

Weddington Primary School - Pupil premium strategy statement

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	Data
School name	Weddington Primary School
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	15.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J Kershaw, Headteacher
Pupil premium lead	J Kershaw, Headteacher
Governor / Trustee lead	Hayley Aley, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,215.00
Recovery premium funding allocation this academic year	£9,315.00
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	£99,530.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected by Covid, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps 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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Assessments, observations, and discussions with staff suggest disadvantaged pupils in Reception moving into Year 1 have been the most affected by Nursery and school closures during the Covid pandemic. Many pupils, especially the disadvantaged, are not prepared for moving into Key Stage 1 and will require further nurturing and development in areas of the EYFS profile.
4	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, who have made relatively good progress.</p> <p>On entry to Reception class in the last 3 years, between 60-70% of our disadvantaged pupils arrive below age-related expectations compared to 25-30% of other pupils. This gap remains steady to the end of KS1 and, in some cases, into KS2.</p>
5	<p>Internal and external moderation indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils, who have made relatively good progress.</p> <p>On entry to Reception class in the last 3 years, between 60-70% of our disadvantaged pupils arrive below age-related expectations compared to 25-30% of other pupils. This gap remains steady to the end of KS1 and, in some cases, into KS2.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in writing.</p>
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. More pupils (many of whom are disadvantaged) currently require additional support with social and emotional needs, with around 10 pupils (approximately 8 of whom are disadvantaged) receiving small group interventions in each class.</p>
7	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.</p> <p>2% of disadvantaged pupils have been 'persistently absent' compared to 4% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
1.Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2.Improved reading attainment among disadvantaged pupils.	KS1 Phonics screening shows 80%+ pass rate. KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
3.Improved percentage of pupils moving from Reception into Year 1 are 'KS1 ready'	80-90% of pupils moving into KS1 from Reception are meeting targets on the EYFS profile and their SEMH needs have been addressed in readiness for Year 1.
4. Improved Maths attainment for disadvantaged pupils at end of KS2	KS2 Maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
5.Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
6.To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in playground disputes • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
7.To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £48,595.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>NELI - Reception</p> <p>Talk for writing - KS1</p> <p>Magpie vocabulary and whole class reading</p>	<p>1</p> <p>TA Training cover= £263.16</p>
<p>2.Continued TLIF support with DfE validated Systematic Synthetic Phonics programme (Read, Write, Inc) and resources to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Jilly Crawford (RWI coach) to continue to support school. Reading materials purchased to ensure pupils can read at home as well as in school (especially for disadvantaged pupils)</p>	<p>2</p> <p>Twilight sessions for TT - TA overtime - £1,600</p> <p>TLIF sign up - £2,100</p> <p>Books and RWI resources - £332.69 =</p> <p>£4032.69</p>
<p>3.Additional adult support for Year 1 pupils who are not 'year 1 ready'</p>	<p>Small groups for Phonics and maths teaching and to support SEMH for pupils in Reception who have had little to no support during lockdown. Many pupils (especially the disadvantaged) have not been to pre-school so language and social skills are delayed and need play-based activities to continue into the new academic year</p>	<p>3</p> <p>LC's am salary £31,182.32</p>
<p>4.Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	<p>4</p>

We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS1 and2 pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stage 2	HC - ½ day cover per week = £6,481.28
5.Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access CPD in modelling writing, handwriting and moderation. We will also buy into the 'Spelling Shed' resources to improve spelling	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of English, drawing on evidence-based approaches: English guidance KS1 and2 pdf (publishing.service.gov.uk) EEF tiered approach supports Spelling Shed as a reliable resource for improving whole school spelling and writing.	5 ER's ½ day cover per week=£5,714.83
6.Improve the quality of social and emotional (SEL) learning through purchasing Thrive for all pupils and training a Thrive practitioner Thrive approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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):	6 Thrive training for HK plus 3 twilight sessions for staff = £921.29

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

Budgeted cost: £35,593.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1, 2, 3 & 5 BC and LE-O Sessions

relatively low spoken language skills.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	per week = £8337.20
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with RWI coach Jilly Crawford	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3 & 5 TM/LC PM sessions = £5915.35
Using an additional teacher for tutoring in small groups and 1-1	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 and in small groups	2, 3 & 5 LC pm salary = £20,788.00
Additional management time for English and Maths leads to support planning and delivery of catch up curriculum	Targeted support for specific needs and knowledge gaps can be effective for supporting low attainers and those falling behind due to lockdowns.	4 & 5 Maths hub - £157.62 Spelling Shed - £394.80 = £552.48

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

Budgeted cost: £15,341.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying and supporting pupils SEMH: Thrive Team Teach	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6 Thrive - £4,521.00 Team Teach - £1,430.05 Overtime for TAs - £5,50.00 =£6501.05

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>7</p> <p>Approx. 1 per week for HK - £2,593.26</p>
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p> <p>£6247.09</p>

Total budgeted cost: £93,282.91