

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	Weston on Trent C of E Primary school
Number of pupils in school	151
Proportion (%) of pupil premium eligible pupils	11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	3/10/2022
Date on which it will be reviewed	19/12/2022
Statement authorised by	Sarah Burns
Pupil premium lead	Sarah Burns
Governor / Trustee lead	Phil Curnock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,080 FSM £960 Ever 6 service £2,410 post adoption
Recovery premium funding allocation this academic year	£
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	£14,450

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is 'Let Your Light Shine' this articulates our desire to treat every child as an individual and to ensure that he or she is supported and empowered in order to achieve their individual potential. Part of this is supporting the children in seeing themselves as learners, having self-respect and being ambitious for the future.

In order to develop our strategy, the SLT look at each individual child's unique circumstances, progress and needs and target our actions to ensure that we are maximising the benefit of their funding for them.

We aim to give our children the best possible life-chances and recognise that good academic outcomes give the children more choices when they are older. We understand that there can be non-academic barriers to learning which must be addressed in order to enable children to learn.

In order to optimise the benefit of funding received, we try to take a longer-term view and focus on activities that will increase our capacity as a school to support the children over a number of years rather than just for one term or academic year. For example, training seven adults in school to deliver Positive Play during the 2021-2022 academic year so that they are able to help many children in the future.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring that all staff in school are well-trained and have a good understanding of how children learn.
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Ensuring that the PPG reaches the pupils who need it most

Our implementation process

We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise frequent light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will consult a wide range of independent, high-quality reviews of evidence and assess whether the evidence is based on a context that is relevant to the school.

We will:

Explore

Identify a key priority that we can address

Systematically explore appropriate programmes and practices
Examine the fit and feasibility with the school

Prepare

Analyse the needs of our children in receipt of Pupil Premium.
Develop a clear, logical and well-specified plan
Make practical preparations

Deliver

Support staff and solve any problems using a flexible leadership approach
Reinforce initial training with follow-on support
Drive faithful adoption and intelligent adaption of schemes used

Sustain

Continually acknowledge, support and reward good implementation practices
Build skills and knowledge in the teaching team to enable the delivery of successful interventions in the longer term

Monitor

Review the success of the strategies used
Review the training needs of staff in order for them to successfully support the children

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality. Attendance for pupils in receipt of the Pupil Premium grant was 89.44% for the 2021-2022 academic year this compares to 95.26% for the whole school population. 27% of the children identified as persistent absentees are in receipt of the Pupil Premium grant.
2	SEND: 22% of the pupils in the school have SEND; of the children in receipt of PP this rises to 50%.
3	Complex home environments including financial difficulties, parental mental health are affecting 36% of our children in receipt of PP and the parents' capacity to support the children with their learning at home.
4	57% of the children in receipt of PP experience difficulties with focus, concentration and self-regulation due to SEND, anxiety and challenges in their home environments.
5	Slow progress in acquiring key skills and understanding such as phonics and place value. At the end of the 2021-2022 academic year, of the 5 pupil premium children in year 2, only 1 achieved age-related expectations for writing. This was linked to SEND.

