

Pupil premium strategy statement 2021-2022

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	
School name	Weaverham Forest Primary School and Nursery
Number of pupils in school	211 Primary 34 Nursery
Proportion (%) of pupil premium eligible pupils	52 chn 25% (Sept 2021)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	Sept 2021
Date on which it will be reviewed	Dec 2021
Statement authorised by	David Erne
Pupil premium lead	David Erne
Governor / Trustee lead	David Rushton



Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,650 (Oct 2020 census)
Recovery premium funding allocation this academic year	£ 6960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£76610

Attainment Results End of KS2 2019 results		
	<i>Pupils eligible for PP (your school, 9 children)</i>	<i>All Pupils (national average)</i>
% Achieving Expected Standard or above in	89%	65%
Pupils progress score in reading	1.87	0.32
Pupils progress score in writing	1.59	0.27
Pupils progress score in maths	0.77	0.37
Pupils average scaled score in reading	106	103
Pupils average scaled score in maths	106	104



Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The percentage of our pupils eligible for pupil premium is in line with the national average and overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We focus our funding based on the needs of the individuals within the research-based 3-tier system of: *Quality First Teaching, Targeted Support* and *Wider social/ emotional/ mental health Strategies*.

Our priorities are as follows:

- Ensuring all student receive quality first teaching every lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for students who are not making the expected progress in small groups up to 1:3.
- Addressing non-academic barriers to attainment such as attendance, behaviour, and well –being in a Trauma Informed manner.
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most.

Diagnostic assessments

We use a range of diagnostic assessments to ascertain where children require support. Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. In addition to our summative assessment and subsequent gap analysis, we utilise meta-cognitive strategies such as: quizzes, hinge questioning, mind maps and KWL activities. We also embed formative assessment for learning strategies into our lessons and regularly track pupils progress through systems such as Sounds Write phonic tracking, benchmarking and Reading Plus fluency assessments. Children are also supported through the diagnostic tools such as Wellcomm (speech & language), SWST, NVR and VR where appropriate. Other tools support our decisions for provision of social and emotional development. These include Leuvan scales and Strength & Difficulties Questionnaires.

Supporting our decisions through research.

Our spending decisions are always based on solid research-based evidence. Our primary source of evidence is the Educational Endowment Fund and the findings within the Teaching & Learning Toolkit and Pupil Premium guidance. The EEF's Teaching and Learning Toolkit is an accessible summary of educational research designed to support teachers and school leaders who are making decisions about how to improve learning outcomes, particularly for disadvantaged children and young people. It covers strategies that schools might consider using Pupil Premium funding to support. Our school participates where it is able in EEF funded studies and has recently contribute to the EEF studying the impacts of COVID school closures on year 1 and year 2. The outcomes from this study and the White Paper Research are embedded within our actions to close the gaps and reduce barriers.



Challenges

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

Barriers to learning - Academic	Barriers to learning - Additional
<ul style="list-style-type: none"> i. SEN/ Learning Style ii. Low academic starting points iii. Social Issues (friendships) iv. Lack of early play/life experiences v. Behaviour (ADHD/ADD) vi. Low language skills 	<ul style="list-style-type: none"> vii. Punctuality and Attendance viii. Young Carers ix. Chaotic house x. Cleanliness/ Hygiene/uniform xi. Domestic Violence xii. Health xiii. Parental Disengagement (including no reading or homework at home) xiv. Sleep & Food- issues or lack of xv. Mental Health (child's or parents/carers)

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
A	<i>Improved outcomes for children eligible for PP in terms of attainment</i>	Attainment matches or is improving towards national figures, where it is not currently.
B	<i>Improved outcomes for children eligible for PP in terms of progress.</i>	All children eligible for PP have a positive progress score which is in line or improving towards that of non-disadvantaged children.
C	<i>Children who are entitled to PP display a good attitude for learning and access their learning effectively in class.</i>	All children understand how their brains work and they have strategies to support them in times of stress so that their well-being is good and they are able to learn effectively. (My Happy Mind, BLP, Growth Mindset, Meta-Cognition, Therapies)
D	<i>Attendance rates remain high for children eligible for PP</i>	The number of absences and lates for children eligible for PP will be reduced and individual cases will be supported effectively.
E	<i>Children in receipt of PP funding have the same opportunities to receive an enriched learning experience</i>	All children experience residential visits, learning visits and after-school clubs, musical instruction that enrich their learning experiences.
F	<i>To continue to close the gaps and increase the number of disadvantaged children gaining a 'Good level of development' (GLD) at the end of Foundation 2.</i>	With a particular focus on disadvantaged boys, more disadvantaged children will meet GLD.
G	<i>To continue to increase the number of disadvantaged pupils in year 1 children reaching a good level of phonics development.</i>	More children will meet the expectation in phonics assessment, thus increasing their chances of attaining highly in reading further up the school.
H	<i>Aspire – to increase career and life goal ambitions</i>	More children will aspire to seek fulfilling careers and understand how to maintain lifelong happiness.



