

Pupil Premium Strategy Statement

Weare C of E Academy First 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	Weare C of E Academy First School
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2021 – Summer 2024
Date this statement was published	13.12.2023
Date on which it will be reviewed	30.11.24
Statement authorised by	Felicity Gibb Acting Headteacher
Pupil premium lead	Felicity Gibb
Governor / Trustee lead	Lindsey Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20370
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	£20370

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant introduced in April 2011 is provided by the Government in addition to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their more affluent peers.

Schools also receive funding for children who have been looked after continuously (LAC) for more than six months, and children of service personnel. It is for schools to decide how their Pupil Premium allocation is spent as they are best placed to assess what additional provision should be made for individual pupils.

At Weare C of E Academy the percentage number of pupils in receipt of pupil premium funding is below the national average. Our school is located within a small, rural village with the majority of children living within the village catchment or in nearby villages.

The percentage size of Pupil Premium children being so low, in turn raises challenges for teachers to consider when comparing data outcomes of PP and non-PP children on roll. PP children make up 10% of the whole school cohort compared to 90% non-PP.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points 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 consider the individual challenges faced by our vulnerable pupils, such as those pupils who are adopted or pupils who are living with challenging family circumstances. The provision we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

Quality-first teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. Research tells us that a lack of quality first teaching has the greatest impact on our most vulnerable learners and so our commitment to ensuring all teachers are teaching is at least good lessons every day is crucial. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and structured conversations, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and thrive. To ensure they are effective we will:

- prioritise our pupils' emotional needs, first and foremost, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- make certain that disadvantaged pupils' needs are accurately diagnosed and they are challenged in the work that they're set
- act early to intervene at the point need is identified
- rigorously monitor pupil progress to ensure provision is effective

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge and understanding of curriculum content Our assessments and observations indicate that the education, mental health and wellbeing of many of our disadvantaged pupils have been impacted by previous partial school closures to a greater extent than for other pupils. A lack of resilience and self-efficacy are preventing a number of our disadvantaged pupils from fully engaging with their learning.
2	Attendance Our attendance data over time indicates that for a number of our disadvantaged pupils, attendance and punctuality has been lower than for non-disadvantaged pupils. This is caused by a range of factors but negatively impacts on attainment and progress.
3	Home School Engagement Through teacher feedback and discussions with children generally, our disadvantaged children have less success in completing tasks away from school site. This includes daily reading, spelling practice and homework tasks.
4	Phonics Assessments, observations and discussions with children indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Speech, Language and Communication Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and poor written communication skill among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

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>1. Children with PP and/or SEND (Special Educational Needs and Disability) make good progress and narrow the gap in attainment between PP and Non-PP in reading, writing and Maths</p>	<ul style="list-style-type: none"> • Progress of children to show a positive upward trend in Reading, Writing and Maths • Raised profile of Reading across the school, through core class books and story times, an investment in key texts to promote a love of reading, and a review of guided reading techniques and approaches. • PP writing outcomes in 2024 show that all pupils make good progress from their starting points. • Whole school Talk 4 Writing approach addresses all learning styles to enable accelerated progress for our weakest writers and embeds a whole school agreed writing process and progression • All children including those considered disadvantaged have access to extra-curricular activities. • PP Lead uses data termly to evaluate success/effectiveness of strategies and reports to Governing Body. • SLT Pupil Progress Meetings include challenging conversations about PP provision
<p>2. Attendance is at least 95% and above National Expectations</p>	<ul style="list-style-type: none"> • Positive engagement with parents both generally (whole school) and individual dialogue to stress the importance of attendance so that attendance is at least 95%
<p>3. Maintain High Quality support in place for children with SEMH needs to achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • ELSA member of staff trained to support SEMH • Staffing levels provide opportunity to deliver ELSA intervention • Participation in enrichment activities, particularly among disadvantaged pupils • Strong relationships are built between home and school and the families of our disadvantaged pupils. This is demonstrated with an open door policy of building supportive relationships particularly with our disadvantaged families.
<p>4. All children in Year 1 to pass the phonics screening check</p>	<ul style="list-style-type: none"> • KS1 Phonics Screening outcomes show that Year 1 children reach the expected standard in both PP and non-PP groups. Targeted phonics 2x daily intends to raise the percentage of those attaining the expected standard. Weekly use of our Phonics Precision Grid to revisit identified gaps 1 to 1.
<p>5. Children's SLC skills are developed in every classroom and this has a positive impact on attainment and progress.</p>	<ul style="list-style-type: none"> • Attainment and progress in all subjects is • in line with non-disadvantaged children • Observations indicate children are able to listen and attend • Internal assessments and observations indicate improved SLC skills

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.

