



Weston Village Primary School

Pupil Premium Strategy Statement

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 | 233 |
| Proportion (%) of pupil premium eligible pupils | 8.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023/24 – 2026/27 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Thomas Cutts, Headteacher |
| Pupil premium lead | Thomas Cutts |
| Governor / Trustee lead | Ellice Robertson |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £36800 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £3480 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <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> | £40280 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all pupils at Weston Village Primary School, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. With this in mind, our pupil premium strategy is specifically designed to support our disadvantaged pupils in achieving these goals, including those who are already high attainers.

To achieve our ultimate objectives for our disadvantaged pupils, our current pupil premium strategy plan focuses on the following key principles:

High-Quality Teaching and Learning: We prioritise high-quality teaching as the foundation of our approach, with a particular focus on areas where disadvantaged pupils require additional support. This evidence-based approach has proven to have the greatest impact on closing the disadvantage attainment gap. It is important to note that this approach benefits both disadvantaged and non-disadvantaged pupils in our school.

Individualised Support and Intervention: Our strategy is responsive to the common challenges faced by disadvantaged pupils, as well as their individual needs. We believe in conducting robust diagnostic assessments to accurately identify areas of need, rather than relying on assumptions about the impact of disadvantage. This allows us to provide targeted interventions and support to students at the earliest point of need.

Whole-School Approach: We adopt a whole-school approach where all staff members take responsibility for the outcomes of our disadvantaged pupils. We raise expectations of what they can achieve and ensure that they are appropriately challenged in their learning. By fostering a culture of high expectations and collective responsibility, we create an environment that supports the progress and achievement of all our students.

Collaboration and Partnerships: We recognise the importance of collaboration and partnerships in implementing an effective pupil premium strategy. We work closely with external agencies to access additional support and resources for disadvantaged pupils with specific needs. We also engage parents and carers in supporting their child's learning and development through workshops, resources, and personalised support.

Education Recovery and Well-being: Our strategy is integral to our wider school plans for education recovery following the COVID-19 pandemic. We provide targeted support through the National Tutoring Programme to address the learning gaps and challenges faced by disadvantaged pupils, as well as non-disadvantaged pupils who have been significantly affected by the pandemic. Additionally, we prioritise the social and

emotional well-being of all our pupils, ensuring that they have access to the necessary support and resources.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Over the past three years, a significant proportion of our disadvantaged pupils have started Reception below age-related expectations in reading, in contrast to 10% to 15% of other pupils. This achievement gap persists throughout their time at primary school. |
| 2 | Observations of pupils reveal that many disadvantaged students exhibit underdeveloped oral language skills and vocabulary gaps. These challenges persist from Reception through to KS2 and are more prevalent among our disadvantaged students compared to their peers. |
| 3 | Over the past three years, there has been a notable challenge in handwriting development for many children, starting from Reception and persisting through to KS2. Pupils' written work indicates that many students struggle with developing legible and fluent handwriting skills. This challenge has been consistently observed over the specified time period and is particularly notable among the disadvantaged cohort. |
| 4 | Our assessments indicate that the education and well-being of many of our pupils were significantly affected by the partial school closures during the COVID-19 pandemic. This is even more significant among our disadvantaged pupils. These findings align with national studies and have resulted in notable knowledge gaps, particularly in reading, leading to further divergence from age-related expectations. The cohorts most affected by this are our current Year 2s and Year 3s. |
| 5 | Our observations (including well-being surveys), and discussions and work with pupils and families have identified social and emotional challenges faced by many pupils, including difficulties accessing enrichment opportunities. These challenges significantly impact the overall well-being and academic attainment of our disadvantaged pupils. Teacher referrals for support, including referrals to Emotional Literacy Support Assistants (ELSA), remain relatively high. This is also true of the increase in Early Help interventions and collaboration with external agencies, particularly in cases where there are concerns about the mental health of the child. This is more prevalent among our disadvantaged cohort. |
| 6 | Over the last three years, the whole school attendance at Weston has been around 95% and has not recovered to pre-pandemic levels. This exceeds the current national average of 94.2%. However, there is an attendance disparity among disadvantaged students, with their attendance recorded at 91.6%, slightly lower than the national average of 92.3%. Additionally, the percentage of persistent absentees at the school is 12.3%, which is significantly lower than the national average of 20.6%. |

