



Weston Village Primary School

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 Village Primary School |
| Number of pupils in school | 243 |
| Proportion (%) of pupil premium eligible pupils | 9.8% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22-2024/25 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Thomas Cutts. Headteacher |
| Pupil premium lead | Thomas Cutts |
| Governor / Trustee lead | Tim Lloyd, Link governor for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £31900 |
| Recovery premium funding allocation this academic year | £2900 |
| 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 | £34800 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for some children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, mental health, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At Weston, our key objectives in using the Pupil Premium and Recovery Premium funding are to ensure quality first teaching and accessibility to broad opportunities for all children. We are passionate about diminishing the difference between pupil groups. Through targeted interventions, we are working to eliminate barriers towards learning and progress and narrow any existing gaps between pupil groups. We carefully consider how to best allocate the funds to ensure that it has maximum impact on outcomes of our children. We use careful analysis of internal data, historical attainment and progress rates together with qualitative data and robust self-evaluation to support us in deciding where and how to spend our pupil premium allocation.

The leadership team have used existing researches and publications, including those from: the OFSTED Good Practice series; “Effective pupil premium reviews” from the Teaching Schools Council; the DfE publication, The Pupil Premium Guide and the Teaching and Learning Toolkit from the Education Endowment Foundation. We have also made use of specific approaches when designing provision for the specific needs of this school, including WRM ready-to-progress criteria and Teaching Backwards.

We understand that as a result of Covid 19, vulnerable groups have been particularly affected. In light of this, we have targeted support including via the National Tutoring Programme, at those pupils whose education has been most adversely affected, including non-disadvantaged pupils.

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 children indicate a reduction in phonetical awareness, especially in but not limited to, our children in Y1-Y3. Our observations suggest that our disadvantaged |

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| | children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 2 | Assessments, observations and discussions with children indicate that, as a result of long periods away from school, reading and the understanding of text has declined, especially in our disadvantaged group of learners. |
| 3 | Assessments, observations and discussions with children indicate that the process of writing, especially in the use of secretarial skills has been negatively affected, especially in our disadvantaged learners. This is most evident in KS2, where across the key stage in 2021 between 56-67% of our disadvantaged pupils were working below age related expectations, compared to 20-25% of other pupils. |
| 4 | Internal assessments indicate that maths attainment among disadvantaged children is below that of non-disadvantaged. Our observations also indicate that our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. This has resulted in knowledge gaps leading to some children falling further behind age-related expectations, especially in maths. Mental maths skills have been identified as an area of concern |
| 5 | Our assessments and observations indicate that the mental well-being of some of our disadvantaged children has been impacted by partial school closures to a greater extent than for other children. 17 children currently require additional support with social and emotional needs, including 6 who are disadvantaged. These findings were supported by National studies. |
| 6 | Monitoring of data over 2020-21 indicates that the attendance of some of our disadvantaged children is at risk of becoming a cause for concern, which would negatively impact upon the progress and wellbeing of our 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 |
|--|--|
| Improved attainment in reading among disadvantaged children. | Reading outcomes in 2024/2025 show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally. All disadvantaged children (not SEN) achieve at least expected standard. |

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| <p>Improved attainment in writing among disadvantaged children.</p> | <p>Writing outcomes in 2024/2025 show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally.</p> <p>All disadvantaged children (not SEN) achieve at least expected standard.</p> |
| <p>Improved attainment in maths among disadvantaged children.</p> | <p>Maths outcomes in 2024/2025 show that gaps in attainment between non-disadvantaged and disadvantaged children are reduced. Our disadvantaged children (overall) attain in line with disadvantaged children nationally. All disadvantaged children (not SEN) achieve at least expected standard.</p> |
| <p>Improved attainment in phonics.</p> | <p>Phonics outcomes in 2024/2025 show that all disadvantaged children (not SEN) achieve at least expected outcomes</p> |
| <p>To achieve and sustain improved well-being for all children in our school, particularly our disadvantaged children.</p> | <p>Sustained high levels of well-being from 2024/2025 are maintained, demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, surveys and teacher observations. • Boxall profiles (where applicable) |
| <p>To achieve and sustain improved attendance for all of our children, particularly our disadvantaged children.</p> | <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • An overall attendance of at least 97% among our disadvantaged group of 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: £10,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ensure all relevant staff, including new staff, have received paid-for training to deliver the phonics scheme, RWI, effectively and practice is embedded. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 |
| Develop reading across the school through investment in Pathways to read Y2 – Y6. Enhance RWI in R and Y1. Develop KS2 library area, ensuring access for all classes and class libraries/reading areas. | Evidence suggests that reading comprehension strategies focus on children's understanding of written text. Children learn a range of techniques which enable them to comprehend the meaning of what they read and enable children to monitor their own comprehension and then identify and resolve difficulties for themselves. This benefits especially our disadvantaged learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies | 2 |
| Ensure CPD in writing is given by a specialist teacher where necessary to improve teaching and increase outcomes. Ensure all staff receive CPD in writing. | Evidence suggests that writing process models give children extended opportunities to write and develop the confidence of children as writers, especially in our disadvantaged learners. https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf | 3 |
| Continue to engage with cluster and trust colleagues together with ECM and other training | Collaborative and research-based approaches | 1,2,3,4 |

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| providers to share and develop best practice | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,200 (2021-22)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Establish small group maths and reading interventions for disadvantaged children falling behind ARE. Purchase resources to support interventions – WRMH. | Evidence suggests that increasing children's confidence in maths and reading has a significant impact on the attainment of children, especially our disadvantaged learners. Specific needs are met through tailored learning tasks and the gap in understanding is reduced. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 2,4 |
| Encouraging wider reading and developing reading for pleasure. | Evidence suggests that building cultural capital and increased experiences for our disadvantaged children can have a positive impact on outcomes. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf | 2 |

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

Budgeted cost: £7500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continuing Nurture groups and Lego therapy club for disadvantaged children | Targeted interventions can have positive overall effects on the attainment both academically and socially of our children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-selfregulation | 5 |

| | | |
|--|--|-----|
| experiencing difficulties in accessing the curriculum. | | |
| Providing social story interventions for identified children. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 5 |
| Regular conversations with families where attendance is a concern. | Supporting our families where attendance is a concern can improve attendance and improve outcomes for our children. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 6 |
| Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| 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 |

Total budgeted cost: £ 34,800

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in reading, maths and particularly in writing. As such, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees, but particularly in writing, where teaching methods that we have found to be beneficial for disadvantaged pupils did not translate as successfully to remote teaching. This is despite every effort being taken to provide all pupils with devices and broadband and promote school attendance for disadvantaged pupils.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our ability and capacity to maintain a high-quality curriculum and adapted approaches to both staff CPD and our remote curriculum offer, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Although overall attendance in 2020/21 was lower than in the preceding 3 years at 95.65%, it was higher than the national average.

At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.26% higher than their peers (3.89% compared to 3.73%) in 2020-21 and 0.86% higher in 2019-20. These gaps are larger than in previous years, (0.13% in 2018-19 and -0.22% in 2017-18) which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including through upskilling all staff via training. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

| Programme | Provider |
|---|----------------|
| 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 |

Service pupil premium funding (optional):

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | SMHC support given Nurture Additional small group work in maths. |
| What was the impact of that spending on service pupil premium eligible pupils? | Teachers noted improvements in wellbeing. |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- 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