

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	200
Proportion (%) of pupil premium eligible pupils	36.68%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	Dec 22
Date on which it will be reviewed	July 23
Statement authorised by	Alex Craig
Pupil premium lead	Alex Craig
Governor / Trustee lead	Karen Brokenshire

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,945
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	£88,950

# Part A: Pupil premium strategy plan

## Statement of intent

*Our ultimate objectives for our disadvantaged pupils are to*

- Remove barriers preventing these pupils from thriving (giving them the same opportunities and experiences as their peers); including those who are more able or have special educational needs and those who have additional challenges, such as those with a social worker, service children or young carers
- Build confidence in demonstrating the five competencies of social and emotional learning through the expert delivery of Social Emotional Learning (SEL)
- Improve oral language skills and raise levels of numeracy and literacy
- Support pupils with their wellbeing; challenge negativity regarding education and school experience and care for those with mental health anxieties
- Give access to powerful knowledge and cultural capital
- Reduce the gaps caused by lost learning and increase retrieval and retention.

The activities outlined in this statement are also intended to support the needs of all children by preparing them well for secondary education, increasing future employability, positive community engagement and globally responsible citizens.

*What are the key principles of our strategy plan?*

- Ensure that teaching and learning opportunities meet the needs of all the pupils; developing and maintaining high quality teaching is at the heart of our approach, with a focus on the areas which our disadvantaged children require the most support. It is responsive to need and rooted in diagnostic assessment
- Act early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations
- Have high expectations of all pupils and help them to have high expectations of themselves
- Deliver an ambitious curriculum that enables pupils to explore the potential impact they can have upon themselves, the community and the wider world
- Target poor attendees and persistent lateness
- Adopt a whole-school approach in which staff take responsibility for disadvantage outcomes and have high expectations of what they can achieve
- 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 experience 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 Early Language Intervention 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.	80%+ achieve age related expectations in reading. The vast majority of pupils pass the Year 1 phonics screening test. Accelerated Reader shows positive progress and pupils read widely. Pupils tell us they 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. Lateness reduces.
The teaching and learning of writing enables all pupils to make progress.	80%+ 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)

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. EEF.	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
Herts Fluency Intervention Project	EEF Fluency Research Guide	1, 2, 5
Launch and implementation of Literacy Tree writing scheme.	DFE research report Research Report DFE-RR238.	5
Early Learning Intervention	EEF – has positive effects on language skills Crofty Speech & Language Therapist	1, 2, 5
Read Write Inc – working with Kernow English Hub.	RWI is a nationally recognised synthetic phonics programme	1, 2, 5
Letter Join handwriting	Cursive handwriting – dyslexia friendly approach	5
Mathswhizz	EEF recommended and Internationally recognised tutoring programme	5
Mastering Number Programme	NCTEM and EEF recommended	5

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

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
Pre teach / Post-teach	Targeted keep up	1, 2, 5
After school reading	EEF – reading comprehension strategies. High impact/low cost	1,2
Herts Fluency 8 week intervention 6-8 pupils	EEF Fluency Guide	1, 2, 5
Number Stacks maths intervention	Recognised successful maths intervention.	5

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

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: £88,950.00**

## 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.

Year 1 phonics 96% pass for PP children.

KS1 (Age-related expectations) Reading 60% exp, Writing 20% and Mathematics 60%

KS2 Reading 80% expected, Writing 73.3% expected, Maths 80% expected and combined RWM 66.7%

Attendance: 90.46%

### 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?	<p>Enrichment activities</p> <p>In class support</p> <p>Access to pastoral team</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Low level numbers of referrals to pastoral team.</p> <p>Enrichment activities were successful with high levels of engagement and enjoyment.</p> <p>Data outcomes were good. These children are on track to meet ARE by the end of the Key Stage.</p>