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| | Among the persistent absentees, 20.8% are pupil premium students. Furthermore, there is a concern regarding punctuality, which remains worse among disadvantaged pupils. Addressing these attendance challenges will be crucial in improving the overall attendance and reducing persistent absenteeism among disadvantaged pupils. |
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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 |
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| To narrow the achievement gap in reading between disadvantaged pupils and their peers. | By the end of the plan, the percentage of disadvantaged pupils reaching age-related expectations in reading will be in-line with their non-disadvantaged peers. |
| To improve oral language skills and vocabulary development among disadvantaged students. | The prevalence of underdeveloped oral language skills and vocabulary gaps among disadvantaged students will be reduced compared to their peers by the end of the plan. |
| To enhance handwriting skills among all students, with a particular focus on disadvantaged pupils. | The percentage of disadvantaged pupils with legible and fluent handwriting skills will improve compared to their peers by the end of the plan. |
| To address the knowledge gaps of disadvantaged pupils affected by the COVID-19 pandemic. | The gap in cross-curriculum attainment of disadvantaged pupils compared to their peers will have significantly reduced. |
| To improve social and emotional well-being and increase access to enrichment opportunities for disadvantaged pupils. | The number of referrals to Emotional Literacy Support Assistants (ELSA) and external agencies for all pupils will have decreased and the proportion of referrals for disadvantaged pupils compared to their non-disadvantaged peers will have reduced. Disadvantaged pupils will have increased access to enrichment opportunities, as evidenced by an increase in participation to be at least in-line with their non-disadvantaged peers, in extracurricular activities or enrichment programs. |
| To improve overall attendance and reduce persistent absenteeism among disadvantaged pupils. | By the end of the plan, the attendance and persistent absentee gap between disadvantaged and non-disadvantaged pupils will have been reduced. |

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: £14000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure high-quality teaching by providing training for teachers to enhance their knowledge and skills in delivering effective teaching and learning. Embed Great Teaching at Weston to ensure that high-quality pedagogy underpins effective teaching for all children. | High-quality teaching practices, including explicit instruction, effective feedback, and differentiation, have a significant impact on improving reading, oracy and writing skills for all pupils, including disadvantaged students (EEF, 2016 and 2018). | 1, 2, 3, 4 |
| Ensure that disadvantaged pupils have access to a wide range of reading materials, including books at an appropriate level for their reading ability. This will be addressed by a well-stocked school library, use of ELS and investment in new reading books to promote reading at home. | Providing access to a wide range of reading materials, including books at an appropriate level, has been associated with improved reading outcomes for disadvantaged pupils (EEF, 2018). | 1, 4 |
| Engage parents and carers in supporting their child's reading and language development. Provide workshops and resources that offer guidance on how to support reading at home and encourage regular reading and oracy habits. | Research suggests that parental involvement in reading activities at home positively impacts children's reading progress, particularly for disadvantaged pupils (Impact of Parental Involvement...Desforges & Abouchaar, 2003; EEF, 2018). | 1, 2, 4 |
| Ensure that every classroom is rich in vocabulary through the prominence of curriculum-wide tier 2 and tier 3 vocabulary in the environment and regular oracy | Regular oracy activities, such as the use of stem sentences and 'speak like an expert,' can enhance students' oral language skills, vocabulary usage, and | 2 |

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| activities such as stem sentences and speak like an expert. | confidence in expressing their ideas (Dialogic Teaching Companion, Alexander, 2017). Research suggests that creating a language-rich environment in classrooms, with the inclusion of tier 2 (general academic vocabulary) and tier 3 (subject-specific vocabulary) words, can positively impact students' vocabulary development and overall language skills (Bringing Words to Life Beck et al., 2002). | |
| Ensure the consistent provision of explicit teaching of handwriting techniques, including letter formation, spacing, and alignment, following our scheme. Offer regular opportunities for guided practice and independent writing to reinforce handwriting skills. Ensure high expectations of all children and promote the value of good presentation across the curriculum. | Research suggests that explicit instruction and regular practice in handwriting can improve legibility and fluency in writing (Research Schools Network, Berninger et al., 2018). | 3 |
| Ensure that high-quality Early Years activities and exercises to enhance fine motor skills, such as finger dexterity exercises, tracing patterns, and using manipulatives, continue into Year 1 as appropriate. These activities can help strengthen hand muscles and improve control for better handwriting. | Developing fine motor skills has been linked to improved handwriting performance (Handwriting: Current Trends in Occupational Therapy Practice, Feder et al., 2000). | 3 |

