

Weston St Mary CE Primary School Pupil Premium Strategy Statement



Weston St Mary
CE Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 St Mary CE Primary School
Number of pupils in school	38
Proportion (%) of pupil premium eligible pupils	55.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Abbie Muir (Executive Headteacher)
Pupil premium lead	Rachael Walker (Head of School)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,560
Recovery premium funding allocation this academic year	£4,640
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	£49,085

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allow them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the well-being of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning

- address any further barriers as soon
- as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate. As actions and approaches are implemented support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to learning) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches throughout the period of the strategy.

Challenges

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

Challenge number	Detail of challenge
1	Readiness for school on entry to EYFS: The majority of our eligible pupils have not attended an educational setting before joining us in EYFS.
2	Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language and breadth of vocabulary continue to be a concern across the school.
3	Many eligible pupils have limited opportunities to experience a range of cultural and social enrichment activities which in turn limits their skills, knowledge and understanding (cultural capital).
4	For some pupils eligible for PP, their emotional readiness for learning is a barrier to their progress. This is often due to personal issues and trauma/poor home learning environment.
5	Narrowing the attainment gap across the school in Reading, Writing and Maths.
6	Our attendance data over the last 3 years indicates that attendance among eligible pupils has been lower than for non-eligible Pupils, particularly for pupils identified as persistent absentees.
7	Parental engagement in children's learning has been affected by school closures.
8	Assessments, observations, and discussions with pupils suggest eligible pupils generally have greater difficulties with phonics than their non-eligible peers and this is certainly the case in EYFS and Year 1. Subsequently this negatively impacts their development as readers, as well as their accessibility in other curriculum areas.

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
<p>Improved transition into EYFS for pupils who have not attended educational setting prior to school. (1)</p> <p>SDP Priority 5</p>	<ul style="list-style-type: none"> • Eligible pupils attend EYFS transition afternoons with parents. • Eligible pupils benefit from small class size on entry to EYFS, thus aiding transition into school life. • Eligible pupils settle into school quickly, developing readiness to learn.
<p>Improved oral language skills and vocabulary among eligible pupils. (2)</p> <p>SDP Priority 1</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among eligible pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. • Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning. • Progress for EYFS eligible pupils is in line with non-eligible pupils with increased proportion of eligible children achieving GLD.
<p>To provide eligible pupils with a broad and varied range of opportunities and enrichment experiences which help them to know more and remember more. (3)</p> <p>SDP Priority 2</p>	<ul style="list-style-type: none"> • Eligible pupils show increased confidence when contributing to wider curriculum • Writing outcomes will show improved vocabulary
<p>To ensure pupils' emotional readiness for learning is not barrier to their progress. (4)</p> <p>SDP Priority 3</p>	<ul style="list-style-type: none"> • Increased number of eligible pupils making expected progress based on prior attainment at the end of EYFS and KS1. • Increased number of PP children achieve GLD at end of EYFS • Increased number of children achieving EXS+ in R/W/M at KS1 and KS2 •
<p>To narrow the attainment gap across the school in Reading, Writing and Maths. (5)</p> <p>SDP Priority 3</p>	<ul style="list-style-type: none"> • Increased number of eligible pupils making expected progress based on prior attainment at the end of EYFS and KS1. • Increased number of PP children achieve GLD at end of EYFS • Increased number of children achieving EXS+ in R/W/M at KS1 and KS2
<p>Sustained improved attendance for all pupils, particularly our eligible pupils. (6)</p>	<ul style="list-style-type: none"> • Sustained high attendance by 2024/25 demonstrated by:

SDP Priority 3	<ul style="list-style-type: none"> • Overall absence rate for all pupils being no more than 4%; • Attendance of eligible pupils in line with non-eligible peers; • Persistent absence figures for eligible pupils is in line, or below that of eligible pupils nationally and in line with non-eligible pupils.
<p>To ensure parents are fully engaged as partners in their child’s education. (7)</p> <p>SDP Priority 3</p>	<ul style="list-style-type: none"> • Parents fully informed about the curriculum and their child’s progress • Structured conversations used to identify barriers and ways to overcome these • Pupils make expected progress based on prior attainment.
<p>To improve phonic knowledge and application for pupils in EYFS & KS1, including improved outcomes (attainment) at the end of Y1 Phonics/ Y2 Phonics re-check. (8)</p> <p>SDP Priority 3</p>	<ul style="list-style-type: none"> • Increased number of eligible children achieving EXS+ in Phonics at Y1/Y2 with outcomes for eligible pupils in line with non-eligible pupils. • Improved staff confidence at delivering phonic “catch up” interventions within KS2.

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: £27,183

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils (RWI).</p> <p>Address any vocabulary deficits early through language acquisition and phonic development.</p> <p>- Phonics Leader Time for leadership</p> <p>Total £6446</p>	<p>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 pupils. (+5 months)</p>	<p>8</p>
<p>Purchase of standardised diagnostic assessments and other resources to support high quality teaching and learning.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly, use of gap analysis to inform planning and intervention.</p> <p>Assessment materials, including PIRA and PUMA resources</p> <p>Assessment training and moderation opportunities throughout the academic year (both within school and with across schools) to ensure accurate teacher assessments</p> <p>Total £4,068</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>5</p>
<p>Enhancement of maths mastery within our curriculum and teaching delivery. We will fund teacher release time to embed key elements of guidance in school and to access Maths Mastery hub and CPD resources</p> <p>- Whole school CPD linked to approach to Maths</p> <p>- Peer observations/sharing of good practice in house</p> <p>- Maths Mastery hub</p> <p>- Maths subject leadership – coaching and mentoring</p>	<p>EEF research shows mastery learning to be high impact for low cost. (+ 5 months, + 8 months in Primary schools) Research has found Mastery learning particularly effective in Maths (EEF)</p>	<p>5</p>

<p>- Termly Maths Leaders meeting</p> <p>Total £6446</p>		
<p>Ongoing whole school CPD for all staff to ensure QFT (LAAT subject leaders updates, effective questioning, teaching development)</p> <ul style="list-style-type: none"> - Whole school CPD linked to SDP priorities using Alex Bedford Rubrics - PP Champion to ensure PP high profile with clear focus on monitoring and review - Bespoke mentoring and coaching - CPD on the effective use of TAs - CPD on metacognition - CPD on feedback - CPD on targeted areas in mathematics - CPD on scaffolding learners in class <p>Total £5075</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning.</p> <p>Feedback (+6 months) Metacognition (+7 months)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>5</p>
<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <ul style="list-style-type: none"> - Early language CPD - Peer observations - Reading/language resources <p>Total £5148</p>	<p>Explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>(+6 months)</p>	<p>2</p>

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

Budgeted cost: £10,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Address any vocabulary deficits early through language acquisition and phonic development.</p> <ul style="list-style-type: none"> -Phonics resources (£1000) - Language intervention (£1710) - Reading intervention (£2996) <p>Total £5,706</p>	<p>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 pupils. (+5 months)</p>	5, 8
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be in receipt of PP, including those who are high attainers.</p> <ul style="list-style-type: none"> - Third Space Intervention (£2070) - Mathletics and TTRS (£221) - Handwriting intervention (£855) <p>Total £3,146</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <ul style="list-style-type: none"> One to one tuition (+4 months) And in small groups: Small group tuition (+4 months) 	5
<p>SENDCo to lead on behaviour interventions</p> <p>Total £171</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches can have positive overall effects (+ 4 months)</p>	4, 5

