

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	149
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	01/10/2023
Date on which it will be reviewed	21/12/2023
Statement authorised by	Mark Hibbert
Pupil premium lead	Mark Hibbert
Governor / Trustee lead	Phil Curnock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20370 FSM 14 x £1455 £670 Ever 6 service 2 x £335 £0 post adoption
Recovery premium funding allocation this academic year	£2030 14 x £145
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	£23070

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 they are 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.

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 year on year has always been lower than those not in receipt. Many of the children identified as persistent absentees are in receipt of the Pupil Premium grant.
2	SEND: 26% of the pupils in the school have some identified SEND; of the children in receipt of PP this rises to 50%.
3	Complex situations for some of the families include: financial difficulties, parental mental health and no fixed address. This affects 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. Pupil Premium children at Weston do not perform as well in Phonics testing, KS1 SATs or KS2 SATs.
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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>Strong extra-curricular offer is on offer for our Pupil Premium children.</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: £5250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tom Sherrington – Wlaktus and Rosenshine’s principles CPD for teachers and Tas – including copies of the books £500	Teachers can respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches. They use regular feedback to create metacognitively aware children.	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
2 half day consultations with a writing specialist to develop teacher understanding of supporting learners to strong written outcomes £750	Pupil Premium children generally have more limited vocabulary than that of their peers, therefore difficulty in expressing themselves through written outcomes is more difficult. By looking at our approach, we can identify ways and means of supporting those Pupil Premium learners.	2,4,5
A full day EYFS specialist to provide targeted support for outdoor areas development to ensure we can provide a solid foundation for children to develop natural exploration and play £750	The experiences children have during play help strengthen and expand networks of connections in their developing brains.	2,4,5

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

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

Budgeted cost: £9858

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 1 days = £650</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 of sensory equipment to ensure those children with focus and attention issues can have their needs met</p> <p>£350</p>	<p>Sensory play helps children to develop their senses, encourages problem-solving and can build nerve connections in the brain</p>	2,4
<p>1:3 Physical Development sessions with qualified sports coach</p> <p>£3250</p>	<p>Being active in childhood is vital to long-term wellbeing and physical and mental health. This investment in the children will help them to keep fit, have a healthy start to life and will help save the NHS money in the years ahead.</p>	2,4
<p>1:3 reading sessions outside school time.</p> <p>3 TAs for 20 minutes each day= 1 hour daily= £650x5= £3,250</p> <p>For pupil premium children who need additional time spent on developing fluency and prosody to develop further curriculum access</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
<p>Therapeutic interventions for children who have high number of ACEs or suffered traumatic experiences in early childhood</p> <p>£650 (1 hour TA time for a year) x 3 days = £1950</p>	<p>The most pressing need at service and national level is for a stronger focus on outcomes for children and young people, including the outcomes valued by parents and children. They should reflect the primary SLCN and learning needs of the child, so that for children with primarily speech difficulties, services should be collecting speech relevant outcomes as well as those relating to parents' interests in independence and inclusion</p>	3,4,5

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

Budgeted cost: £ 7962

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help in place to ensure improving attendance	Established approach	1, 3
<p>Reward charts and stickers used to encourage good attendance.</p> <p>£100</p>	<p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF advice on improving attendance</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	1, 3
Meetings with parents as required.	<p>Attendance-REA-report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF advice on improving attendance</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	1, 3

<p><u>Children First Derbyshire Cluster support package</u> £1608</p>	<p>Support to relieve the distress and suffering experienced by families and children. It is of benefit to vulnerable children, young people and families, making life improvements by:</p> <ul style="list-style-type: none"> - Responding to the needs of children where stress within the home may adversely affect their welfare or development - Providing support for children who are regarded as vulnerable and who may be at risk of social exclusion - Delivering community services designed to foster the general wellbeing of families with children - Providing services for parents which will enable them to better respond to the personal needs and financial support of their children 	4
<p>Free of charge break snacks for children in receipt of pupil premium so that family finances are not stretched. £3x39x16= £1,989</p>	<p>Good nutrition is essential during childhood, as it is a time of rapid growth, development and activity.</p>	3
<p>Recycled uniform available free of charge in school. £100</p>	<p>Reusing the fabric in old clothes means less resources, both monetary and environmental, are wasted in growing fibres for new ones – we promote this for all families</p>	3
<p>A behaviour strategy that supports self-regulation, high expectations and restoration. £1165 Whole staff training Resources Behaviour Support team access</p>	<p>“When learners are struggling they need support, not red lines and stern faces. They don’t need the dark suits of doom, but rather a learning coach, detached from any process, to support, mentor and guide. (A problem solver, not a process monkey, remember?) A skilled, empathetic specialist who can work with the learner to meet their immediate needs and stem the flow of poor conduct.” — Paul Dix, When the Adults Change, Everything Changes: Seismic shifts in school behaviour</p>	3,4,5
<p>Authors and Poets fully funded by the PSFA to ensure no child misses experiential knowledge development. £500</p>	<p>Experiential learning provides individuals with transferrable skills such as creativity, innovation, team collaboration, problem-solving, and critical thinking.</p>	3

<p>Sensory Circuits used twice a day for regulation and focus</p> <p>Staff training and suitable equipment purchases £1500</p>	<p>Children with evidence of sensory processing dysfunction, such as those with ASD, often have difficulty regulating responses to sensations and specific stimuli and may use self-stimulation to compensate for limited sensory input or to avoid overstimulation. Behaviours such as stereotypic motor movements, aimless running, aggression, and self-injurious behaviours have been correlated with these sensory processing abnormalities. The goals of treatment are to improve sensory modulation related to behaviour and attention and to increase abilities for social interactions, academic skills, and independence through better Sensory Interrogation.</p>	1,2,3,4,5
<p>Forest School Interventions used to promote Social and emotional understanding in those learners who have limited outdoor opportunities.</p> <p>Forest School maintenance, resource purchases, additional staff training £1000</p>	<p>An evaluation of Forest School interventions suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	1,2,3,4,5

Total budgeted cost: £ 23070

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 above National. There were no pupil premium pupils in the cohort to compare with previous years.

Little Wandle was successfully implemented with full fidelity to the scheme and is supporting all the children. Progress in phonics has sped 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 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 92.6% for the 2022-2023 academic year this compares to 96.6% for the whole school population.

14.3% of the children in receipt of Pupil Premium grant were persistently absent

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.