

Weddington Primary School - Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic financial 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	463
Proportion (%) of pupil premium eligible pupils	19.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	April 2024
Date on which it will be reviewed	April 2025
Statement authorised by	Mitesh Patel Headteacher
Pupil premium lead	Claire Darlison Deputy Headteacher
Governor / Trustee lead	Gwyn Evans – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,963
Recovery premium funding allocation this academic year	£0
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	£2,570,347



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 - Improved oral language skills and vocabulary among disadvantaged pupils	Assessments, observations, and discussions with pupils indicate underdeveloped 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 - Improved English and maths attainment and progress among disadvantaged pupils is increased and sustained.	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. Internal and external (where available) assessments indicate that greater depth maths and English attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. 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.
3 - Behaviour, wellbeing and attitudes are outstanding in and out of school.	Our pupils often begin their school life with a lack of structure and routine. Some of our pupils have ongoing social, emotional and mental well-being needs throughout their school life and we thrive to give them allocated and targeted support.
4 - Access to and engagement with enrichment activities for disadvantaged pupils is increased.	Due to the demographic of our school community, children have limited "life experiences" outside school. Very few children attend out of school clubs and social and multi-cultural experiences are limited to family and their community. Another challenge is parents' support and willingness to allow their children to attend after (school organised) school clubs as religious priorities supersede school ones. This has an impact on learning across the curriculum as children are unable to draw on their own experiences to enhance their learning, for example writing about holidays abroad or hobbies
5 - Effective Pastoral team that supports disadvantaged children and families to improve their quality of learning and pastoral needs	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. 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.



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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
<p>1.Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p> <p>Strong use of language across the curriculum by all children.</p> <p>KS1 and KS2 SATs at least in line with national but we consistently aim above this</p>
<p>2.Improved English and maths attainment and progress among disadvantaged pupils is increased and sustained.</p>	<p>All children make at least expected progress and some make better than expected progress. Results for the end of KS1 and KS2 are at least in line with national expectations or above.</p> <p>Early reading is developed. Children are able to read with increased accuracy and fluency.</p> <p>Reading for pleasure is improved for all children.</p>
<p>3. Behaviour, wellbeing and attitudes are outstanding in and out of school.</p>	<p>Our vulnerable pupils often begin their school life with a lack of structure and routine. Some of our pupils have ongoing social, emotional and mental well-being needs throughout their school life and we thrive to give them allocated and targeted support.</p>
<p>4. Access to and engagement with enrichment activities for disadvantaged pupils is increased.</p>	<p>The number of disadvantaged children accessing after school clubs and music lessons will increase.</p> <p>Disadvantaged pupils will have access to school trips to enrich and extend their understanding of the curriculum being offered.</p>
<p>5. Effective Pastoral team that supports disadvantaged children and families to improve their quality of learning and pastoral needs</p>	<p>Our families will benefit from our personalised support from our pastoral team.</p> <p>The increased confidence of the parents leads to better outcomes for the children and families.</p> <p>This support means the parents have appropriate support as barriers removed and support provided.</p> <p>Attendance - the Pastoral Team have had to, and continue to, visit families at the home and support parents with concerns and maintain high attendance.</p> <p>Assessments, observations, and discussions with pupils and families many families need support with their pastoral care. These are evident from Reception through to KS2. Many families have low engagement levels when supporting their children in and out of school.</p> <p>Parents are clearer with regards expectations and know that continued support is available.</p> <p>The Weddington family will continue to succeed and overcome barriers by being proactive.</p> <p>Values and vision are understood by the child, parent and school.</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: £31,316.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. To target small groups with oral support/language work Teachers will ensure TAs support this additional support through the curriculum.	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: NELI - Reception Talk for writing - KS1 Magpie vocabulary and whole class reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 4
2. Continued support with DfE validated Systematic Synthetic Phonics programme (Read, Write, Inc) and resources to secure stronger phonics teaching for all pupils.	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)	1, 2, 4
3. Joining the NCETM Maths Hub on a three year programme to develop Maths Mastery throughout the school.	Considerably fewer children will be working on out of year group objectives. 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.	1, 2 and 3
4. Resources to support quality first teaching in English and maths.	A range of resources to be purchased to increase the quality of text types and stimulus being offered to children.	1, 4, 5



