

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Weetwood Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Anna Ellison
Pupil premium lead	Anna Ellison
Governor / Trustee lead	Edward Langham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,865
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36,330

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After. It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

3-year long-term pupil premium strategy

This document is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

Our philosophy

We are relentlessly ambitious for all our children regardless of any disadvantage. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Improvement Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

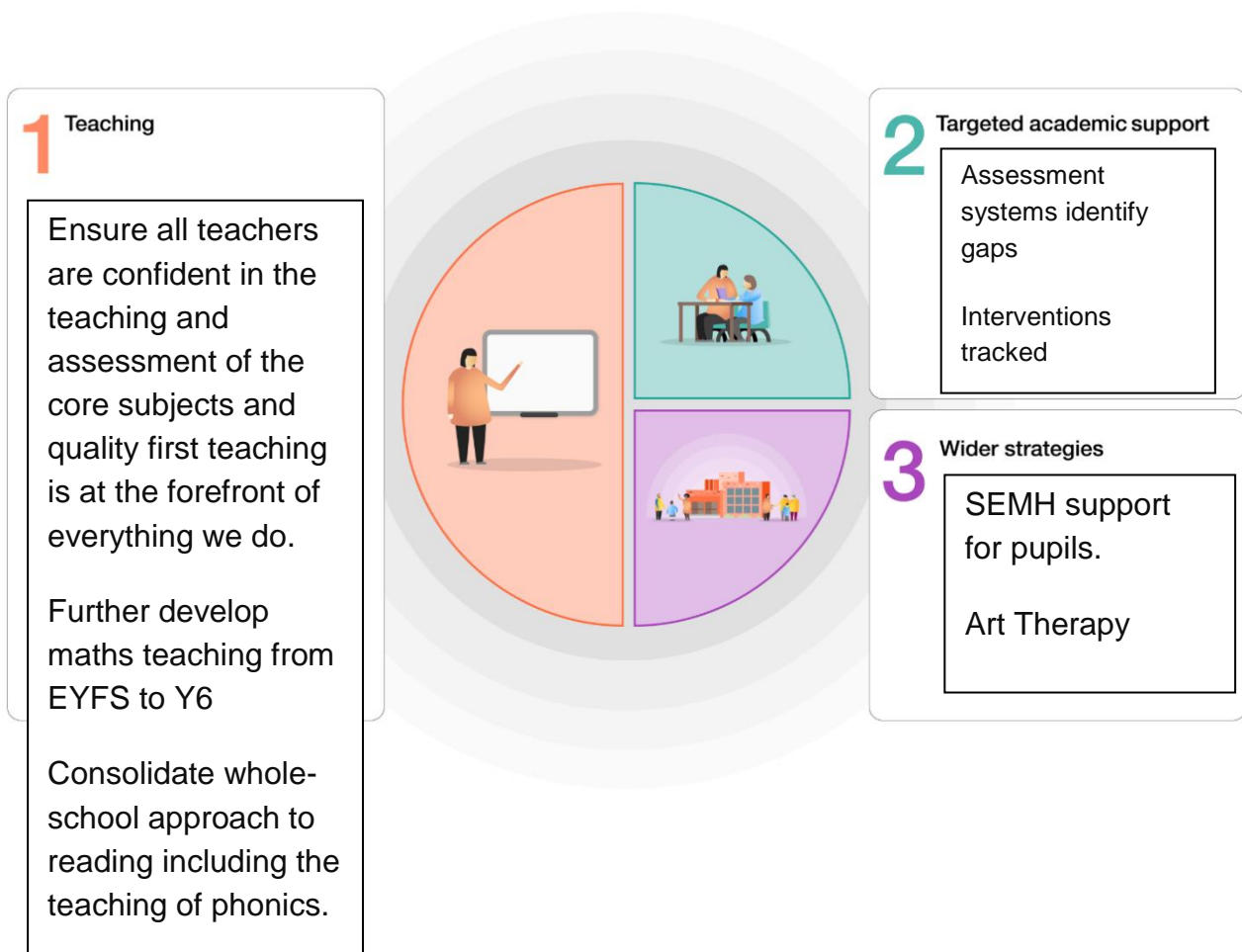
- Ensuring a high-quality education for every learner
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental health concerns.

- Ensuring that the PPG reaches the pupils who need it most and that no child is disadvantaged at school regardless of their background.

