

## Pupil premium strategy statement 2023 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 - 2024 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 2022 - 2023 – review of spend (available on the school website).

### School overview

Detail	Data
School name	Weeke Primary school
Number of pupils in school	398
Proportion (%) of pupil premium eligible pupils	(15%) 58 pupils
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
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	£83, 180
Recovery premium funding allocation this academic year	£7976
<u>Total budget for this academic year</u>	£91,106

## 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	Where parents do not engage with the school, this can adversely affect attendance and can lead to pupil's attitudes to learning changing. We have identified specific challenges and

	factors that impact negatively on a number of pupils and their attendance. The impact of this affects the child's attainment and ability to make good progress.
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. Many of these pupils have difficulties with their mental health.
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
<p>Improved standards in writing result in a higher percentage of pupils making good or better progress in writing.</p> <p><i>SIP 1.1, 1.2, 2.3</i></p>	<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>• A whole school development model focuses on meeting the needs of vulnerable children.</li> <li>• Targeted interventions are precise and time-scaled.</li> <li>• Teachers scaffold learning so that all learners are able to make good or better progress.</li> <li>• Barriers to learning are reduced, enabling children to fully participate in lessons and make good progress.</li> </ul>
<p>The school curriculum ensures opportunities to develop literacy skills through a robust phonics programme <i>SIP 2.1, 2.2, 2.4</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 Key Stage 2 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>The gap between PP and non-PP attendance is at least in line with national figures (based on FFT 2.9%).</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>Personalised programmes reduce barriers to learning so that pupils can access the curriculum and make progress.</p> <p><i>SIP 1.1, 1.3, 3.1, 3.3</i></p>	<ul style="list-style-type: none"> <li>• Children receiving Emotional Literacy Support (ELSA) make progress within their ELSA assessments.</li> <li>• Support staff are trained to support pupils with speech, language, communication and interaction needs. These pupils are able to access the curriculum through scaffolding and, where appropriate, timely interventions.</li> <li>• Barriers to learning are reduced, enabling children to fully participate in lessons and make good progress.</li> </ul>

<p>Pupils benefit from enrichment activities; they are able to pursue interests and develop cultural capital.</p> <p><i>SIP 3.1, 3.3</i></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>
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### 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: £25,796**

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
Leaders of Learning lead coaching/peer mentoring for teachers to improve teaching and learning.	Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress).	1, 2
Updated 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
External professional development based on a coaching approach for targeted year groups where the gap between PP and non-PP is poor.	Educational Endowment Fund (EEF) research states: High impact for very low cost based on very extensive evidence (+5 months impact on progress).	1, 2
CPD for teachers (including Specialist Teacher Advisory Service - Communication and interaction Team) and support staff to meet the needs of children with PP where progress in writing needs to be accelerated.	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: £45, 571**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
AHT teaching focus group for English in Year 6. Deputy Head Teacher (DHT) teaching focus group for maths in Year 6.	Educational Endowment Fund (EEF) research states: Moderate to high impact for low cost (+4 to +5 month's impact on progress).	1, 2
Specific Learning Difficulties (SpLd) Level 3 LSA to support PP/SEND children 3 days weekly through 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) Higher Level Teaching Assistant 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

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

**Budgeted cost: £19,379**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Senior Leader Team (SLT) to monitor attendance and create action plan to target support for specific families.  Attendance Officer to carry out actions from SLT monitoring (1 x day per week).	Educational Endowment Fund (EEF) research states: Moderate impact for low cost (+4 months' impact on progress).	3, 4

<p>Funding the cost of trips and residential will be subsidised for disadvantaged children.</p> <p>Discount for disadvantaged children to access paid after school sports clubs and After School Club.</p>	<p>Educational Endowment Fund (EEF) research states outdoor adventurous learning has an unclear impact on 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>5</p>
<p>ELSA support and interventions 3 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>	<p>4</p>

**Total budgeted cost: £91,106**