

# Pupil premium strategy statement – Weston Mill Community Primary Academy

*Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.*

*All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.*

*If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.*

*Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.*

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	240
Proportion (%) of pupil premium eligible pupils	49.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 – 2023 to 2024 - 2025
Date this statement was published	18 <sup>th</sup> December 2022
Date on which it will be reviewed	31 <sup>st</sup> July 2023
Statement authorised by	Kathryn Catherwood
Pupil premium lead	Kathryn Catherwood
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 173,125
Recovery premium funding allocation this academic year	£ 18,125
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b>  <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>	£ 191,250

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium is funding provided to schools which is additional to main school funding and is aimed at children from disadvantaged backgrounds. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (Ever 6).

Research clearly shows established links between deprivation and educational underachievement. Pupil Premium enables schools to support these children in overcoming any barriers they may have in successfully engaging with their education. It helps to support disadvantaged children to reach their full potential by accelerating their progress and providing them with experiences which may not normally be available to them. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Weston Mill, we continually review the context and challenges of our school context to ensure that all children can achieve their full potential. In recent years, we have evaluated these challenges and used up-to-date research from the EEF to promote the attainment and progress of our most disadvantaged children. Common barriers to learning for disadvantaged children: weak communication and language skills, parental engagement, social and emotional needs and attendance. In addition to this, there may be wider family or community factors that may prevent our children from flourishing.

Staff at Weston Mill, alongside the LAB and Board of Trustees regular review the identified barriers to learning and interventions required, through targeted support in whole-class, small group or 1-1 basis. Following key educational research from EEF in Closing the Gap, we aim to provide high quality teaching, targeted academic support and utilise wider strategies for pupils who are not making expected progress, as well as addressing non-academic barriers to attainment such as attendance, well-being and cultural capital. Our decisions are guided by the most up-to-date research to plan and support identified groups of children to close the gap. Through regular monitor and assessment, by school staff and board of trustees throughout the year, we can critically evaluate the impact and plan for further opportunities to close the gap.

Fundamental to our work on support our most disadvantaged children this year, we recognise the vital role that our wider school community play in the lives of our children. As part of our Pupil Premium Strategy, we strive to develop our working

relationships with parents of our most disadvantaged children to drive pupil progress, promote engagement and positively support their child's learning. Our Pastoral team, including INCO and Family Support Worker, work proactively with parents and carers to develop positive relationships between home and school and promote pupil progress.

## Challenges

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

Challenge number	Detail of challenge
1	To raise attainment and accelerated progress of those children at risk of underachieving in English and Maths.
2	To provide emotional support for families and pupils with carefully planned approaches to working and engagement for all.
3	To ensure access and enrichment to all areas of the curriculum opportunities are provided for all, with the development of whole-school curriculum.
4	To ensure acceleration of communication and language skills from starting point in EYFS to Year 6 to narrow the gap in attainment of disadvantaged and non-disadvantaged children.
5	To raise attendance and persistent absenteeism/lateness of PP/Disadvantaged children.

## 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
Disadvantaged pupils to continue to make progress to maintain that made in previous year/key stage.	Assessment data from End of Year 2023, will show that 90%+ of disadvantaged children have made progress from the previous summer data.
Pupils who have fallen behind, will make accelerated progress to close the gap through high quality teaching.	Assessment data from End of Year 2023, will show that 5 – 10% of disadvantaged children have made accelerated progress from previous summer data.
Provision maps and interventions provide targeted academic support through high-quality intervention, monitored by SLT and INCo.	Interventions provided for disadvantaged pupils to be monitored to demonstrate positive impact from starting point to accelerate progress.

<p>Children will have access to a range of texts matched to their current reading levels and ability.</p> <p>Professional Development for all staff through training to ensure high quality teaching of reading/RWI to develop key reading skills and a love of reading from EYFS to Year 6.</p>	<p>Accelerated reading programme to be used effectively from Year 2 – 6 to monitor progress and provide targeted academic support for identified children to close the attainment gap in reading.</p> <p>Assessment data 22-23 for Year 1 Phonics and Reading at end of KS1 and 2 will show that 85% of disadvantaged pupils will have made expected progress from the previous Summer.</p> <p>Assessment in Summer 23 for all non statutory year groups, will show that 90% of disadvantaged children will have made expected progress from the previous Summer assessment point. 5% of these pupils will have made accelerated progress from this point.</p>
<p>Additional staff to support the teaching and learning across the school, making access to learning and SEMH support available.</p> <p>Release of INCO (non teaching) to ensure that provision is mapped out, timely and effective and demonstrates impact on children from disadvantaged groups.</p> <p>Ensure that pastoral provision is targeted to improve children’s interactions with others and a greater self-awareness of behaviour and emotions.</p>	<p>High quality teaching targets the needs of all children, including those with SEMH needs, utilising adults available throughout the school day.</p> <p>INCO/Family Support Worker to identify and support families and children to alleviate the barriers to learning. BAE audit is used to monitor the SEMH/Attendance/Behaviour of all children to provide target support for identified children.</p> <p>Identified children to attend nurture breakfast with Thrive staff to support the transition into school. HUT space is available to all children to support with SEMH needs and behaviour across both break and lunch playtimes. Additional targeted support for identified children provided in small groups and 1-1 sessions.</p>
<p>School will deliver an engaging broad and balanced curriculum from EYFS to KS2.</p> <p>Children will have access to a rich experience to enhance learning, through curriculum and wider-curricular experiences.</p>	<p>The curriculum learning journey is explicit to ensure that learning connections and development and reinforced throughout the curriculum journey. High quality texts will be used to promote knowledge and depth within teaching and learning and broaden experiences.</p> <p>Staff will provide a range of visits/WOW experiences to enhance and inspire learning and make it memorable. Staff to use allocated funding to provide WOW days and events to enthuse children and make connections across all areas of the curriculum.</p>

