

# Pupil premium strategy statement - Weeton Primary School

This statement details our school's use of pupil 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	186
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	Mr A Goth
Pupil premium lead	Mr A Goth
Governor / Trustee lead	Mrs L Marshall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49 870
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£49 870

# Part A: Pupil premium strategy plan

## Statement of intent

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers. This year our main priorities focus on the following areas:

- A. Improve academic attainment for PP children
- B. Improve personal, social and emotional skills for pupils eligible for PP
- C. Increase attendance rates for children eligible for PP
- D. Increase accessibility of out of school experiences for pupils eligible for PP

Our Pupil Premium plan works to achieving these objectives in the following ways:

A

- Whole school approaches to teachers, developed through the implementation of subject leaders across the school.
- Pupil Progress Meetings used to identify Pupil Premium children and implement further in class support, where needed.
- Additional academic interventions in place to support PP children.

B

- Implementation of the PSHE curriculum across the school, including regular monitoring and feedback from staff and the pupils.
- Social and emotional interventions led by the schools Family Learning Mentor.

C

- Weekly attendance monitoring
- Support in place from the Family Learning Mentor for parents/carers. This helps them in addressing any barriers to attendance.

D

- Funding in place for trips, enrichment and music tuition throughout the school.

## Challenges

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

Challenge number	Detail of challenge
1	High levels of transient children throughout school
2	Attendance levels below average
3	High levels of SEMH needs
4	Some pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.

## 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
To close the academic gap between PPG and non-PPG children	Academic outcomes for PPG and non-PPG children not significantly different at the end of each Key Stage
To provide curriculum enrichment for all pupils in school	Rich curriculum with subsidised trips for all children
To meeting the Social & Emotional needs of all children	All children able to access Learning Mentor as needed, targeted children provided with counselling resulting in improved attendance and ability to learn in school.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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CPD for teachers with the focus on reading skills to enable high quality teaching for all	CPD to develop teacher's knowledge of teaching strategy, which will be used within the planning and delivery of Reading lessons. The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	1,2,3,4
CPD on core and foundation subjects to develop staffs subject knowledge and approaches to teaching in a wide range of areas.	We recognise that the children at Weeton Primary have a broad range of skills and interests and we therefore want to ensure they receive a curriculum which is broad and to a high quality. This will be further developed through the support of subject leaders and CPD which will be knowledge focussed.	1,2,3,4
Implementation of PSHE curriculum across the school.	PSHE curriculum has been implemented in the previous year, this is based on the Jigsaw scheme of work. Lessons are taught on a weekly basis. <a href="http://www.eef.org.uk/educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.p df(educationendowmentfoundation.org.u k)</a>	1, 2, 4
Due to the gaps in the curriculum from moving schools, subject leader monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within their curriculum.	Subject leaders are provided with time out of class, where a range on monitoring will be completed across the year. This includes, pupil voice, book monitoring, learning walks and planning scrutiny.	1,2,3,4

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of specialised counsellor in school – to work 1to1 or with small groups	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further support in their ability to interact with others.	1, 2, 3

Teaching Assistants deliver social and emotional interventions such as Lego therapy and Sensory Circuits	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further support in their ability to interact with others.	3
Targeted support of PP children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups.	As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	1, 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop strong relationships with parents across the school through a range of communication methods.	Communication was highlighted as a strength in the 2024 parent survey, as such, the school will continue to frequently send out information with an emphasis on electronic mail.	1,2,3,4
Support from the FLM to raise standards of attendance for PP pupils e.g. working with families to remove barriers to attendance	“Supporting the attainment of disadvantaged pupils” (Nov 2015) clearly states that children have to be in school before they can access their learning. PP attendance will be a focus priority for the academic year of 2024- 2025 <a href="#">Improving School Attendance</a>	2
Fund cost of out of school trips/experiences	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this.	4
Fund cost of clubs and music tuition	Some families are unable to contribute towards in-school enrichment activities such as music lessons. The school will offer a contribution towards any of these activities for pupils eligible for PP.	4

**Total budgeted cost: £53,000**



## Part B: Review of the previous academic year

### Strategy aims for disadvantaged pupils

Measure	Activity	Outcomes
Priority 1	Ensure all relevant staff have received CPD to support children with attachment or early trauma difficulties.	CPD for all staff raised awareness of ACEs experiences by high proportion of children in school – led to better understanding of needs and improved strategies in supporting these children.
Priority 2	Ensure all staff have received training to meet the needs of children and families with social & emotional needs linked to the upcoming Regiment move.	Successful Regiment move – 75 children transferred to other schools in Summer 2024.

### Teaching priorities for current academic year

Aim	Target	Outcomes
Progress in Reading	Achieve national average progress scores in KS2 Reading	KS2 progress scores above National average
Progress in Writing	Achieve national average progress scores in KS2 Writing	KS2 progress scores above National average
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths	KS2 progress scores above National average
Phonics	Achieve national average expected standard in Year 1. Achieve national average expected standard in Year 2 re-tests	Year 1 and Year 2 data in line with National averages.
Other	Improve attendance of disadvantaged pupils to national average	Attendance figures in line with National average.

### Targeted academic support for current academic year

Measure	Activity	Outcomes
Priority 1	Ensure the social & emotional needs of children are met in school – through Learning Mentor	FLM in school to support identified children as needed. Specialised counsellor worked with numerous children throughout year, leading to improved self-confidence and attendance.

	time and /or specialised counselling	
Priority 2	Further embed use of guiding reading, library and individual reading sessions throughout school	Investment in new books for library, and home-reading schemes.

### Wider strategies for current academic year

Measure	Activity	
Priority 1	Ensuring all staff are able to support children with attachment or trauma difficulties	Achieved – improved understanding of needs, leading to improved strategies in tackling challenging behaviour. No exclusions in year.
Priority 2	Ensuring the future needs of Service children are met from during 2022/5 - and after Regiment change in Summer 2024.	Successful regiment change in summer 2024 – focus on settling new children into school and understanding their needs, and building relationships with parents.
Priority 3	Embed the use of CPOMS throughout school be all staff to track developing issues/trends.	Achieved – CPOMS embedded throughout school, useful tracking tool to identify need.
Priority 4	Curriculum enrichment for all pupils in school	Diverse curriculum in place, trips, visitors into school to enhance learning experiences for all children.

### Externally provided programmes

Programme	Provider
N/A	

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above – Service pupil premium makes up the majority of additional funding at Weeton.
What was the impact of that spending on service pupil premium eligible pupils?	Successful induction of 75+ new children into school. Successful identification of need within school. Staff deployed effectively to support needs on school.