

Pupil premium strategy statement – Weeth Primary

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	27.96%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
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	£ 98,367
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 98,367

Part A: Pupil premium strategy plan

Statement of intent

At Weeth Primary School we support all pupils by providing high quality teaching, supplemented by academic and social and emotional interventions to support vulnerable learners and their families, as needed.

The aim of our provision is to remove or reduce barriers to learning which hinder our children making the academic progress they are capable of and which negatively impact their life chances, wider outcomes and choices in later life. We do this by delivering interventions and providing support that addresses academic development, social, emotional and mental health needs, physical needs and parenting needs.

We recognise the power of reading to unlock learning and opportunities for pupils. This is particularly important for disadvantaged pupils, opening the door to new worlds, ideas and people. The teaching of reading and application of these skills are core to our curriculum.

If everyone in the places we serve are to thrive, we need to effectively work with, and for, our communities building strong local relationships. Our hope is that through our work, we can develop meaningful connections with the families and community organisations within our localities.

The school Leadership Team and governing body monitor the impact of all spending and interventions, including the use of the Pupil Premium, using in-school tracking and monitoring procedures.

Our ultimate objectives for our disadvantaged pupils are to:

- Ensure every child learns to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- 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
- Provide all teachers and support staff with high quality CPPD to ensure that pupils receive quality first teaching. Provide targeted intervention to quickly identify gaps in learning.
- Act early to intervene to ensure pupils make accelerated progress so that the vast majority achieve Age Related Expectations
- 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 and support 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 live in a predominantly monocultural and geographically isolated part of Britain which limits their exposure to, and knowledge of, the diverse range of cultural backgrounds beyond their own community.
1a	Many of our children and families face multiple impacts of disadvantage. In order to narrow or eliminate the disadvantage gap, the work required is greater than that within the scope of the school working alone.
2	The word-gap between children living in disadvantage and their peers is large. High numbers of children living in disadvantage have speech and language needs.
3	Attainment in writing is lower for some of our pupil premium children, this is partly linked to the language barriers but for some is linked to barriers around transcription and lack of life experiences. Attainment in maths can be lower for some of our disadvantaged children, particularly linked to automaticity with number facts. Disadvantaged pupils typically take longer to progress through

	the phonics programme. This negatively impacts their development as readers.
4	Increasing numbers of children show signs and symptoms of low self-efficacy: avoidance of challenge, low motivation, self-doubt, anxiety and stress.
5	Our analysis of attendance data over the last few years indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. A number of disadvantaged pupils have been 'persistently absent' compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
To enrich and broaden our children's cultural capital and understanding of cultural diversity within Britain and around the world	Children can talk about a range of experiences, including things such as visits to museums, galleries and the theatre. They have had and are able to use and transfer the knowledge and insight gained from these experiences to their academic work eg. Able to answer reading comprehension questions that require background knowledge.
Improved links and shared working between the school and wider community organisations and parents will support families in a wider capacity than can be achieved within the school individually, which in turn will impact positively on outcomes.	Children have a knowledge of the cultural diversity within their own community, the UK and beyond. They are inquisitive and talk positively about a range of cultures different to their own.
To decrease the word-gap between children living with disadvantage and their peers.	More children have access to books at home, and parents read more frequently with their children. Teachers deliver quality first teaching for oracy. Children use a range of higher-level vocabulary in their written work.
To ensure children with speech and language needs have timely, targeted interventions to address their individual needs.	Children with speech and language needs make accelerated progress and/or catch-up with developmental speech and language norms. All Reception children have speech and language screening within the first few weeks of starting school.
Barriers for individuals are identified, including for their writing and maths automaticity and these have been addressed and children given appropriate provision and	Each pupil premium child has an individual provision map that identifies barriers and strategies to overcome these.

<p>support. All children make good progress in writing.</p> <p>Improved phonics and reading attainment for disadvantaged children.</p>	<p>Staff have received training to help them ensure that children who have stalled in their writing progress are able to move on.</p> <p>The progressive writing curriculum and high-quality teaching of writing across the school ensures all children make good progress.</p> <p>There is a diminishing gap between PP children and non-pp children in terms of writing attainment by the end of Year 6.</p> <p>Outcomes for phonics and reading are inline with or above national average.</p>
<p>To raise children's self-efficacy: their belief that their actions make a difference and therefore enable them to succeed.</p>	<p>Children have increased confidence in their ability to learn and succeed. Staff have the skills to promote self-efficacy through quality first teaching. School Culture promotes self-efficacy for all stakeholders.</p>
<p>Pupil premium attendance is improved and this impacts positively on whole school attendance.</p>	<p>Pupils attend school regularly with the school average attendance exceeding 96%.</p> <p>There is no difference between the attendance of disadvantaged pupils or those with SEND and their peers.</p>

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: £ 78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular use of the 'Lyfta' resource is achieved within school through:</p> <ul style="list-style-type: none"> -planning Lyfta into school assembly plans -using 'Lyfta' resources regularly to enhance curriculum delivery 	<p>HundrED recommended resource "helps teachers to nurture empathy, active citizenship and 21st Century skills."</p>	<p>1, 2</p>

