

Pupil premium strategy statement – 2024-2027 (2024/2025)

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	Weyford Nursery and Primary Academy
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2022 to 2024 - 2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2025
Statement authorised by	Chris James Headteacher
Pupil premium lead	Lynne Roadnight Deputy Headteacher
Governor / Trustee lead	Penny Payne Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111, 340
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	£111,340

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 high attainment 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, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, 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	Children enter the Nursery/ Reception with underdeveloped oracy and vocabulary skills. This is not only for disadvantaged children but in many cases their gaps are wider and has an impact on their progress from Reception

	through to Key Stage 2. This is been heightened due to the lockdowns during the COVID pandemic.
2	Ongoing data analysis evidences that disadvantaged children have greater difficulties in the acquisition of phonics skills and thus negatively impacts their ability to become competent readers and writers. Some of the disadvantaged children also have SEND needs.
3	Teacher assessments and testing evidence that reading attainment of disadvantaged children is significantly below their peers. The COVID lockdowns has exacerbated this particularly in Key Stage 1 Year 2 although there are pockets of disadvantaged children across the school who find learning to read a challenge.
4	Our assessments and observations indicate that the education and well- being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. The teaching of writing remotely has proved a greater challenge and therefore across the school attainment in writing is lower than in reading and maths. Writing for disadvantaged children at expected and the higher level is lower across the whole school.
5	Attainment in maths for disadvantaged children is lower than for non-disadvantaged children and has been made greater by school lockdowns – this has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	Our observations and experience of disadvantaged families show that they live with significant pressures which can increase stress and can impact on children’s emotional wellbeing. During lockdown our disadvantaged children faced enormous challenges therefore socially and emotionally need to develop resilience and life skills to enable them to thrive.
7	Our attendance data indicates that attendance among disadvantaged pupils has been approximately 3% lower than for non-disadvantaged pupils and more disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress
8	Many of our disadvantaged pupils have chaotic family lives leading to not being ready to learn day to day and lack of social development leading to challenging behaviour and emotional needs. Some of these children are in the social care system with a lack of positive role models and aspiration.

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 oral language skills and vocabulary among disadvantaged pupils in the Early Years	86% to reach expected level of development in speaking (6 out of 7 children) – 2022
Improve phonics skills in Year 1 and Year 2 to enable disadvantaged children to achieve in line with their peers	80% of disadvantaged children to pass phonics test in Year 1 95% of disadvantaged children to pass phonics test in Year 2

Improve reading both fluency and comprehension to enable disadvantaged to achieve in line with their peers.	This is evident when triangulated with other sources of evidence including engagement in lessons and ongoing formative assessment.
Improve the quality of writing to enable disadvantaged children to achieve in line with their peers	This is evident when triangulated with other sources of evidence including engagement in lessons, GPS and ongoing formative assessment
Improve the outcomes for disadvantaged children in maths to achieve in line with their peers	This is evident when triangulated with other sources of evidence including engagement in lessons, times tables test and ongoing formative assessment
To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils	Sustain high attendance from 2025 demonstrated by: <ul style="list-style-type: none"> The overall attendance rate for all pupils being at least 96% and the attendance gap between disadvantaged and their non- disadvantaged peers being reduced by 3% The percentage of all pupils who are persistently absent being reduced from 15% in summer 2021 to 5% in 2025
To achieve and sustain wellbeing for all pupils in our school particularly our disadvantaged pupils	Sustained high levels of wellbeing from 2024 2025 demonstrated by: Quantitate data from student voice, student and parent surveys and teacher observations A significant participation in enrichment activities particularly among disadvantaged children
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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: £101,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Identified children in Year 1 and 2 to undertake phonics boosters	EEF evidence states that the average impact of the adoption of phonics approaches is an additional five months' progress over the course of the year. High impact low cost using school staff Www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/phonics	2
All children in Year 2 to read with an adult daily (Aut/ Spring) and Year 1 (Summer term) to develop fluency in decoding for reading	EEF evidence states that phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged children. Www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/phonics	3
Targeted teaching for small groups for writing/ maths from Year 2 – 6 for pre teaching, overlearning, mastery of skills	EEF evidence stated that small group tuition is effective (the smaller the group the better) – low cost moderate impact. Small group tuition is most likely to be effective if it is targeted at pupil's specific needs. Www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/small-group-work	4 5
Appoint a teacher for spring term for each morning for targeted support in English/ maths in Year 2	EEF evidence stated that small group tuition is effective (the smaller the group the better) – low cost moderate impact. Small group tuition is most likely to be effective if it is targeted at pupil's specific needs. Www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/small-group-work	4 5

