

PUPIL PREMIUM STRATEGY STATEMENT



Weyford Nursery and Primary Academy

SCHOOL OVERVIEW - Reviewed April 2021 – Evaluated September 2021

Metric	Data
School name	Weyford Nursery and Primary
Pupils in school	393
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£120,015
Academic year or years covered by statement	2020-2021
Publish date	14 th October 2020
Review date	September 2021
Statement authorised by	Julie Smith
Pupil premium lead	Lynne Roadnight
Governor lead	Sam Archibald Penny Flux

DISADVANTAGED PUPIL PROGRESS SCORES FOR LAST ACADEMIC YEAR

Measure	Score
Reading	
Writing	
Maths	

DISADVANTAGED ATTAINMENT FOR 2019

Measure	Score
Meeting GLD in EYFS	33% All 70%
Meeting expected standard at KS1	Reading 71% All 75% Writing 64% All 72% Maths 64% All 72% Combined 50% All 65%

Meeting expected standard at KS2	Reading 48% All 52% Writing 48% All 62%(moderated) Maths 31% All 48% Combined 17% All 32% GPS 59%
Achieving high standard at KS2	

STRATEGY AIMS FOR DISADVANTAGED PUPILS

Aim	Target	Target date
Improved outcomes for GLD in Early Years	For 50% of disadvantaged learners to achieve a GLD	July 2021
Improved outcomes for phonics in Year 1	To achieve national standards in phonics (82%)	July 2021
Improved outcomes for phonics retakes in Year 2	For 33% of disadvantaged learners to pass retakes in November (Year 3) For 66% of disadvantaged learners to pass in November (Year 2)	November 2020
Improved outcomes in reading, writing and maths at end of KS1	To achieve national standard at KS1 in reading, writing and maths	July 2021
Improved outcomes in reading, writing and maths at end of KS2	For 60% of disadvantaged learners to achieve ARE(+) in reading, writing and maths	July 2021
Improved attendance of disadvantaged children	For disadvantaged learners to achieve national attendance (96%)	July 2021

TEACHING PRIORITIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Reading – for a higher percentage of PP children to achieve or exceed standards at the end of each year	<p>New Phonetic reading books that match our phonic scheme of Letters and Sounds.</p> <p>New reading books have been purchased and being used in Year 1, Year 2 and Year 3 for highlighted PP children.</p> <p>Whole school designated time to teach phonics and spelling.</p> <p>Daily phonics and recovery programme are taking place across the school. PP children have been highlighted through Pupil Progress Meetings and are receiving extra support designed around the personal needs – recovery or extending.</p>

	<p>Fluency intervention - LSA support in class every morning and designated pm time for teaching personalised catch up interventions.</p> <p>All teaching staff are aware of PP children within their class and have support in place that matches to their needs.</p> <p>Designated daily guided reading outside of English sessions.</p> <p>Guided reading is timetabled daily and happen outside the English sessions across the school.</p>
Writing -	<p>Daily phonics / spelling - LSA support in class every morning and designated pm time for teaching personalised catch up interventions</p> <p>Catch-up funding has funded an additional teacher for 2 terms to focus on extending writing in Year 1 and Year 3 which includes PP children. This teacher also covers class teachers in Year 5 to pupil conference.</p> <p>Daily QFT</p> <p>Afternoon interventions with LSA to support accelerated progress writing – i.e. precision teaching of spelling, phonic interventions and sentence structure support</p>
Maths -	<p>15mins daily mental maths time as well as daily maths sessions</p> <p>15 mins mental maths session timetabled in after morning breaks</p> <p>Math leader monitors that this is happening regularly.</p>
Barriers to learning these priorities address	<p>Poor levels of resilience and this impacts learning and becoming independent learners</p> <p>Low level literacy skills on entry including knowledge of phonic sounds impacting on reading and writing</p> <p>Weekly assemblies introduce and reward children related to resilience, resourcefulness. All classrooms have our Learning Heroes on display so that they can be referred to during the day.</p>
Projected spending	£100,000 + AS

TARGETED ACADEMIC SUPPORT FOR CURRENT ACADEMIC YEAR

Measure	Activity
Oracy	<p>Use of inventions and programmes that have been successful previously - Language Link, Talk Boost, SaL programmes, Talk Books.</p> <p>In April, the SEN LSA has been directed to support Language inventions and programmes in Nursery, Year 1 and pupils on speech programmes across the school.</p> <p>Whole class focus on vocabulary across all subjects.</p> <p>Big push in vocabulary across the whole school and includes all areas of the curriculum.</p> <p>Reading stories with age related rich vocabulary at the end of the day.</p>