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
Improve attendance and punctuality.	<p>The attendance of children in receipt of pupil premium will be in-line with the rest of the school population.</p> <p>Persistent lateness will cease to be an issue.</p>
Complex home environments including financial difficulties, parental mental health.	<p>Parents have increased capacity to support their children including supporting their learning.</p> <p>Early Help is rapidly provided if required.</p> <p>Reading practice and opportunities to complete homework are provided in school if needs be.</p>
Difficulties with focus and concentration due to SEND, anxiety and dysregulation.	<p>Adults will have the understanding and strategies needed to support children.</p> <p>Emotional and nurture needs will be met enabling the children to have a positive attitude to school and to make expected progress.</p> <p>Quality First Teaching will be delivered to all children.</p> <p>The number of episodes of dysregulated behaviour reduce.</p>
Slow progress in acquiring key skills and understanding such as phonics and place value.	<p>Progress in acquiring key knowledge and skills will become more rapid and sustained.</p> <p>Adults will have the required knowledge and understanding of pedagogy to successfully support all children.</p> <p>Needs will be met enabling all children to make expected progress.</p> <p>Quality First Teaching will be delivered to all children.</p> <p>Children in receipt of Pupil Premium will meet their own targets.</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: £ 4,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Martin Harvey ISHA training. £690	This matches the '5 a day approach, cognition and metacognitive strategies and scaffolding and advised in the following guidance: School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)	2,4,5
Additional TA time in class to facilitate flexible grouping. £650 (1 hour TA time for a year) x 5 days = £3,250	This matches the '5 a day' approach, cognition and metacognitive strategies and scaffolding and advised in the following guidance: School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)	4,5
One consultation with Susan Lawton (educational psychologist) in order to advise on building class cohesion and managing multiple SEND plans in one class. £450		2

Also consulted: [Pupil Premium Guide Apr 2022 1.0.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://d2tic4wvo1iusb.cloudfront.net/Pupil_Premium_Guide_Apr_2022_1.0.pdf)

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

Budgeted cost: £ 7,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional TA time to support phonics teaching</p> <p>£650 (1 hour TA time for a year) x 5 days = £3,250</p>	<p>EEF Guide to the Pupil Premium.</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Purchase 7+ books to supplement the Little Wandle Scheme and allow for catch up sessions.</p> <p>(Estimate) £300</p>		5
<p>1:1 reading sessions outside school time.</p> <p>3 TAs for 20 minutes each day= 1 hour daily= £650x5= £3,250</p> <p>For higher attaining pupil premium children this time is spent on improving comprehension and inference skills.</p>	<p>EEF evidence of the effectiveness of working 1:1</p> <p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>School Planning Guide 2022-23.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2,3,4,5
<p>First Class@Number intervention delivered to identified children.</p> <p>TA to deliver the programme: 24 x £17= £408</p>	<p>Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £ 4,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help in place to ensure improving attendance	Established approach	1, 3
Reward charts and stickers used to encourage good attendance. £100	Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net) EEF advice on improving attendance Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1, 3
Meetings with parents as required.	Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net) EEF advice on improving attendance Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1, 3
<u>Nurture provision in place for Pupil Premium children.</u> Positive play for 7 children. 1 hour of TA time per week= £650 (Other hours funded by SEND hours) 3 hours TA time weekly from the nurture from November 1 st . 30x3=90x £17= £1,530 Membership of Happy You for nurture resources. £60		4
Free of charge break snacks for children in receipt of pupil premium		3

so that family finances are not stretched. £3x39x16= £1,989		
Recycled uniform available free of charge in school.		3
Trips and visits funded by the school PSFA.		3

Total budgeted cost: £ 15,927

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 2020 to 2021 academic year.

Positive Play was successfully implemented. This helped individual children (Boxhall Profile outcomes improved) and increased capacity for the future.

Phonics outcomes for the school were just below National. There were no pupil premium pupils in the cohort to compare with previous years.

60% of the children in receipt of pupil premium in the class that had additional TA support achieved ARE for reading, this was an improvement of 40% at the end of the previous academic year.

Little Wandle was successfully introduced and is supporting all the children. Progress in phonics has speeded up with children at a higher stage than children of the same age the previous year.

The speech and language support has been very effective and will continue. It is being brought in-house for greater cost efficiency.

The out of hours reads have had a very positive impact. Not only has progress speeded up, but attitudes towards reading in key children has improved substantially.

Attendance for pupils in receipt of the Pupil Premium grant was 89.44% for the 2021-2022 academic year this compares to 95.26% for the whole school population.

27% of the children identified as persistent absentees are in receipt of the Pupil Premium grant.

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
Positive Play	Derbyshire County Council
Little Wandle Phonics Scheme	DfE approved.