Through the Trust RE network group, Lyfta resources will be mapped against the curriculum	Teacher Toolkit recommended resource to develop cultural capital and enrichment, providing valuable and cost-effective experiences.	1
Short writing activities based on a Lyfta stimulus will take place as part of a Trust wide competition (500 words)	EEF Improving Literacy studies (giving pupils a reason to write).	1, 3
CPD for teachers and TAs to support quality first teaching in relation to oracy.	“Professional development can support whole school approaches to close the word gap for disadvantaged pupils.” ROYAL COLLEGE OF SPEECH & LANGUAGE THERAPISTS	2
CPD for teachers and TAs to support quality adaptive teaching and delivery of interventions for speech and language needs.	“Professional development in speech, language and communication”, publication from The Communication Trust	2
Implementing the refined well-structured curriculum that is accessible to all, identifies small steps and is broad and balanced.	One of Rosenshine’s Principles and endorsed by Tom Sherrington. Breaking down the curriculum into smaller steps makes it more accessible to all children.	1,2,3
Refining the carefully planned long term class novel and non-fiction programme to ensure all children are exposed to a range of high-quality texts.	This develops cultural capital. High quality texts lead to children being aware of the wider world and opportunities on offer, as well as exposing them to challenging vocabulary. Evidence shows that prolific readers are better writers.	1,2,3,4,5
Exploring vocabulary is a key part of lessons and tier 1,2 and 3 vocab is identified, built upon, re-visited and used to reactivate learning. These words are shared with parents.	There is evidence from Brown, Roediger and McDaniel that reactivation of knowledge helps to transfer information to long term memory.	2
Use of coaching and peer mentoring for teachers and implementation of a new continuous professional and personal development cycle.	Tom Sherrington’s work on incremental coaching shows that this is a powerful way to raise standards in teaching and learning.	1,2,3,4,5

<p>Dedicated release time given for teachers to undertake CPD activities including peer observations.</p>	<p>Research, including things such as the EPI review 2020, shows that helping teachers to become better teachers is one of the things that will make the biggest difference to children's learning. The Charter College of Teaching promotes the importance of CPD and having time to read research.</p> <p>Having a good work / life balance is important, as recognised by the government, therefore time needs to be given to staff to complete some of their CPD within work time.</p>	<p>1,2,3,4,5</p>
<p>The writing curriculum has been reviewed and adjusted to reflect best practice considering the English Education review.</p>	<p>English Education Review: Telling the Story.</p> <p>Alex Quigley's work – 'The Writing Gap'</p>	<p>3</p>
<p>Use of Drawing Club and RWI phonics from day 1 in Reception to support early reading and writing.</p> <p>RWI development days take place each year.</p>	<p>Ofsted – Strong Foundations in the First Years of School.</p> <p>English Education Review: Telling the Story.</p>	<p>3</p>
<p>The use of Grammarsaurus resources for teacher CPD and to help children understand the structure of language.</p> <p>Place value of punctuation and grammar unit completed in Yr1-5.</p>	<p>English Education Review: Telling the Story.</p> <p>Alex Quigley's work – 'The Writing Gap'</p>	<p>3</p>
<p>Staff and TA meetings on high expectations from all staff reference punctuation and handwriting in all work take place.</p> <p>There is a focus on handwriting and presentation from day 1, including pencil grip and staff talk to children about why it is important.</p> <p>There is a focus on ascenders and descenders and the</p>	<p>English Education Review: Telling the Story.</p> <p>Ofsted – Strong Foundations in the First Years of School.</p>	<p>3</p>

children have regular handwriting sessions. Ensure basics are the focus EYFS and KS1		
Use of modelling is a key feature in writing lesson. Effective use of visualiser / flip chart to model.	Rosenshine's Principles Range of evidence to support this, including EEF	3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Additional set of RWI phonics programme ditty books and Book Bag Books purchased. RMT Portal and Leadership Development.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3
Teacher CPD in teaching of reading (post phonics) Reading Fluency training.	EEF research found that using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium Clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.	3
NCTEM training on Mastering Number completed and being delivered in Year 4 and 5. Teachers across the school are working with the Maths Hub and collaboratively with other schools to develop practice.	An EEF recommendation and also the work of NCTEM.	3
CPD for teachers and TA's to support quality first teaching in relation to developing and promoting self-efficacy: praising for effort and use of strategies; finding pivotal moments; recognising the importance of challenge; creating opportunities for roles and responsibilities.	Gutman and Schoon (2013) "Non-cognitive skills are vital for educational success. Schunk (1981): Self-efficacy as a predictor of academic performance. Bethaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.	4

