

Pupil premium strategy statement 2022 – 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 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. The effect that last year's spending of pupil premium had within our school can be viewed in the document Pupil Premium 2021 - 2022 – review of spend (available on the school website).

School overview

Detail	Data
School name	Weeke Primary school
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	15% 61 pupils
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	FGB
Pupil premium lead	Rebecca Jakes
Pupil Premium Strategy Group	Headteacher, Assistant Headteacher/PP Lead and Inclusion Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,535
Recovery premium funding allocation this academic year	£8990
<u>Total budget for this academic year</u>	£96,525

Part A: Pupil Premium Strategy Plan Statement of Intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all and the belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Leaders, teachers and other adults understand their role within the school's strategy.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching, focussed on meeting individual learning needs.
- There is a strong understanding of the barriers to learning and how these barriers present in school; learning gaps and misconceptions are identified and addressed so pupils can secure learning that will enable them to meet age related expectations or increasingly work at greater depth.
- Disadvantaged pupils benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.
- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Professional development is focused on securing strong subject knowledge, questioning, feedback and self-regulation.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Clear, responsive leadership

- A Strategy Group, which includes the HT, AHT and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest, based on clear success criteria. The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- The progress of disadvantaged pupils is discussed at all Pupil Progress Meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils' attainment is often lower than their peers.
2	Children eligible for pupil premium often enter school with delayed literacy and communication skills. A combination of underdeveloped vocabulary and phonic knowledge limits their progress and access to the whole curriculum.
3	On occasion, parents do not engage with the school and this adversely affects attendance and can lead to pupils' attitudes to learning changing. There can be inconsistencies in the level of support at home for regular reading and home learning.

4	Deprivation adversely affects the emotional well-being of some disadvantaged pupils. Children eligible for pupil premium often have lower resilience to face challenges both in their learning and in social situations.
5	For some families, a lack of financial stability limits out of school opportunities and enrichment activities to enhance cultural capital.

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
<i>The percentage of PP pupils meeting ARE or greater depth exceed local and national outcomes.</i>	<ul style="list-style-type: none"> • Children eligible for pupil premium make good or better progress in their learning through quality first teaching and where necessary, targeted interventions. • Targeted interventions are precise and time-scaled. • Teachers are clear on outcomes and ensure pupils are given opportunities to apply and further develop knowledge and skills within class-based learning journeys. • A whole school development model focuses on meeting the needs of vulnerable children. • Barriers to learning are reduced, enabling children to fully participate in lessons and make good progress.
<p><i>SIP Reference:</i></p> <ul style="list-style-type: none"> - 1.2. To improve the outcomes of the lowest 20% of pupils in specific subjects based on robust review and evaluation - 2.1 Senior Leaders improve and develop a whole school professional developmental model which builds the skills and knowledge of all practitioners which is both sustainable and has high impact 	
<i>The school curriculum ensures opportunities to develop literacy skills through a robust phonics programme</i>	<ul style="list-style-type: none"> • Outcomes in phonics and reading are on an upward trajectory for PP children and are above local and national attainment. • In phonics and KS2 reading, interventions are precise and time-scaled based on assessment. • Progress data for PP children demonstrates at least good, if not accelerated, progress in phonics and reading.
<p><i>SIP Reference:</i></p> <ul style="list-style-type: none"> - 1.2. To improve the outcomes of the lowest 20% of pupils in specific subjects based on robust review and evaluation - 2.1 Senior Leaders improve and develop a whole school professional developmental model which builds the skills and knowledge of all practitioners which is both sustainable and has high impact - 3.1 Performance Management process is strengthened by ensuring consistency among reviewees and reviewers 	
<i>Improved attitudes to learning from pupils and increased parental engagement.</i>	<ul style="list-style-type: none"> • Reduction in the gap between PP and non-PP attendance. • Improved attendance for those with persistent absence. • Improved parental engagement at Parent's Evenings, workshops and questionnaire responses. • A reduction in fixed term exclusions and high-level behavioural incidents.
<p><i>SIP Reference:</i></p> <ul style="list-style-type: none"> - 1.1 To ensure the curriculum shows clarity, continuity and is accessible to all stakeholders 	
<i>Personalised programmes reduce barriers to learning so that pupils can access the curriculum and make progress.</i>	<ul style="list-style-type: none"> • Children receiving ELSA make progress within their Boxall Profile assessments. • Barriers to learning are reduced, enabling children to fully participate in lessons and make good progress.