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5. Management time for English and maths lead to support teachers in developing the curriculum through using the resource.	Time provided to maths and English leads to ensure their subject is well led and managed so all children, particularly, the PPG children have a strong provision and outcome.	1, 4, 5
6. To develop staff knowledge of adapted provision and meeting the needs of PP children and children with SEND. Nuneaton Consortium and Gateway Alliance training for staff	Staff will have professional development opportunities to increase their understanding on delivering a strong and effective curriculum that includes every child so PPG children make rapid progress.	1,2, 3, 4, 5,
7. Develop teaching techniques and pedagogy.	A professional development programme is supported by evidence from cognitive science which provides a clear model for learning, ensuring highly effective professional development for all staff which draws on the work of prominent researchers and cognitive scientists including Barak Rosenshine, Their ideas summarised and adapted in our new Weddington's Pedagogical Principles. This includes: Section WalkThrus. The simplified model of learning informs all of our key teaching techniques.	1, 2, 3, 5

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

Budgeted cost: £73,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create opportunities for vulnerable PPG children to have 1;1 and small group time building up their confidence and have a growth mind-set	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: Oral language interventions EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publication/s/the-pupil-premium-how-schools-are-spending-the-funding-successfully	1, 2, 3 & 5



	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with RWI coach Jilly Crawford</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4</p>
<p>The appointment of two members of the Pastoral Team to support learning and home school activities.</p> <p>To maintain and further develop an effective pastoral team with a focus of implementing high safeguarding practice.</p> <p>To support vulnerable children and families and deal with emotional, social and behavioural issues</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) Metacognition and self-regulation EEF</p> <p>www.educationendowmentfoundation.org.uk</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3, 4 and 5</p>



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

Budgeted cost: £23,886.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trips and experiences to enrich the curriculum will be offered to disadvantaged pupils free of charge.</p>	<p>All children will be able to fully take part in trips and experiences.</p> <p>Studies reviewed by EEF have shown some value of enrichment activities such as educational visits, workshops, careers days etc on pupils' outcomes, however, we know from pupil voice that pupils feel that they learn more from these types of experiences and therefore understand and enjoy their subsequent classwork.</p> <p>Our disadvantaged pupils have limited access to the wider experiences that they are required to understand. The use of author days, artist collaboration extra-curricular clubs add to the pupils learning experience</p>	<p>3, 4, 5</p>
<p>School sport clubs within the day – support social, behaviour and emotional needs</p>	<p>External sports company to provide sporting enrichment activities for all of our vulnerable children. This will increase children's confidence and social skills.</p>	<p>3, 4 and 5</p>
<p>After school clubs will be offered to all children.</p>	<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>3, 4 and 5</p>
<p>To support these families with purchasing school uniform.</p> <p>School Uniform ensures we maintain a professional standard and promotes positivity.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</p> <p>This will ensure we support vulnerable families who find uniforms expensive</p> <p>We ensure that we create a culture of inclusion</p> <p>To reduce admin time of phoning parents who have not got kit. Parents stress will be elevated.</p>	<p>All</p>





<p>Whole school training to support children with their behaviour and with their pastoral needs.</p> <p>Emotion coaching</p> <p>Protective Behaviour</p> <p>Team Teach</p> <p>STS training for staff (12 hours)</p>	<p>A high focus on developing and supporting children's behaviour and pastoral needs through targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>To increase attendance and improve punctuality of vulnerable children</p> <p>Attendance plans shared with parents of children with persistently low attendance.</p> <p>Training provided to the Pastoral team to increase attendance and decrease lateness.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	2, 5
<p>To help support swimming</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide</p>	4
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £128,963

