

## Pupil premium strategy statement 2022 – 2023 REVIEW

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 used the funding and the impact in this academic year.

### 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/Pupil Premium (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
Total budget for this academic year	£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 Head Teacher (HT), Assistant Head Teacher (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 pupil premium (PP) pupils meeting age related expectations (ARE) or greater depth exceed local and national outcomes.</i>	<ul style="list-style-type: none"><li>• Children eligible for pupil premium make good or better progress in their learning through quality first teaching and where necessary, targeted interventions.</li><li>• Targeted interventions are precise and time-scaled.</li><li>• Teachers are clear on outcomes and ensure pupils are given opportunities to apply and further develop knowledge and skills within class-based learning journeys.</li><li>• A whole school development model focuses on meeting the needs of vulnerable children.</li></ul>

SIP 1.2, 2.1	<ul style="list-style-type: none"> <li>• Barriers to learning are reduced, enabling children to fully participate in lessons and make good progress.</li> </ul>																														
End of Year Review	<p><u>Progress of Pupils in Receipt of Pupil Premium 2022 – 2023</u></p> <table border="1" data-bbox="483 400 1451 935"> <thead> <tr> <th>Year Group</th> <th>% Progress Reading</th> <th>% Progress Writing</th> <th>% Progress Maths</th> </tr> </thead> <tbody> <tr> <td>1 (5)</td> <td>40%(2)</td> <td>40% (2)</td> <td>60% (3)</td> </tr> <tr> <td>2 (6)</td> <td>50% (3)</td> <td>66% (4)</td> <td>100% (6)</td> </tr> <tr> <td>3 (10)</td> <td>70% (7)</td> <td>80% (8)</td> <td>90% (9)</td> </tr> <tr> <td>4 (11)</td> <td>64% (7)</td> <td>55% (6)</td> <td>73% (6)</td> </tr> <tr> <td>5 (13)</td> <td>62%(8)</td> <td>69% (9)</td> <td>77% (10)</td> </tr> <tr> <td>6 (4)</td> <td>75% (3)</td> <td>25% (1)</td> <td>75% (3)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Progress is measured against the September baseline from end of autumn term assessments. Within Year 6, progress is measured through Key Stage 1 (KS1) through to Key Stage 2 (KS2). The average progress score for end of KS2 for PP was Reading +2.8, Writing -6.6, Maths +1.96.</li> <li>• Provision maps have clear targets and entry/exit data to measure progress of interventions.</li> <li>• Little Wandle Intervention for reading continues to show good progress with a significant number of pupils progressing from the scheme.</li> <li>• We now have a maths programme ‘Numberstacks’. LSAs have had training on how to use it and it is now in progress. Data to show impact will be available at the next review.</li> <li>• Performance management targets are linked to progress and attainment of bottom 20% pupils.</li> <li>• Summer term INSET was on ‘Building on Improving Outcomes for Children’ and focussed on strategies to support the lower 20% pupils. Further INSET for Learning Support Assistants (LSAs) focussed on Independence and task design.</li> </ul>			Year Group	% Progress Reading	% Progress Writing	% Progress Maths	1 (5)	40%(2)	40% (2)	60% (3)	2 (6)	50% (3)	66% (4)	100% (6)	3 (10)	70% (7)	80% (8)	90% (9)	4 (11)	64% (7)	55% (6)	73% (6)	5 (13)	62%(8)	69% (9)	77% (10)	6 (4)	75% (3)	25% (1)	75% (3)
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<p><i>The school curriculum ensures opportunities to develop literacy skills through a robust phonics programme SIP 1.2, 2.2</i></p>	<ul style="list-style-type: none"> <li>• Outcomes in phonics and reading are on an upward trajectory for PP children and are above local and national attainment.</li> <li>• In phonics and KS2 reading, interventions are precise and time-scaled based on assessment.</li> <li>• Progress data for PP children demonstrates at least good, if not accelerated, progress in phonics and reading.</li> </ul>
<p><i>End of Year Review</i></p>	<ul style="list-style-type: none"> <li>• 63% of Year 1 pupils have passed the phonics screening check. National average this year was 79%.</li> <li>• 60% of PP children achieved the phonics screening check compared with 63.3% of non PP children</li> <li>• Little Wandle Catch Up in KS2 continues to have good results. Since the programme started in November 2022, 32 children in KS2 have had the intervention. 67% of these children have completed the intervention and no longer need it.</li> <li>• Of the 33% that remain on the programme, 82% are at phase 5 and should be off the intervention by the end of term.</li> <li>• Little Wandle Keep Up in KS1 also shows good impact. 69% of the children who have had the intervention have now moved off it as they have completed Phase 5. Of the 31% left, 64% have moved from Phase 2 to Phase 4.</li> </ul>
<p><i>Improved attitudes to learning from pupils and increased parental engagement. SIP 1.1</i></p>	<ul style="list-style-type: none"> <li>• Reduction in the gap between PP and non-PP attendance.</li> <li>• Improved attendance for those with persistent absence.</li> <li>• Improved parental engagement at Parent’s Evenings, workshops and questionnaire responses.</li> <li>• A reduction in fixed term exclusions and high-level behavioural incidents.</li> </ul>
<p><i>End of Year Review</i></p>	<ul style="list-style-type: none"> <li>• Attendance Project referral for pupil with Emotional Based School Avoidance. This has seen a significant improvement in unauthorised absence from 32% to 7%.</li> <li>• No disadvantaged pupils had fixed term suspensions in 2022 – 2023.</li> <li>• 84% parents from disadvantaged families attended parent’s evening. Teachers followed up parents who didn’t attend and either had a phone call or appointment arranged for a different time.</li> <li>• Teachers are aware of the gap in attendance and are monitoring it/having conversations with parents when attendance starts to dip.</li> <li>• The gap between PP and non-PP attendance is 3.4% difference, with PP pupils at 92% and non-PP at 95.4% all with authorised absences.</li> <li>• Unauthorised absences will remain a focus, as this gap is larger.</li> <li>• Analysis of data now shows us those pupils who have had broken weeks. This will also be a focus.</li> <li>• Since 2021-22, the gap between Disadvantaged and Non-Disadvantaged has increased minimally and the overall attendance of PP is lower than the previous year (2021-22 93.7% % 2022-23 92%).</li> <li>• Where an attendance gap is above average, the following factors have had impact:</li> </ul>