<i>SIP Reference:</i> - 1.2. To improve the outcomes of the lowest 20% of pupils in specific subjects based on robust review and evaluation	
<i>Pupils benefit from enrichment activities; they are able to pursue interests and develop cultural capital.</i>	<ul style="list-style-type: none"> • All PP children are enabled to access all curriculum and residential visits. • PP children are actively encouraged to join school clubs and take an active part. Register of Clubs shows increased involvement of PP children. • Opportunities for enrichment outside of school are signposted to families.
<i>SIP Reference:</i> - 1.1 To ensure the curriculum shows clarity, continuity and is accessible to all stakeholders - 1.2. To improve the outcomes of the lowest 20% of pupils in specific subjects based on robust review and evaluation	

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24, 377

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Leaders of Learning and subject leaders to provide relevant CPD and resources to improve the quality of the curriculum for all learners.	Monitoring of teaching and learning identifies curriculum strengths that impact pupil premium the most.	1, 2
Phonics training for all staff in using Little Wandle Keep-Up and SEND interventions.	Educational Endowment Fund (EEF) research states: Very high impact for very low cost based on very extensive evidence (+5 months impact on progress).	1, 2
Further CPD in phonics for all staff in EYFS – Year 6.	Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress).	1, 2
Individual and personalised CPD for teachers and support staff to meet the needs of children with PP/SEND.	Internal school data highlights impact on childrens' outcomes. Staff questionnaire	1,2

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

Budgeted cost: £50,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fixed term teacher in Year 6. Teaching focus groups and intervention/teaching 1:1/small group for Reading, Writing and Maths.	Educational Endowment Fund (EEF) research states: Moderate to high impact for low cost (+4 to +5 months' impact on progress). Internal school data suggests a higher impact from 2021/22 PP Strategy impact statements.	1, 2
Specific Learning Difficulties (SpLd) Level 3 LSA to support PP/SEND children 3 days weekly – 1:1, small group and focus group teaching.	Educational Endowment Fund (EEF) research states: Moderate impact for moderate cost (+4 months' impact on progress). Internal school data suggests a higher impact of this intervention (double ratio gains in reading and spelling interventions).	1, 2
Specific Learning Difficulties (SpLd) HLTA with responsibility for phonics, early reading and catch-up interventions in KS1.	Educational Endowment Fund (EEF) research states: Moderate impact for moderate cost (+4 months' impact on progress).	1, 2
Annual subscriptions to various online intervention programmes to support specific skills and fluency in reading, writing and maths.	Internal school data demonstrates the positive impact on progress for individual children using online reading, writing and maths programmes (Provision Maps, PP Review 2022).	1, 2
Investment in the Little Wandle Keep-up Programme and associated training.	Educational Endowment Fund (EEF) research states: Very high impact for very low cost based on very extensive evidence (+5 months' impact on progress).	1, 2

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

Budgeted cost: £21,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support Worker to target parental engagement of PP families.	Educational Endowment Fund (EEF) research states: Moderate impact for low cost (+4 months' impact on progress). Internal school data suggests a very positive impact of parental support around attendance	3, 4
Funding the cost of trips and residential will be subsidised for disadvantaged children.	Educational Endowment Fund (EEF) research states outdoor adventurous learning has an unclear impact on	5

Discount for disadvantaged children to access paid after school sports clubs and After School Club.	<p>progress (this is largely based on weak evidence/research base).</p> <p>Internal school data suggests a very positive impact of these interventions to support engagement and self-confidence.</p>	
<p>ELSA support and interventions 2 x days per week.</p> <p>Termly ELSA supervision.</p>	<p>Educational Endowment Fund (EEF) research states: Moderate impact for very low cost (+4 months' impact on progress).</p> <p>Internal school data suggests a very positive impact of these interventions to support engagement and access to classroom learning and self-confidence.</p>	4

Total budgeted cost: £96,703