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

Budgeted cost: £22,483

Activity	Evidence that supports this approach	Challenge number(s) addressed
Undertake the Language Link and Talk Boost intervention for oracy in nursery/ Reception classes	EEF evidence emphasises the importance of spoken and verbal interaction for young children. Approaches that explicitly support communication through talking, verbal expression modelling and reasoning. High impact/ low cost using school staff www.educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit	1

All children in year 2 – 6 will access Accelerated Reader programme to support comprehension skills in reading twice weekly	EEF evidence states that the average impact of reading comprehension strategies is an additional 6 months' progress over the course of the year when carefully matched to a pupils reading capabilities. www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/readingcomprehension	3
Extra teacher in Year 2 for one term (spring) to target specific disadvantaged children in accelerating progress in reading, writing and maths	EEF evidence stated that small group tuition is effective (the smaller the group the better) – low cost moderate impact. Small group tuition is most likely to be effective if it is targeted at pupil's specific needs. Some studies suggest that greater feedback from the teacher gets more sustained engagement in smaller groups www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/small-group-work	3 4 5
One to one tutoring for reading in Year 5 using the SBT programme in six weeks' blocks	EEF evidence states that one to one tuition can be effective provided 5 months' progress on average. Short, regular sessions over a set period of time appear to result in optimum impact. www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2 3
One to one tutoring using Third Space Learning for maths recovery in Year 6/ Year 5	EEF evidence states that one to one tuition can be effective provided 5 months' progress on average. Short, regular sessions over a set period of time appear to result in optimum impact. www.educationendowmentfoundation.org/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5

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

Budgeted cost: £28319

Activity	Evidence that supports this approach	Challenge number(s) addressed
Undertake ELSA support for children with social and emotional needs where needed from weekly pastoral meetings and liaising with staff	EEF evidence suggests social and emotional learning approaches have a positive impact on average 4 months additional progress www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning	8

HSLW – bespoke programmes	EEF evidence suggests social and emotional learning approaches have a positive impact on average 4 months additional progress www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-emotional-learning	8
Provide parental support as needed to enable children’s learning to flourish and where needed intensive programmes for families in crisis	EEF evidence suggests there is a positive impact of 4 months additional progress if parental engagement is strong with higher impacts for pupils with low prior attainment. www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6 8
Targeted behaviour interventions to support reducing challenging behaviour	EEF evidence suggests that both targeted and universal approaches have positive overall effects (+4 months). This is done in conjunction with outside agencies such as EP and BPS.	6 8
The HSLW in Consultation with SLT with embed principles of good attendance and work with families	Embedding principles of good practise set out in the www.government.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	7