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

Budgeted cost: £11,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS teacher to organise and run transition sessions to support children to develop readiness for school before entry in September.</p> <p>£500 teacher release</p> <p>Total £500</p>	<p>Birth to Five Matters outlines the importance of transitions between and within settings for Early Years children: 'When transitions in the early years are managed sensitively it lays the foundations for positive feelings towards the many other transitions children will face through life'.</p> <p>https://birthto5matters.org.uk/transitions/</p>	1
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance lead/officers to improve attendance.</p> <ul style="list-style-type: none"> - Attendance Lead - Breakfast provision for pupils (£400) <p>Total £1898</p>		
<p>SENCo to lead on pastoral support and improving the quality of Social and Emotional learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <ul style="list-style-type: none"> - SEMH support for pupils/ Parents from SENDCo <p>Total £2210</p>	<p>Social and emotional learning interventions: (+4 months) EEF (Teaching and Learning Toolkit): Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	4, 7, 5
<p>Increase parental engagement through workshops so that parents know how they can support their children's learning.</p> <ul style="list-style-type: none"> - Parental Workshops and Learn with Parents <p>SENDCo to lead on the development of strong relationships with parents and families in order to foster trust.</p> <p>Use funding to release teachers to carry out structured conversations (AfA strategies) with parents to support academic achievement and highlight the opportunities available for their children.</p> <p>Uniform - £206</p> <p>Total £1794</p>	<p>The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes. (+4 months)</p>	7
<p>Enrichment activities. Use of funding to allow eligible children access to unique experiences, such as a trip to a university or to visit a city or art gallery or workshops within school.</p> <p>Staff led enrichment opportunities/clubs.</p> <p>Use of funding to nurture talents and interests e.g. playing a musical instrument; singing in a school choir;</p>	<p>We want our Pupil Premium pupils to access the full range of educational experiences. Support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses.</p> <p>Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their peers.</p>	3

sports at a higher level; participating in dance classes or archery. Total £4938		
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Total budgeted cost: £49,085

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 2021 to 2022 academic year.

Activity	Impact
Improved transition into EYFS for pupils who have not attended educational setting prior to school	<i>Transition afternoons and evenings ensured eligible pupils had experience of educational setting before beginning school in September. This enabled pupils to settle quickly, in line with non-eligible peers.</i>
Improved oral language skills and vocabulary among eligible pupils.	<i>Whilst the EYFS cohort was too small to identify trends (4 pupils) all eligible pupils made good personal progress in Communication (speaking and LAU). 33% of eligible pupils achieved EXS in these areas, with 33% eligible pupils achieving GLD.</i>
To provide eligible pupils with a broad and varied range of opportunities and enrichment experiences which help them to know more and remember more.	<i>Eligible pupils show increased confidence in participating in enrichment opportunities and experiences. They are able to articulate what they have learnt from these opportunities through pupil voice activities, in which eligible pupils are identified as priority pupils.</i>
To ensure pupils' emotional readiness for learning is not barrier to their progress	<i>PP eligible pupils in comparison to non-eligible: Phonics screen: 100% eligible, 100% non-eligible EXS at end of KS1: Reading: 67% eligible, 0% non-eligible Writing: 33% eligible, 0% non-eligible Maths: 67% eligible, 0% non-eligible (GD in reading 33% eligible, GD in maths 33% eligible) EXS at end of KS2: Reading: 29% eligible, 50% non-eligible Writing: 29% eligible, 50% non-eligible Maths: 15% eligible, 25% non-eligible (GD in Maths 14% eligible)</i>
To narrow the attainment gap across the school in Reading, Writing and Maths.	<i>Pupils achieving ARE+: Eligible (non-eligible) Year 1: R 100% (100%), W 0% (50%), M 100% (50%) Year 3: R 67% (100%), W 33% (0%), M 50% (100%) Year 4: Unable to share data as pupils may be identifiable. Year 5: 33% (100%), 33% (100%), 67% (100%)</i>
Sustained improved attendance for all pupils, particularly our eligible pupils	<i>Attendance 2022-23: 92.97% - eligible pupils 92.63% non-eligible pupils</i>
To improve phonic knowledge and application for pupils in EYFS & KS1, including improved outcomes (attainment) at the end of Y1 Phonics/ Y2 Phonics re-check	<i>100% pupils in year 1 achieved 32 or above in phonics screen.</i>

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.