<p>Our school motto is – ‘Inspire, Influence, Impact!’ Our ‘Weeth Rainbow’ represents all the skills we believe to be important to develop to become the best that we can be and a good citizen. Our curriculum is built around the idea that we can make a difference and have a positive impact on ourselves and others. This is promoted through lessons and assemblies as well as our ethos. This message is displayed throughout the school and is referred to continuously.</p>	<p>Gutman and Schoon (2013) “Non-cognitive skills are vital for educational success.</p> <p>Schunk (1981): Self-efficacy as a predictor of academic performance.</p> <p>Bethaeuser et al. (2020): Impact on academic outcomes, mental health and social factors.</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual provision maps created for each pupil premium child by teacher and TA, these identify key barriers, strategies to overcome these barriers and this is reviewed regularly.	This has proved effective in the school previously and has been suggested in a number of pupil premium training events, including those led by Marc Rowland.	1, 2, 3, 4, 5
Targeted interventions for speech and language, directed by a Speech and Language Therapist.	EEF Guide to the Pupil Premium ‘Menu of Approaches’.	2
1:1 support for children who need additional support to learn multiplication facts in Year 4 + and maths addition facts from the fluency grid in Yr1-3 is provided.	Those children who still have gaps in their number sense and lack fluency struggle to tackle KS2 work and it is a key barrier.	3

Support within class through scaffolding and prompting.	Evidence shows that it is not always best to take children out of class but instead, every interaction and can be seen as an intervention. The TA can scaffold learning and help make it accessible for all so all children are exposed to the challenging work.	2,3
Purchase licences for Literacy Gold to provide targeted support for individuals for phonics and reading.	Recognised effective programmes that use precision teaching as recommended by our school's educational psychologist.	3
Support children to 'keep up' with their phonics, with 1:1 RWI intervention sessions, following training from RWI consultant.	RWI is a DfE approved programme with a proven record of ensuring all children make good progress in phonics and have a strong start to early reading which results in confident and competent readers. The 1:1 intervention is part of the RWI programme.	3
Gross Motor Skills (Funfit) fine motor skills intervention and handwriting interventions to support those children who are not forming letters correctly. Identify most effective programmes to support this – eg. 'Write from the Start' and 'Letter Join'.	All established programmes based on research.	3
Year 5 and 6 SAT intervention booster groups are run throughout the year.	There is a variety of evidence to support and is an EEF recommendation. Previous experience in the school has seen positive outcomes.	3,4

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

Budgeted cost: £ 10,367

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging parents: Regular communication through weekly newsletter and notices, half-termly learning letters from class teachers, use of Class	John Hattie (2008) estimates that the effect of parental engagement is equivalent to 2-3 additional years learning over a pupil's school career.	1,2,3,4,5,

<p>Dojo to share resources and learning.</p> <p>Parent workshops and events such as 'Wednesday Walks' and open afternoons to share learning and used as opportunities to promote oracy and reading at home.</p> <p>Parental engagement sessions through the PINS project, linked to neurodiversity and supporting families with SEND.</p> <p>Engagement with local festivals and events eg. Trevithick Day, Camborne Christmas Lantern Parade (family workshop) music events, Festival of Arts.</p>		
<p>Improve attendance by improved communication with parents that is targeted and personalised.</p> <p>Work on helping everyone to feel like they belong and want to be in school.</p> <p>Rigorous monitoring and analysis of attendance data takes place.</p>	<p>Work of Mark Rowland Todd Rogers and Avi Feller</p> <p>Government document – 'Working Together to Improve school Attendance'.</p>	5
<p>Assemblies are used to expose children to a range of art, musicians and as a way to broaden children's thinking and ideas about the world we live in. Also provides opportunity to meet a variety of people and presenters.</p>	<p>The work of Bourdieu, David Didau, Lee Elliot Major. Emily Briant and other sociologists on the impact of developing cultural capital.</p>	1,4
<p>Ensure all children are involved in a good range of school trips and camps.</p>	<p>The work of Bourdieu, David Didau, Lee Elliot Major. Emily Briant and other sociologists on the impact of developing cultural capital.</p>	1,4
<p>Offer a good range of after school and</p>	<p>The work of Bourdieu, David Didau, Lee Elliot Major. Emily Briant and other</p>	1,4

lunchtime clubs and ensure all children have access to these.	sociologists on the impact of developing cultural capital.	
Develop musical experiences by participating in Songfest, Camborne Music festival, Trevithick Day and using resources such as Charanga and Sing Up.	The work of Bourdieu, David Didau, Lee Elliot Major, Emily Briant and other sociologists on the impact of developing cultural capital.	1,4
Careers related learning.	'Ignoring the process of career development occurring in childhood is similar to a gardener disregarding the quality of soil in which a garden will be planted'. Niles and Harris-Bowlsbey (2013) Career Development Interventions in the 21 st Century.	1,4
Working within the Trust's Community Strategy, the school will identify a current link held with a local organisation that can be further developed. Through active listening to the organisation, the school will identify an objective that can be worked on together to strengthen the community offer.	Reach Foundation Insights; CST work on School Trusts as New Civic Structures; Truly Civic: Strengthening the connection between universities and their places.	1A

Total budgeted cost: £ 98,367

