

## 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

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 ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	Nov 21
Date on which it will be reviewed	Oct 22
Statement authorised by	Alex Craig
Pupil premium lead	Alex Craig
Governor / Trustee lead	Karen Brookes

### 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
<b>Total budget for this academic year</b> 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.	5
NELI (Nuffield Early Learning Intervention)	EEF – has positive effects on language skills	1,2
Read Write Inc – 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 Inc 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**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<p>Year 1 phonics 96% pass for PP children.</p> <p>KS1 (Age-related expectations) Reading 60% exp, Writing 20% and Mathematics 60%</p> <p>KS2 Reading 80% expected, Writing 73.3% expected, Maths 80% expected and combined RWM 66.7%</p> <p>Attendance: 90.46%</p>
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## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
National Tutoring Programme	School

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Enrichment activities In class support Access to pastoral team
What was the impact of that spending on service pupil premium eligible pupils?	Low level numbers of referrals to pastoral team. Enrichment activities were successful with high levels of engagement and enjoyment. Data outcomes were good. These children are on track to meet ARE by the end of the Key Stage.