

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Weeth Primary School
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020 - 2023
Date this statement was published	Nov 21
Date on which it will be reviewed	Oct 22
Statement authorised by	Charlene Sargent
Pupil premium lead	Victoria Hocking
Governor / Trustee lead	Barbara McGuire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,735
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,740

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for your disadvantaged pupils?

- Remove barriers preventing these pupils from thriving (giving them the same opportunities and experiences as their peers).
- Build confidence in demonstrating the five competencies of social and emotional learning.
- Improve oral language skills.
- Raise levels of numeracy and literacy.
- Support pupils with their wellbeing and mental health.
- Reduce the gaps caused by lost learning.

What are the key principles of our strategy plan?

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We have high expectations of all pupils and help them to have high expectations of themselves
- Our ambitious curriculum enables pupils to explore the potential impact they can have upon themselves, the community and the wider world.
- Pupils and adults alike are on a continuing journey of personal development.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering school with a low level of oracy.
2	Early reading and fluency in reading.
3	Behaviour for learning – lack of social and emotional awareness.
4	Attendance and lateness
5	Under achievement in reading, writing and maths

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
Reduce the gap between disadvantaged and non-disadvantaged by improving pupils vocabulary through discreet teaching of NELI and maximising opportunities throughout the wider curriculum.	Pupils are able to express and communicate with increased confidence and fluency. Comprehension is improved. A range of ambitious vocabulary is evident in their writing.
Gaps in early reading and fluency are closed and accelerated progress is made.	75%+ achieve age related expectations in reading. The majority of pupils pass the Year 1 phonics screening test. Accelerated reader shows that pupils find pleasure in reading.
Pupils learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.	A marked improvement in pupils' resilience. A reduction of logged behaviour incidents. An increase in motivation and self-worth.
Pupils attend school regularly and on time.	96%+ attendance. PP pupils' attendance is in line with that of their peers.
The teaching and learning of writing enables all pupils to make progress.	75%+ achieve age related expectations in writing. There is no significant gap between pp pupils and their peers.

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: £35,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPPD appraisal and incremental coaching for teachers and leaders.	Incremental coaching model and evidence informed practise.	1,2,3,5
Subject leadership development.	Research has shown the effectiveness of carefully sequenced and structured curriculum.	1,2,5
Social and Emotional learning training and implementation.	EEF – evidence of over 700 studies show that on average SEL has a positive impact on academic attainment, equivalent to 4 additional months' progress.	1,2,3,4,5
Launch and implementation of Literacy Tree writing scheme.	DFE research report Research Report DFE-RR238. What is the research evidence on writing?	5
NELI (Nuffield Early Learning Intervention)	EEF – has positive effects on language skills	1,2
Read Write Ink – working with Kernow English Hub.	RWI is a nationally recognised synthetic phonics programme	1,2,5

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

Budgeted cost: £ 28,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Ink phonics interventions. Inclusion of black and white book bag books.	RWI is a nationally recognised synthetic phonics programme.	1,2

Fresh Start RWI (in KS2) interventions.	Nationally recognised synthetic phonics programme	1,2
After school reading.	EEF – reading comprehension strategies. High impact/low cost	1,2
Number Stacks maths intervention	Recognised successful maths intervention.	5

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

Budgeted cost: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Educational Welfare Officer support	Government publications based on attendance actions.	1,2,3,4,5
Senior Mental Health Lead Accreditation	NPQ qualification	3,4,5
Learning mentor/pastoral support 1:1	EEF evidence on wellbeing support.	1,2,3,4,5

Total budgeted cost: £ 90,625