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

Budgeted cost: £22000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Implement targeted early intervention programs, including RWI and RWI comprehension to provide additional | The Education Endowment Foundation (EEF) recommends early | 1, 3, 4 |

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| <p>support and intensive instruction to disadvantaged pupils who are behind in reading skills.</p> <p>Identify children who require additional support in handwriting and provide targeted interventions tailored to their specific needs. This will include one-to-one instruction and small-group support.</p> | <p>intervention programs that provide targeted support to struggling readers, such as phonics-based interventions or reading recovery programs. These interventions have shown positive effects on reading outcomes for disadvantaged pupils (EEF, 2018).</p> <p>Individualised support and targeted interventions have been shown to improve handwriting skills in students with difficulties (Berninger et al., 2018).</p> | |
| <p>Collaborate with external partners, including ELS and Alsager School, to provide additional support and resources for improving reading skills. Seek opportunities for joint projects or initiatives that promote reading engagement.</p> | <p>Collaborating with external partners, such as literacy organisations or local libraries, can provide additional resources and support to enhance reading opportunities for disadvantaged pupils (EEF, 2018).</p> | 1 |
| <p>Provide access to speech and language therapy services for disadvantaged students who require additional support in developing their oral language skills. This will include individual or small group therapy sessions targeting specific language difficulties.</p> | <p>Speech and language therapy interventions have been found to be effective in improving communication skills and language development in disadvantaged students (Early Language Development: Needs, provision, and intervention for preschool children from socioeconomically disadvantaged backgrounds Law et al., 2017).</p> | 2 |
| <p>Provide access to assistive technology and tools that support handwriting, such as adaptive grips, slant boards, or digital writing tools. These accommodations can help overcome physical challenges and promote legible writing.</p> | <p>Assistive technology and tools have been found to be beneficial for students with handwriting difficulties, allowing them to produce more legible</p> | 3 |

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| | written work (Berninger et al., 2018). | |
| Continue to provide support from Emotional Literacy Support Assistants (ELSA) to disadvantaged pupils who require additional emotional support. ELSAs can work with individual students or small groups to develop emotional literacy, resilience, and coping strategies. | The use of ELSAs has been found to be effective in improving emotional well-being and reducing emotional difficulties among students, including those from disadvantaged backgrounds (EEF, 2021) | 5 |

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

Budgeted cost: £4000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Maintain culture that prioritises inclusion and emotional wellbeing through the environment, CPD for staff, assembly programme, use of the DEN, deployment of resources, provision of lunchtime activities such as lunch club and lego club, wellbeing ambassadors and collaboration with other schools around mental health, led by our fully trained SMHL. | Research indicates that creating an inclusive environment, providing continuous professional development for staff, implementing assembly programs, utilising designated emotional needs areas, offering lunchtime activities, having wellbeing ambassadors, and collaborating with other schools around mental health initiatives can collectively contribute to improved emotional wellbeing and overall school experience for disadvantaged pupils (EEF, 2021). | 5 |
| Ensure that disadvantaged pupils have equal access to enrichment opportunities, such as extracurricular activities, educational visits, and cultural experiences. This can be achieved by providing financial support or partnerships with external organisations. | Engagement in enrichment activities has been linked to improved well-being, motivation, and academic outcomes for disadvantaged students (EEF, 2021) | 5 |