S	<p>Protected phonic and spelling time daily</p> <p>Weekly spellings quiz</p> <p>Next step marking</p> <p>Next steps marking was happening during home/school remote learning but has had limited effective on learning. With school open, next step marking is being monitored by subject leaders across the curriculum.</p>
SAL	<p>Private speech and language therapist to provide programmes – speaking space for children in infants</p> <p>SEN LSA removed from class to focus on speech and language including support for teaching staff.</p>
maths	<p>Afternoon interventions with LSA to support accelerated progress maths i.e. Firstclass@number and precision teaching</p> <p>Will be monitored in summer term by SEN/DHT to ensure continuity and impact on SEN and PP children.</p>
Barriers to learning these priorities address	<p>Oral skills in nursery and reception are lower for children eligible for PP than for all pupils this slows progress in subsequent years</p> <p>SEN LSA working closing with Early Years staff who have identified their PP children.</p>
Projected spending	£17,000

WIDER STRATEGIES FOR CURRENT ACADEMIC YEAR

Measure	Activity
Attendance	<p>HSLW to monitor alongside HT</p> <p>Pastoral weekly team meetings</p> <p>Legal proceedings followed for PA</p> <p>First day response provision</p> <p>Reward good attendance weekly during weekly celebration assembly and termly with 100% certificates.</p> <p>This happens weekly and did not stop during the COVID lockdown. PP are identified.</p>
Wellbeing	<p>Emotional Literacy</p> <p>Parental support from HSLW, Work with PBS</p> <p>Wellbeing team Use of trained staff to reduce barriers to learning allowing these pupils full access to a broad and balanced curriculum.</p> <p>Trips and Residential Visits can be subsidised for PP students</p> <p>All staff completed Psychological First Aid</p>

Barriers to learning these priorities address	Children have poor social skills and difficulty forming relationships this impacts on their readiness to learn this has compounded by the COVID pandemic and lockdown Poor parental engagement in ensuring regular attendance at school – lateness, authorised absence and unauthorised absence are higher than non-pupil premium children
Projected spending	£27,000

MANAGING RISK

Area	Challenge	Mitigating action
Teaching	Ensuring that staff are not pulled from their teaching to cover absent colleagues <i>Since lockdown, teachers use live teaching to cover absent colleagues on a short time basis.</i>	Use of TAs, senior leaders to cover where necessary to avoid interruption to set bubbles.
Targeted support	Ensuring that teaching time in school is protected to avoid interruption to QFT and interventions <i>Partner teachers instruct Senior Leaders and TAs who have covered to ensure that quality of learning is not effected. This has also included live lessons across the year group for session inputs.</i>	Use of TAs, senior leaders to cover and keep bubbles secure
Wider strategies	Engaging with vulnerable families <i>HSLW attends weekly Pastoral meeting with HT and SENCo to discuss and updated information on vulnerable families.</i> <i>Monitors CPOMs and daily attendance figures with prompt contact with all families.</i>	HSLW is focused on attendance/ vulnerable families and her time is to be uninterrupted. Pastoral work needs to continue to take priority

REVIEW: LAST YEAR'S AIMS AND OUTCOMES

Aim	Outcome
Improved outcomes for GLD in Early Years	For 50% of disadvantaged learners to achieve a GLD <i>72% of all pupil achieved GLD</i> <i>56% of disadvantaged pupils achieved GLD</i>
Improved outcomes for phonics in Year 1	To achieve national standards in phonics (82%)

	<p>82% of Year 1 reached national standard in phonics</p> <p>25% of Year 1 PP children passed the Phonic test</p> <p>9 children to retake in November 2021</p>
Improved outcomes for phonics retakes in Year 2	<p>For 33% of disadvantaged learners to pass retakes in November (Year 3)</p> <p>24% of PP children passed retakes in Year 3</p> <p>For 66% of disadvantaged learners to pass in November (Year 2)</p> <p>44% of disadvantaged learners passed retakes in Year 2</p>
Improved outcomes in reading, writing and maths at end of KS1	<p>To achieve national standard at KS1 in reading, writing and maths</p> <p>Reading - 71% All - 85%</p> <p>Writing - 43% All - 61%</p> <p>Maths - 71% All - 72%</p> <p>Combined - 43% All - 59%</p>
Improved outcomes in reading, writing and maths at end of KS2	<p>For 60% of disadvantaged learners to achieve ARE(+) in reading, writing and maths</p> <p>Reading - 45% All - 72%</p> <p>Writing - 36% All - 60%</p> <p>Maths - 36% All - 70%</p> <p>Combined - 36% All - 58%</p>
Improved attendance of disadvantaged children	<p>For disadvantaged learners to achieve national attendance (96%)</p> <p>Non PP 96.8% PP 94.1%</p> <p>Non PP Girls 96.8% PP Girls 96.6%</p> <p>Non PP Boys 96.7% PP Boys 93.5%</p> <p>Several of our PP boys have been on part time timetables this year which has an impact on attendance figures overall but there is still need for improvement.</p>