	<ul style="list-style-type: none"> <li>○ Long term sick leading to periods in hospital</li> <li>○ Families with needs that are challenging to manage outside of school and doesn't meet a children's services threshold</li> <li>○ Younger age groups where families struggle to manage expectations around illness</li> </ul> <p>Moving forward the attendance approach needs to be more robust and meet the expectations of the new DfE guidance along with more formalised approaches to absence.</p>
<p><i>Personalised programmes reduce barriers to learning so that pupils can access the curriculum and make progress.</i> SIP 1.2</p>	<ul style="list-style-type: none"> <li>● Children receiving Emotional Literacy Support make progress within their Boxall Profile assessments.</li> <li>● Barriers to learning are reduced, enabling children to fully participate in lessons and make good progress.</li> </ul>
<p><i>End of Year Review</i></p>	<ul style="list-style-type: none"> <li>● Third Space Learning tutoring for 4 children all year - £2760</li> <li>● Three children had small group intervention with a qualified teacher. 100% now working just below ARE. One child has made 7 steps of progress. 66% have made good progress.</li> <li>● The Talkabout afternoon sessions in Y1 have had a positive impact on those children's social skills and emotional resilience. This has seen an improvement in the access to whole class teaching.</li> <li>● The Mental Health Support Team (MHST) is now open to referrals. One referral (out of four submitted) has been accepted.</li> </ul>
<p><i>Pupils benefit from enrichment activities; they are able to pursue interests and develop cultural capital.</i> SIP 1.1</p>	<ul style="list-style-type: none"> <li>● All PP children are enabled to access all curriculum and residential visits.</li> <li>● PP children are actively encouraged to join school clubs and take an active part. Register of Clubs shows increased involvement of PP children.</li> <li>● Opportunities for enrichment outside of school are signposted to families.</li> </ul>
<p><i>End of Year Review</i></p>	<ul style="list-style-type: none"> <li>● Residential funds for PP families (Y6 trip in March 2024 and Y4 trip in July 2024) - £2000</li> <li>● The Family Support Worker has identified families who may need financial support and has worked with these families to signpost where help is available.</li> </ul>

## Whole School Outcomes Comparison

### End of KS2 Attainment and Progress Data for PP and non-PP:

Attainment KS2 (2023) Disadvantaged Pupils		Gap (PP)		2022 National data	
Percentage and numbers reaching expected standard Reading, Writing & Mathematics combined	PP Outcomes	Non-PP Outcomes		National Average PP	National Non-PP Outcomes
	1/4 25%	45/56 80%	-19% against national	44%	59%
<b>Reading</b>	3/4 75%	53/56 95%	+15% against National	60%	73%
<b>Writing</b>	1/4 25%	47/56 84%	-33% against National	58%	71%
<b>Mathematics</b>	3/4 75%	53/56 95%	+16% against National	59%	73%

**Progress KS2 (2022) Disadvantaged Pupils**

	School PP progress	School Non-PP progress	National Progress Gap Index	School Gap
Reading	+2.88	+3.32	3.21  (School Average = 2.2)	0.44
Writing	-6.6	-1.2		5.4
Mathematics	+1.96	+2.83		0.87

**End of KS1 Attainment and Progress Data for PP and non-PP:**

Attainment KS1 (2023) Disadvantaged Pupils			2023 data	
Percentage reaching expected standard	PP Outcomes	Non-PP Outcomes	National PP Outcomes	National Non-PP Outcomes
Reading	2/6 33%	40/53 76%	54%	73%
Writing	2/6 33%	38/53 72%	44%	65%
Mathematics	4/6 67%	42/53 79%	56%	75%

## 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, continuing professional development (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 children's 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. Discount for disadvantaged children to access paid after school sports clubs and After School Club.	Educational Endowment Fund (EEF) research states outdoor adventurous learning has an unclear impact on progress (this is largely based on weak evidence/research base). Internal school data suggests a very positive impact of these interventions to support engagement and self-confidence.	5
ELSA support and interventions 2 x days per week.  Termly ELSA supervision.	Educational Endowment Fund (EEF) research states: Moderate impact for very low cost (+4 months' impact on progress). Internal school data suggests a very positive impact of these interventions to support engagement and access to classroom learning and self-confidence.	4

**Total budgeted cost: £96,703**