

# Weddington Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Weddington Primary School
Number of pupils in school	467
Proportion (%) of pupil premium eligible pupils	14.35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	April 2023
Date on which it will be reviewed	April 2024
Statement authorised by	J Kershaw, Headteacher
Pupil premium lead	Claire Darlison
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,747
Recovery premium funding allocation this academic year	£11,390
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	£130,137

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected by Covid 19, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. This is especially noticeable in Reception where only

	57% of disadvantaged children are on track to achieve ELG in Communication and Language, at the end of spring term, compared with 75% of non-disadvantaged children.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In Year 1 only 25% of disadvantaged pupils are on track to pass the PSC compared to 52% of non-disadvantaged.
3	Internal and external (where available) assessments indicate that greater depth maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  At the end of spring only 6% of disadvantaged pupils in KS1 and KS2 were assessed as working above the expected level compared to 19% of non-disadvantaged children.
4	Internal and external moderation indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, who have made relatively good progress.  Spring data for Reception showed that only 21% of disadvantaged pupils were on track to reach ELG in writing, compared with 62% on non-disadvantaged pupils.  This picture continues into KS1 and KS2 where only 35% of disadvantaged pupils were on track to reach end of year expectations compared with 61% of non-disadvantaged pupils.
5	Our research has shown that disadvantaged pupils are most likely to be affected negatively during the current cost of living crisis with a particular lack of opportunity for enrichment activities.
6	Attendance data shows that a number of children have persistently poor attendance below 90%. Of the 32 children who have been targeted for attendance support 78% of them are also identified as disadvantaged.

## 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
1.Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2.Improved reading attainment among disadvantaged pupils.	KS1 Phonics screening shows 80%+ pass rate.

	KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
3. Improved percentage of pupils identified as working at greater depth in maths in each year group in KS1 and KS2.	The difference in percentage between disadvantaged and non-disadvantaged pupils achieving greater depth in maths will be no greater than 10% in each year group.
4. Improved writing attainment for disadvantaged pupils at the end of each Key Stage.	Writing outcomes at the end of Reception, KS1 and KS2 will show that 80% of pupils have achieved the expected standard.
6. Access to and engagement with enrichment activities for disadvantaged pupils is increased.	The number of disadvantaged children accessing after school clubs and music lessons will increase. Disadvantaged pupils will have access to school trips to enrich and extend their understanding of the curriculum being offered.
7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The number of pupils requiring an attendance plan will fall significantly to less than 15, with no more than 30% of those being disadvantaged children.

## 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: £28015.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>NELI - Reception Talk for writing - KS1 Magpie vocabulary and whole class reading</p>	<p>1, 4</p> <p>TA Training cover= £1863.16</p>
<p>2.Continued support with DfE validated Systematic Synthetic Phonics programme (Read, Write, Inc) and resources to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Jilly Crawford (RWI coach) to continue to support school. Reading materials purchased to ensure pupils can read at home as well as in school (especially for disadvantaged pupils)</p>	<p>2, 4</p> <p>RWINc portal and development days £2040</p> <p>Books and RWI resources - £2163.04 =</p>
<p>3. Joining the NCETM Maths Hub on a three year programme to develop Maths Mastery throughout the school.</p>	<p>Considerably fewer children will be working on out of year group objectives.</p> <p>Maths lead will become an expert in how to lead a maths mastery curriculum and staff ability and confidence to deliver the maths mastery curriculum will increase, resulting in increase in attainment, especially at greater depth for disadvantaged children.</p>	<p>3</p> <p>BS cover to attend training sessions</p> <p>1 x full day termly = £631</p>
<p>4. Resources to support quality first teaching in English.</p>	<p>Purchase of Literacy Shed plus to increase the quality of text types and stimulus being offered to children.</p>	<p>1, 4, 5</p> <p>Literacy Shed subscription £555.60</p>

Management time for English lead to support teachers in developing the curriculum through using the resource.		ER's ½ day cover fortnightly=£6,714.83
5. Participation in the Nuneaton Education Alliance collaboration with Challenge Education "Achieving Equity in Education for Nuneaton's Disadvantaged Learners"	Deputy Headteacher to increase understanding of the challenges and barriers to learning for disadvantaged children and to weave this knowledge through every aspect of the school development plan, which will improve outcomes for all disadvantaged pupils.	1,2, 3, 4, 5, 6  Cost to school £130
6. Continuing to embed Thrive approaches into routine educational practices and supported by professional development training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life.	5, 6 Time from HK and KS providing Thrive support in school £9,643 Thrive training for KS £2,100 Ongoing Thrive training for HK £2040 "Making the difference – trauma informed key adults" Training for CD £135

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

Budgeted cost: £60,901.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3 & 5  SL and DB Neli training cover £1458.98

		SL/DB Sessions per week = £8337.20 BS LEO sessions per week £2584
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with RWI coach Jilly Crawford	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 4  LM – 3 x weekly PM £4702.50
Using an additional teacher for tutoring in small groups and 1-1	Tuition targeted at specific needs and knowledge gaps in current Year 3 cohort can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups	2, 3, 4 & 5 LJ half a day a week £5,599 JS am salary = £18,989 SG salary £19,231

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

Budgeted cost: £41601.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and experiences to enrich the curriculum will be offered to disadvantaged pupils free of charge.	All children will be able to fully take part in trips and experiences.	5, 6  £9045

After school clubs will be offered to all children.	<p>Monitoring of attendance at after school clubs will show an increase in attendance by disadvantaged pupils.</p> <p>Pupil voice will be sought to discover why disadvantaged children do not choose to take part in certain clubs if patterns are found.</p> <p>Payments of £50 vouchers to help with school uniform</p>	<p>6</p> <p>Support with resources for or payment towards attending clubs £2850</p> <p>£3350</p>
<p>Whole school training</p> <p>Emotion coaching</p> <p>Protective Behaviour</p> <p>Team Teach</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Direct intervention from TA groups £15,771.20</p> <p>Team teach £1440</p>
Attendance plans shared with parents of children with persistently low attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	<p>Training for HK £1100</p> <p>Approx. 1.5 hour week for HK = £1798</p>
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All £6247.09

**Total budgeted cost: £130,518.60 \* overspend of £381.60**