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| Strengthen collaboration with external agencies, such as EHCYP, CLASP, Young Carers and others to provide targeted interventions and support for disadvantaged pupils with mental health concerns. | Collaborative efforts with external agencies have been shown to be effective in addressing mental health challenges and improving well-being outcomes for disadvantaged students (EEF, 2021) | 5 |
| Embed programme of training and support for school staff to enhance their understanding of social and emotional challenges faced by disadvantaged pupils and to develop further strategies for supporting their well-being and academic progress. This will include training on trauma-informed approaches, mental health awareness, and positive behaviour management. | Teacher training and support in social and emotional learning have been associated with improved student well-being, behavior, and academic outcomes (EEF, 2021). | 5 |
| Fully embed a whole-school approach to promote a positive attendance culture, including regular attendance monitoring, staff training on attendance strategies, and consistent messaging about the importance of regular attendance for all pupils. | Research indicates that a whole-school approach to attendance can have a positive impact on overall attendance rates, including for disadvantaged students (EEF, 2016) | 6 |
| Foster strong partnerships with parents and carers of disadvantaged pupils to promote regular attendance. This involves regular communication, home visits, parent workshops, and personalised support, including Early Help to address any underlying issues affecting attendance. | Research suggests that parental involvement and support play a crucial role in improving attendance rates for disadvantaged students (Impact of Parental Involvement... Desforges & Abouchaar, 2003) | 6 |
| Define and enforce the system for early identification and support for pupils at risk of persistent absenteeism. This involves regular monitoring of attendance data, targeted interventions, and collaboration with parents and external agencies to address underlying issues affecting attendance. | Early identification and support have been shown to be effective in preventing and reducing persistent absenteeism among disadvantaged students (EEF, 2016) | 6 |
| Maintain emotional wellbeing support system within the school to address emotionally based school | Research indicates that providing emotional support services can help | 6 |

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| avoidance barriers, including soft starts, meet and greet, breakfast club, check-ins and approaches that encourage self-identification of feelings and the ability to articulate them. | address emotional barriers to attendance and improve overall attendance rates (EEF, 2018) | |
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Total budgeted cost: £40000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils achieved mixed results. In KS2, the percentage of disadvantaged pupils meeting the expected standard in reading, writing, and maths was slightly below the national average. However, it is important to note that there was a significant improvement compared to the previous year, with an increase in the percentage of disadvantaged pupils meeting the expected standard in writing.

When comparing our disadvantaged pupils' results to those of disadvantaged and non-disadvantaged pupils at the national and local levels, caution is advised due to the ongoing impacts of the COVID-19 pandemic, which affected schools and pupils differently. Nonetheless, our disadvantaged pupils made progress and achieved outcomes that were comparable to their peers.

We have also considered wider issues impacting disadvantaged pupils' performance, such as attendance, behaviour, and wellbeing. While there were some challenges in these areas, we implemented targeted interventions and support to address these issues and promote positive outcomes.

Based on the information above, the performance of our disadvantaged pupils met expectations, and we are on course to achieve the outcomes we set out to achieve by 2026/27, as stated in our Intended Outcomes section. However, we recognise the need for ongoing evaluation and refinement of our strategies to further improve outcomes for our disadvantaged pupils.

Our evaluation of the approaches delivered last academic year indicates that targeted interventions, individualised support, and a focus on improving writing skills were particularly effective in supporting the progress of our disadvantaged pupils. We have reviewed our strategy plan and made changes to how we intend to allocate some of our budget this academic year to further enhance these approaches.

Externally provided programmes

| Programme | Provider |
|-----------|----------|
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|---|-------------------------------|
| Enhancing pupil relationships | Jason Bangbala |
| Various teaching, learning and curriculum programmes | ECM |
| Sustaining Mastery | Maths Hub |
| RWI | Ruth Miskin |
| Enhancing pupil mental health and emotional wellbeing | Visyon and Creative Education |

Service pupil premium funding (optional)

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| How our service pupil premium allocation was spent last academic year |
| <p>We directed the spending of our forces pupil premium to SEMH support, additional small group work in maths for our service children.</p> <p>To address the social, emotional, and mental health needs of our service children, a significant portion of the forces pupil premium was allocated to SEMH support. This included direction towards ELSA support aimed at promoting well-being, resilience, and emotional growth.</p> <p>Furthermore, we utilised the forces pupil premium to enhance mathematical skills and understanding among our service children through additional small group work in maths. This targeted approach allowed for more focused instruction and support, tailored to the specific needs of our service children.</p> |
| The impact of that spending on service pupil premium eligible pupils |
| <p>Positive impacts have been observed as a result of directing the forces pupil premium towards SEMH support and additional small group work in maths. Teachers have noticed improvements in the wellbeing of service children, while assessments have demonstrated progress in maths where extra support was provided.</p> |

Further information (optional)

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| <p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:</p> |
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- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop whole staff understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills and our Secrets of Success, such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also intend to commission a pupil premium review to get an external perspective and further enhance our approach.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

In conjunction with our school improvement partner, ECM, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.