly sequenced and progression across the key stage empowers pupils to develop writing skills. | 2,3 |

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

Budgeted cost: £28000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group/1:1 interventions provided to address specific gaps in knowledge for PP pupils. | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  Effective deployment of TAs to target PP children to support attainment and progress in all areas. | 2,3 |

**Wider strategies**

Budgeted cost: £5000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Solutions Focused Coaching training for all staff to build a culture where children are empowered to be successful and able to solve problems they face. | Solutions Focused coaching strengthens the engagement and behaviour of children and people, building capacity to offer early help and preventative support. It places relationships, consistency and empathy at the heart of our school’s pastoral practice, recognises that children are doing their best even when it doesn’t look like it and reconnects behaviour with learning and good mental and physical health  *‘Transforming behaviour in the classroom – a solutions focused guide for new teachers’ Dr Geoff James 2016* | 1,2,3 |