Total budgeted cost: £ 151,922

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils, including those who may have a social worker or are a young carer, to achieve that goal. Everybody is responsible for our disadvantaged pupils and we are all committed to meeting children’s individual pastoral, social and academic needs within the school environment During 2023-24 teacher assessments were completed for all pupils, including those eligible for pupil premium funding at least termly. Teacher assessments were made using pupils written work and engagement with a range of activities in the classroom as well as summative assessments. Intended outcome 1 - Improved oral language skills and vocabulary among disadvantaged pupils in the Early Years July 23/24 –three rounds of Language Link were ran throughout the year where children were assessed at the start of the year. In the Nursery setting, Talk boost programme was run. All children who were PP, EAL and those with SALT difficulties had this intervention. The Early Years setting took part in the Wey Valley Oracy project. Under advisement from our LLP, Liz Bowes, EYS focused their Oracy skills on filling the age related gaps in vocabulary as well as Maths and Kapow units higher level vocabulary. Vocabulary still needs to be embedded with adults modelling the key language while interactions with the children. Next year, different vocabulary will being identified in Year R and nursery and displayed in the setting for all adults to support the children in developing their vocabulary. Within Weyford Nursery and Primar, a number of disadvantaged children also have multiple barriers to learning such as EAL, SEND,

attendance or are summer born. Oracy curriculum has been introduced across the Primary stage, with weekly oracy activities Happening weekly.

Year R Disadvantaged Pupils

	2023/24		2023/24		2023/24	
	PP	Non PP	PP	Non PP	PP	Non PP
<u>% AT EXS For Language Skills</u>	62.5%	80%	66.7%	86.8%	50%	80%
<u>% AT EXS FOR Language Skills</u>	62.5%	80%	66.7%	86.8%	50%	78%

Challenge 3, 4, 5 - disadvantaged children to achieve in line with their peers in reading, writing and maths.

	% at EXS for word reading	% at EXS for comprehension	% at EXS for writing	% at EXS for maths
% of Not Pupil Premium make expected progress or better	73.3%	73.3%	38.8%	68.9%
% of Pupil Premium pupils make expected progress or better	50%	50%	50%	50%
Gap between PP and Non PP	23.3%	23.3%	+11.2%	18.9%

	Disadvantaged pupils achieving	Non Disadvantaged pupils achieving
<u>School</u>	50%	66.7%
Gap between PP and Non PP	16.7%	

Intended outcome 2 - Improve phonics skills in Year 1 and Year 2 to enable disadvantaged children to achieve in line with their peers.

This is the second Year of Little Wandle programme which is now firmly embedded across Early Years and Key Stage 1. Year 1 pupils have benefited from the programme for 2 years. Staff are more experience and confident with the programme with new staff having training immediately when they start. A tight timetable of interventions is drawn up after every 6 weeks assessment to ensure “keep up” and “catch up” interventions are at the correct level for the children. Disadvantaged pupils have improved their pass rate against previous years and is above National by 15.3%.The gap has as closed between disadvantage and non-disadvantaged.

Year 1 Phonic Screening Results – Disadvantaged Pupils

	Disadvantaged pupils achieving	Non Disadvantaged pupils achieving
School	83.3%	88.9%
Gap between PP and Non PP	5.6%	

Challenge 3.4.5 – disadvantaged children to achieve in line with their peers in reading, writing and maths.

Key Stage 1	% at EXS for Reading	% at EXS for Writing	% at EXS for Maths
% of Not Pupil Premium make expected progress or better	60.7%	36.1%	59.1%
% of Pupil Premium pupils make expected progress or better	66.7%	22.2%	44.4%
Gap between PP and Non PP	+6.7%	13.9%	14.7%

Key Stage 2	% at EXS for Reading	% at EXS for Writing	% at EXS for Maths
% of Not Pupil Premium make expected progress or better	40%	36.1%	41.7%%
% of Pupil Premium pupils make expected progress or better	29.4%	41.2%	23.5%%
Gap between PP and Non PP	10.6%	5.1%	18.2%

To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils

Sustain high attendance from 2025 demonstrated by:

- The overall attendance rate for all pupils being at least 96% and in attendance gap between disadvantaged and their non-disadvantaged peers being reduced by 3%
- The percentage of all pupils who are persistently absent being reduced from 15% in summer 2012 to 5% in 2025

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance learning
Swimming lessons	Everyone Active
Sports coaching	CM Sports
Rockband	M Chapman