<p>Children starting with lower-than-average communication and language skills to close the gap with their peers.</p> <p>Children will develop oracy skills to communicate effectively and support with written communication.</p>	<p>Staff in EYFS will ensure that 80% of children will make the expected progress in communication and language from their starting point. 5% of disadvantaged children will make accelerated progress from their starting point.</p> <p>High quality professional development provided to develop oracy throughout the curriculum.</p> <p>Teachers to continue to provide opportunities to develop and assess speaking and listening, through oracy across the curriculum and evaluate the impact within the assessment of writing and reading.</p>
<p>Disadvantaged pupils to meet national expectations for attendance.</p>	<p>Attendance of disadvantaged pupils to match the national average for non-disadvantaged pupils – 96%+</p> <p>Attendance to be monitored by Head of School, Family Support Worker, EWO and Pastoral Team to increase attendance and persistent absenteeism and lateness for disadvantaged pupils.</p> <p>Increased engagement with parents through regular meetings to provide support and promote attendance and punctuality of disadvantaged children.</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: £ 99,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to engage in high quality CPD to deliver Quality First Teaching and Learning delivered by Trust CPD Lead</p>	<p>EEF: <a href="https://www.educationendowmentfoundation.org.uk/blog/2018/05/16/eef-blog-the-five-a-day-approach-how-the-eef-can-support-eeef">EEF blog: The Five-a-day approach: How the EEF can support   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 4</p>

<ul style="list-style-type: none"> <li>- Walkthrus – Five a day approach to teaching and learning.</li> <li>- Staff INSETs</li>   <li>- Subject leader release time and monitoring</li> <li>- MAT-wide curriculum development for subject leaders</li> </ul>	<p>EEF: <a href="https://www.eef.org.uk/achieving-effective-learning-behaviours">EEF Blog: Five-a-day - achieving effective learning behaviours...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Provision of interventions and challenge teaching for children identified as needing to catch-up – see <a href="https://www.gov.uk/government/news/the-pupil-premium-how-schools-are-spending-the-funding-successfully">The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Mary Myatt Learning - learning, leadership and the curriculum</a></p> <p><a href="#">EEF launches updated Teaching and Learning Toolkit   EEF</a></p>	
<p>Trust Teaching and Learning Lead to work with teachers from across the Trust to develop coaching programme within school.</p>	<p>Evidence from Education <a href="https://www.eef.org.uk/school-planning-support-2022-23">School planning support 2022-23   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p>RWI Training for all staff to improve provision for teaching of early reading.</p>	<p>Reading Framework. <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</a></p>	<p>1, 3</p>

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

Budgeted cost: £ 54,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NELI Programme – to be delivered to EYFS/year 1 children to support with Speech and Language intervention.</p>	<p><a href="https://www.eef.org.uk/nuffield-early-language-intervention">Nuffield Early Language Intervention   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4</p>
<p>ELSA – Staff to complete BAE audit to assess SEMH needs of all children.</p>	<p><a href="#">Evaluation Reports – ELSA Network</a></p>	<p>2, 4n</p>

Thrive – Teachers to use Thrive audits to support the SEMH needs of children through targeted class support.	<a href="#">Impact and Evidence   The Thrive Approach</a>	2, 4
--	---	------

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

Budgeted cost: £ 38956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision to support SEMH needs within KS2.	<a href="#">Research &amp; Evidence – NurtureUK</a>	2
EWO – regular meetings with EWO and SLT to monitor and provide targeted support for persistently poor attendance and absenteeism.	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	5
Development of outdoor play through the OPAL Programme.	<a href="#">Research and Evidence - Outdoor Play And Learning</a>	3, 4
Speech and Language therapist support in school for early intervention.	<a href="#">Exploring interventions for children and young people with SLCN - GOV.UK (www.gov.uk)</a>	4
School-based counsellor to support SEMH needs of children following referral from INCO.	<a href="#">Longer-term effects of school-based counselling in UK primary schools   SpringerLink</a>	2

**Total budgeted cost: £ 193,379**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2021 – 2022, we evaluated the impact on teaching and learning following several years of missed learning. Key documentation and research were implemented to ensure that gaps in learning were targeted to ensure all children continued to make progress from their starting points. Long-term plans were evaluated, and changes made to ensure that learning was adapted to fill the gaps in learning, as well as build on prior learning. Additional targeted academic support was delivered through the National Tutoring programme for identified children who were not make expected progress from their starting point.

Social and emotional education and well-being remained a key focus last year following the unpredictability of the previous academic year. Through wider strategies (HUT provision, PSHE and play opportunities), we focused on developing social awareness and emotional literacy to support our children to collaborate and communicate with their peers. For key year groups, additional opportunities were provided to develop collaboration using outdoor learning environment. These wider strategies have supported children to grow in confidence and develop a better awareness of self.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*