

# Pupil premium strategy statement – 2021/2024 (2023-2024)

This statement details our school's use of pupil premium funding (and recovery premium funding for the 2023 to 2024 academic year) 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 School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	20.6% (91 pupils) LAC: 4 Service: 2
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years – 2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	C James
Pupil premium lead	L Roadnight
Governor / Trustee lead	Penny Flux

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,465
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	£134,465

## 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.

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
- 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 the disadvantaged cohort but in many cases their gaps are wider which has an impact on their progress from Reception through to Key Stage 2.
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 show that reading attainment of disadvantaged children is significantly below their peers.
4	Attainment in maths for disadvantaged children is lower than for non-disadvantaged children resulting in significant knowledge gaps leading to pupils falling further behind age-related expectations.
5	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. Developing resilience has become a challenge for pupils and pupils' families.
6	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.
7	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	90% to reach expected level of development in speaking
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. Key stage 1 outcomes in 2022 for disadvantaged children 67% by 2025 75% Key stage 2 outcomes in 2022 for disadvantaged children 75% by 2025 in line with non-disadvantaged
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 Key stage 1 outcomes in 2022 for disadvantaged children 58% by 2025 75% Key stage 2 outcomes in 2022 for disadvantaged children 55% by 2025 75% Key stage 2 outcomes in 2022 for disadvantaged children GPS 75% by 2025 80%
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 Key stage 1 outcomes in 2022 for disadvantaged children 67% by 2025 in line with non-disadvantaged Year 4 multiplication test 75% in 2022 for disadvantaged. Key stage 2 outcomes in 2022 for disadvantaged children 65% by 2025 in line with non-disadvantaged
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 the attendance gap between disadvantaged and their non-disadvantaged peers being reduced by 3% 5 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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 <a href="http://www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/phonics">www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/phonics</a>	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. <a href="http://www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/phonics">www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/phonics</a>	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. <a href="http://www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/phonics">www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/phonics</a>	5

	<a href="http://www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-work">ion.org/educationevidence/teaching-learning-toolkit/small-group-work</a>	
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. <a href="http://www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group">Www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group</a>	5

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

Budgeted cost: £45,000

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 <a href="http://www.educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit">www.educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit</a>	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. <a href="http://www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension">www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension</a>	3
Extra teacher in Year 2 for one term (spring) to target specific disadvantaged children in accelerating	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	3,5

progress in reading, writing and maths	pupil's specific needs. Some studies suggest that greater feedback from the teacher gets more sustained engagement in smaller groups <a href="http://www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/small-group-work">www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/small-group-work</a>	
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. <a href="http://www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/one-to-one-tuition">www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a>	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. 5 8 <a href="http://www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/one-to-one-tuition">www.educationendowmentfoundation.org/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a>	5

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

Budgeted cost: £45,000

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 <a href="http://www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-emotionallearning">www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-emotionallearning</a>	8
HSLW – bespoke programmes	EEF evidence suggests social and emotional learning approaches have a positive impact on average 4 months additional progress	8

	<a href="http://www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-emotionallearning">www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-emotionallearning</a>	
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. <a href="http://www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement">www.educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</a>	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 <a href="http://www.government.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">www.government.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	7

**Total budgeted cost: £135,000**

## 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 2022 to 2023 academic year.

Improved oral language skills and vocabulary among disadvantaged pupils in the Early Years	PP – 50% Non PP – 86.6%  <i>2025 target – 86%</i>
Improve phonics skills in Year 1 and Year 2 to enable disadvantaged children to achieve in line with their peers	60% of PP children passed phonics test in year 1. Closing in on 5 year target. <i>2025 target – 80%</i>  90.9% of PP children in year 2 passed phonics test. Non-PP 88.24% <i>2025 target – 95%</i>
Improve reading both fluency and comprehension to enable disadvantaged to achieve in line with their peers.	KS1 outcome for PP cohort – 60% Non-PP 67.9% <i>2025 target – 75%</i>  KS2 outcome for PP cohort 70% Non-PP – 61% <i>2025 target – 75%</i>
Improve the quality of writing to enable disadvantaged children to achieve in line with their peers	KS1 outcome for PP cohort 63.64% Non-PP – 84.9% (above 2025 target) <i>2025 target – 75%</i>  KS2 outcome for PP cohort – 60% Non- PP – 63% <i>2025 target – 75%</i>
Improve the outcomes for disadvantaged children in maths to achieve in line with their peers	KS1 outcome for PP cohort 54.54% Non- PP – 73.5% <i>2025 target – 67%</i>  KS2 outcome for PP cohort – 40% Non- PP – 54% <i>2025 target – 65%</i>

To achieve and sustain improved attendance for all pupils particularly disadvantaged pupils	Attendance gap between PP and Non-PP cohort is 3%
To achieve and sustain wellbeing for all pupils in our school particularly our disadvantaged pupils	Quantative data from student voice, student parent surveys and teacher observations shows wellbeing improving for all pupils. Participation in enrichment activities, for example extra-curricular clubs, improves wellbeing.

## 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance learning
Thirdspace Maths	Thirdspace learning
Swimming lessons	Everyone Active
Sports coaching	CM Sports
Rockband	M Chapman