Tiered Approach

As per the model advocated by the Education Endowment Fund, we have adopted a tiered approach to define our priorities and achieve a balanced approach. The three categories of our tiered approach are:

1. Teaching
2. Targeted academic support
3. Wider strategies



Challenges

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

Challenge number	Detail of challenge
1	SEND. Some pupils have complex SEND needs which impacts their ability to meet the expected standard.
2	Disruptive education due to Covid 19. Some children did not access much quality remote learning during the lockdowns and bubble closures, despite school's provision and targeted support.
3	Poor language and communication skills. These are a barrier to children accessing the breadth of our curriculum as they do not always have the vocabulary and prior understanding of their peers.
4	Limited progress in line with their peers. Low prior attainment and slow progress rates in core subjects. Retention and retrieval of prior knowledge that requires additional skill and time to be activated.
5	Social, emotional and mental health difficulties which get in the way of attending school and achieving well. (This can be the children, their parents/carers or other family members.)

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
Disadvantage plays no part in progress in maths, reading and writing. Children are supported to make the best possible progress in the core subjects so that their attainment is in line with children nationally and they are achieving well.	Children will make at least good progress from their previous starting points and some will make accelerated progress. School records show the impact of intervention groups, tutoring, pre-teaching and other academic interventions and their effectiveness.
Disadvantage plays no part in progress of SEND pupils.	SEND pupils make good or better progress, relative to their starting point, at the end of KS1/KS2.
Children will be able to access and use our broad and balanced curriculum to make good progress in all subjects.	Our curriculum is planned to ensure that all children can access and engage with the curriculum well, whatever their prior understanding. This will include pre-teaching, visits, visitors and other enhancement activities.

<p>Children with social, emotional and mental health difficulties are correctly identified and supported.</p>	<p>School's records show that the correct children have been identified and are receiving appropriate support inside and outside school which is enabling them to attend well and to achieve in school.</p> <p>(Records include Thrive support, CPOMS, art therapy. Support includes, but is not limited to, Early Help Plans, pastoral interventions, access to cluster provision, e.g. counselling)</p> <p>Pupils can keep themselves emotionally regulated despite challenges they might face.</p>
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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: £ 7590

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consolidation of phonics teaching throughout school and research into the best validated scheme to dovetail with current practice`	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1, 3, 4
Ensure the good teaching of phonics and spelling in Reception, KS1 and LKS2 following staffing changes. Deputy Head working to train and support these teachers to teach this subject area well and to help them learn how to identify and plan for the children at risk of not meeting national outcomes in phonics	See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. EEF PP Guide and analysis of strands in EEF T&L Toolkit	1,2,4
Further develop maths mastery teaching from EYFS to Year 6	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/	1,2,4
To further develop writing and provide a text rich curriculum.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2, 4
Ensure that the whole class approach in reading is embedded. In Reception and KS1, children read books matched to their phonics ability and are given many opportunities to practice.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2, 4
Plan and deliver a text based curriculum which provides opportunities to develop	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2, 4

pupils understanding and provide a context for learning.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure formative and summative assessment systems identify specific areas of struggle in maths and English for individual pupils</i>	https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/	1, 2,3, 4
<i>Ensure all subsequent interventions are tracked, costed and reviewed</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,2, 3,4
<i>Ensure targeted interventions are in place for children who have fallen behind due to disadvantage and/or disrupted education due to the coronavirus pandemic</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,2, 3,4
<i>Deputy head to deliver targeted interventions to identified pupils.</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 2, 3, 4,
<i>KS2 English leader to deliver targeted reading and writing interventions.</i>	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1, 2, 3, 4,

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

Budgeted cost: £ £5460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure that remote education is embedded in readiness for any restricted attendance due to the Coronavirus pandemic</i>	School evidence suggests that where children are prepared for a swift transition between school and home-based learning, this allows teachers to continue with the momentum of teaching and for time lost to be minimised.	2
<i>Targeted and ad-hoc pastoral support via the learning mentor for pupils who are experiencing trauma, loss or turbulence</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	5
<i>Ensure pupils are identified SEMH intervention and that pupils have strategies to help them regulate in the classroom.</i>	https://portal.thriveapproach.com/approach/info/credentials/	5
<i>All children in school given the opportunity to enjoy and broad and balanced curriculum and a wide range of extracurricular activities.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,2,3,4,5

Total budgeted cost: £ 36,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Speech and language therapy and support	Interactions SLT
Reading, writing and spelling intervention programme	Nessy

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.