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: £46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and Language TA – To support early language development and identify and speech and language issues early in order to accelerate learning across the curriculum.</i> <i>Speech and Language Therapist</i>	Having S&L professionals identifying difficulties early and regularly supporting children will directly impact outcomes. Research: EEF Teaching Toolkit +5months impact.	Outcomes A and B, F Barriers i, iii,
<i>Additional Family Support Worker - To Support social, emotional, behaviour needs of pupils, provide extra support where home life is chaotic, provide parent support, training.</i>	Troubled disadvantaged children need support with their home/social barriers to learning Research: EEF Teaching Toolkit +4months impact.	Outcomes A B F and C, Barriers iv, vi, ix, xiii
<i>Teaching assistants - To provide Targeted intervention within the classroom to close gaps for pupil premium children (incl. COVID 19 Catch-up)</i>	High impact interventions with skilled staff to support closing the academic gap for disadvantaged children. Research: EEF Teaching Toolkit +5months impact.	Outcomes A and B Barriers i, iii,
<i>Subject Leadership cover</i>	QFT – Subject leader expertise, CPD mentoring and monitoring Research: EEF Guide to pupil premium	Outcomes A B and C Barriers iv, vi, ix, xiii
<i>Academic schemes for supporting disadvantaged</i>	Sounds Write White Rose Maths Research: EEF Guide to pupil premium	Outcomes A B and C Barriers iv, vi, ix, xiii
<i>Moderation - External</i>	Research: EEF Guide to pupil premium	Outcomes A B and C, F Barriers iv, vi, ix, xiii
<i>Pupil Premium Leader – Management time</i> <i>Monitoring, support and analysis.</i>	Monitoring and support EEF - Pupil Premium Guidance	Barriers i, iii, All outcomes



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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading Plus – Reading scheme. To support progress in years 4,5,and 6</i>	Proven impact in improving reading ages for disadvantaged children.	Outcomes A and B Barriers i, iii,
<i>Additional booster sessions After school (4 x members of teaching staff plus 4 x TAs) Year 6 – all year, Year 5 - 2 terms, Year 4 – 1</i>	Proven impact with smaller groups. Decreasing the sizes to 1:3 maximum. Research: EEF Teaching Toolkit +5months impact.	Outcomes A and B, G Barriers i, iii

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

Budgeted cost: £ 11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>My Happy Mind – Online mindfulness curriculum resource</i>	Positive psychology & neuroscience research myHappymind is focussed on creating positive, sustainable and growth-oriented behaviour. This is linked to our School Improvement focus on well-being and self-regulation. Supported by Trauma informed approach	Outcomes A B and C Barriers vi, xv
<i>Subsidising trips and excursion – To enable equal chance to life experiences and learning outside the classroom.</i>	Allowing all children to access enriching learning experiences outside the classroom Research: EEF Guide to Pupil Premium	Outcome A B and E Barriers v, x,



<i>Subsidising educational experiences to enhance learning and develop wider world understanding</i>		
<i>Music tuition - instruments</i>	Allowing all children to access enriching learning experiences	Outcomes E H

Total budgeted cost: £ 76,610

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 2020 to 2021 academic year.

Action	Impacts	Lessons learned	Cost
HLTA to support Y6 and running booster interventions. (<i>incl. COVID 19 Catch-up</i>)	Attainment of PP children has increased 2021. However gap between dis and non-dis in Y6 is still 8% ARE RWM	Continue and utilise with additional booster with 1:3 groups	£16,250
<i>Speech and Language TA – To support early language development and identify and speech and language issues early in order to accelerate learning across the curriculum.</i>	High impact – strong KS1 data and FS data reflects this. Reception All children have made great progress in Wellcomm intervention. Speech and language targets delivered consistently and children are making more than expected progress.	Continue with this. More support for targeted support in class to happen.	£4,256
<i>Additional ELSA to Support social, emotional, behaviour needs of pupils, provide extra support where home life is chaotic, provide parent support, training.</i>	High impact – KO has supported children who struggle with whole class situations. This has positively impacted the progress of other children in the classes and the individuals. 1:1 support in place that supported children to develop social and emotional skills. Bespoke intervention to reduce barriers to learning meant many children achieved.	Continue.	£8,255.75



<p><i>Reading Plus – Reading scheme. (incl. COVID 19 Catch-up)</i> <i>To support progress in years 4,5,and 6</i></p>	<p>High impact – Increase in reading skills of fluency and comprehension are evident.</p> <p>Year 6: Average: increase of 9 months. Average comprehension accuracy of 83%</p> <p>Year 5: Average increase: 1.5 years. Average comprehension accuracy of 79%</p> <p>Year 4: Average increase of 1 year. Average comprehension accuracy of 78%</p>	Continue	£3,423
<p><i>Pupil Premium Leader – Management time Monitoring, support and analysis.</i></p>	<p>High impact</p> <p>All staff have received CPD on Pupil Premium and the most effective types of provision</p> <p>They are aware of their children and are supported and monitored on the provision regularly.</p>	Continue	£200 x 6
<p><i>My Happy Mind – Online mindfulness curriculum resource</i></p>	<p><i>All children have access to learning about their brain and the components to a successful happy life.</i> <i>All children can utilise at least 1 coping strategy.</i></p>	Continue – Adapted scheme and tracking	£1000
<p>Wider Opportunities for Music KS2</p>	<p>Increased access of disadvantaged pupils to music tuition</p>	continue	£7000
<p>Subsiding Outdoor Learning Initiative</p>	<p>this was successful in building confidence, team work skills and the children's understanding of our environment</p>	continue	£7000