Quality First Teaching Budgeted cost: £7000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for new SLT Team	Coaching will support the skills, knowledge and development of the SLT to enable them to support teachers effectively within the school.	1,2,3,4
Continue to develop the effectiveness of Jolly Phonics phonics programme (English Hub) through continuity of approach from EYFS to KS1 - especially for those disadvantaged	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 EEF Phonics Supporting-the-attainment-of-disadvantaged-pupils DfE	1, 2, 3, 4
Teachers and Support Staff are trained to use adaptive teaching as part of everyday teaching and learning	Adapting to different learning styles and needs supports learning (The Sutton Trust and EEF) WLT Focus – to teachers and support staff (CPD)	1,2, 4,5
To continue to have an additional member of staff available to improve the quality of social and emotional learning 'ELSA' Ongoing	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-pupils DfE	3,5
Pre-topic teaching and pre teaching for lessons materials are composed to support pupils access to the curriculum and	EEF suggests that oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to	1,2,3,4,5

combat language acquisition barriers. Use of Learning Challenge Curriculum	approaches based on Metacognition which make talk about learning explicit in classrooms	
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Targeted academic support

Budgeted cost: £9170

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA deployment to support in class – support planned by the class teacher (All classes to have TA support at least in the mornings to support learning in class)	When intervention is targeted to support next steps it will accelerate progress. (The Sutton Trust and Education Endowment Foundation Research)	1,2,4,5
Emotional Literacy Support Assistant (ELSA) 3 x children per term (anticipated 9 per year)	EEF & Sutton Trust: When intervention is targeted to support next steps it will accelerate progress.	3,5
Mastering Number Boolean Intervention Whole class x4 weekly <i>Small group intervention- twice weekly to include disadvantaged children as a priority factor (Boolean and/or PIXL therapies</i>	A professional, personal and effective relationship built between staff member and PP child to listen to their needs, provides encouragement and advice. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. EEF One to one tuition	1, 2, 3, 4, 5
Whole class reading developed in KS2 purchase of high quality books for Year 3 and 4	To ensure that all children are exposed to relevant reading materials which ensure high quality provision of KS2 Whole class reading	1, 2, 3, 4
PP children know their strengths and areas for development – Pupil Passport	PP children able to take ownership of their own progress. Staff ensure termly tracking take place and parents and children informed of targets.	1, 2, 3, 4,5

Wider strategies

Budgeted cost: £4200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribute up to £300 towards: school uniform school, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning and sport) and transport to swimming lessons (KS2)	Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF) To ensure pupils are ready to learn and are well supported for schooling.	3
After School Club Support	Children have positive experiences at school that promote healthy life styles and well-being. Children are not disadvantaged due to the cost of opportunities	1, 3,5
PP Attendance is at least 95% and punctuality is monitored Half termly monitoring of attendance required and swift action taken to inform parents and address underlying issues. Individual support with regular communication with parents is essential	Attendance in school and punctuality has an impact on learning and attainment	1, 2.4.5
Contingency fund for acute issues. (For example, cost of vital counselling session)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £20370

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.

All PP funding was carefully targeted at narrowing the gap and to benefit children across all areas of well-being and learning. School improvement focused on the delivery of quality first teaching and precise intervention to help accelerate learning. Pupil well-being continues as a focus for transition through the Wessex Learning Trust and nurture provision (ELSA and The Space play therapy) has supported the moral and well-being of our PP children. Our educational enrichment opportunities have made a positive impact for our PP children.

Y1 to Y4	% meeting Age Related Expectations			
	Reading	Writing	Mathematics	All 3 areas R/W/M
Whole School (114 pupils)	81%	68%	76%	64%
PP Pupils (14 pupils)	69%	48%	73%	38%
Non PP Pupils (100 pupils)	84%	74%	80%	68%

The difference in the reading attainment between PP and non-PP children is 15% in reading. The number of children achieving expected is being addressed with above interventions and targeting gaps in phonics and priority reading daily

In writing, the difference is more significant with 52% PP children attaining WT. The percentage of children significantly below age-related expectations is 26% for non-PP children.

In maths, the number of children achieving expected is 7% lower for PP children. The total percentage of children below expectations is 27% for PP children, compared to 20% for non-PP children

Year 1 to Year 4 Insight Progress Matrix Data Autumn to end of Summer 2022 - 2023

(16 pupils in 2022 to 2023)

Reading:

2022-2023 Sum Main Assessment

		Significantly Below	Working Towards	Expected	Greater Depth
2022-2023 Aut Main Assessment	No Data		3 pupils (19%)		
	Significantly Below	1 pupil (6%)	1 pupil (6%)	1 pupil (6%)	
	Working Towards			3 pupils (19%)	
	Expected			4 pupils (25%)	
	Greater Depth				3 pupils (19%)

Writing

2022-2023 Sum Main Assessment

		Significantly Below	Working Towards	Expected	Greater Depth
2022-2023 Aut Main Assessment	No Data		3 pupils (19%)		
	Significantly Below	2 pupils (12%)	1 pupil (6%)		
	Working Towards		4 pupils (25%)	2 pupils (12%)	
	Expected			2 pupils (12%)	
	Greater Depth				2 pupils (12%)

Maths

2022-2023 Sum Main Assessment

		Significantly Below	Working Towards	Expected	Greater Depth
2022-2023 Aut Main Assessment	No Data		3 pupils (19%)		
	Significantly Below	1 pupil (6%)			
	Working Towards		5 pupils (31%)	2 pupils (12%)	
	Expected			3 pupils (19%)	
	Greater Depth				2 pupils (12%)

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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
NCETM Recovery Maths I CAN	NCETM
Mastery Maths Resources	Boolean Maths Hub
TT Rockstars and Numbots	Maths Circle
Jolly Phonics Synthetic Phonics Programme resources	Jolly Phonics
Talk Boost	Talk Boost

Further information (optional)

Pupil Premium and recovery premium, whilst making a significant contribution to the strategies outlined below does not necessarily meet the totality of the cost for each individual aspect of this plan. The difference is met from general annual grant school funding.