# Pupil premium strategy statement – Weaver Primary School 2024-2025

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| School Name | Weaver Primary School |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 8.1% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | G Price |
| Pupil premium lead | C Johnson |
| Governor / Trustee lead | A Beecher |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £21,760 |
| Recovery premium funding allocation this academic year |  |
| Pupil premium (and recovery 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* | £21,760 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| ***What are the key principles of your strategy plan?***  At Weaver Primary School we are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We regularly evaluate the impact our approaches are having on children’s needs.  High quality teaching is at the heart of our approach and we target our additional support for disadvantaged pupils in the areas we have evidence or experience to prove will make the most impact on eligible pupils.  We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils’ learning and staff at every level understand the part they play in addressing educational disadvantage.  ***Objectives for Pupil Premium Spending***   To provide high quality learning experiences across the curriculum for all learners   To provide additional small group support and intervention to ensure disadvantaged children achieve their potential   To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing   To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment  ***How does the pupil premium strategy plan work towards achieving those objectives****?*   It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our support staff and teachers.   It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities. Therefore enhancing their life chances and opportunities. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | To raise attainment in reading, writing and maths combined for all pupil premium children, with a focus on end of key stage attainment. |
| 2 | A number of pupil premium children also have recognised special educational needs or first concerns raised re possible special educational needs and this impacts on their overall attainment and progress. |
| 3 | Overall attendance for some of our disadvantaged children are lower. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 4 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including attainment. The level of SEMH need across the school has risen significantly in the past 12 months. |
| 5 | There are a significant number of parents across the school who are entitled to PPG but have not accessed it. |
| 6 | Financial pressures can result in lack of engagement in wider school provision, including residential visits and after-school clubs |
| 7 | Social and Emotional development for individual pupils. |

## 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.

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| Intended outcome | Success criteria |
| To raise attainment of PP children across the whole school – target intervention in Maths | PP children will make expected progress from starting points or meet National Standard in the SATs.  PP children will have made good progress based on prior attainment to reach National Expectation of year group expectations. They will the same progress as their peers.  PP children receive targeted intervention maths. Maths Hub resources and training to be used to support children. |
| To raise attainment of PP children across the whole school – target intervention in Reading. | PP children will make expected progress from starting points or meet National Standard in the SATs.  PP children will have made good progress based on prior attainment to reach National Expectation of year group expectations. They will the same progress as their peers.  PP children receive targeted intervention for reading. PM Benchmark and assessment resources to be used to identify areas of support for the PP children. |
| To ensure expected progress of children who are PP and SEN where achieving Expected Standard is not obtainable through national testing –measure progress through NTS Reading and NTS Maths. | Clear progress of PP children with SEND will be evident through the use of NTS Reading and NTS Maths tests. Staff will feel confident in delivering these tests and analyse areas for focus in interventions.  Use NTS Reading and NTS Maths standardised scores to target areas of intervention and progress. |
| To support PP children with focused intervention to reach the national standards in phonic screening check | PP children will receive phonics interventions (RWI) and will achieve expected standard or will have made good progress on prior attainment to reach national expectation of the phonic screening.  Half termly assessments to support interventions. |
| Social, emotional and/or behavioural problems affecting wellbeing and progress. | PP children across the school will receive support with Emotionally Healthy Schools and Tools for Schools Interventions if required.  PP children will have strategies to support them socially and emotionally.  Parents of PP to receive support and strategies for managing social and emotional difficulties if required.  Discover School Schools led by Adam Kirkpatrick to deliver focussed 1:1 and small group sessions. |

## 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: £ 1,212.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improvement of phonics and reading comprehension strategies The development of RWI across EYFS/KS1. All staff to be trained to ensure improved outcomes for PP children. Updated PM Benchmark to be used to identify PP support. All staff to be trained in using the PM benchmark and how to use the assessments. Ensure children have access to decodable books. | Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of 5 months’ additional progress can be achieved, along with developments in independent and collaborative learning strategies.  There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughput the day in a language rich environment is crucial.  https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children  https://educationendowmentfoundation.org.uk/public/files/Law\_et\_al\_Early\_Language\_Development\_final.pdf | 1,2,4 |
| Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes. | EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as White Rose units, Read to Write, Steps to Read and RWI. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them.  The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  EEF Improving Mathematics in the Early Years and KS1 Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)  The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 | 1,2,4 |
| Improve the quality of social and emotional (SEL) learning.  Access the EHSC and implement strategies throughout school.  Discover Social Skills to be delivered by highly qualified teacher to support PP children with social and emotional difficulties. | 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)  EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk) | 1, 2, 4, 7 |

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

Budgeted cost: £ 15,978.95

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Phonics and reading intervention (RWI phonics, 1:1 Phonics Tuition, Precision Teach).  Decodable books to support phonic reading  Big Cat books to be purchased to support and identify gaps in reading  All staff to be trained in PM Benchmark and assessments. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1,2,3,4, |
| 1:1 or small group work with bespoke interventions to close the gap in maths, reading and writing. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1,2,3,4, |
| 1:1 or small group work with bespoke interventions to support social and emotional development. | 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)  EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk) | 7 |

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

Budgeted cost £3,903.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Children to participate and attend school trips and residentials | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning> | 5, 6 |
| Music lessons | <https://www.kumon.co.uk/blog/the-benefits-of-children-learning-music/> | 5,6 |
| Further heightened parental involvement and engagement Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement One page profiles created for PPG pupils created in direct consultation with families to ensure pupils’ needs and strengths are fully understood and met | It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners.  As such by engaging more with parents we are affording the best possible chances for positive outcomes for PP learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practise in educational support with subsequent children.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 3 |
| OPAL playgrounds – To enhance the playground to support social and emotional well being at lunch and break times. To support PP children during unstructured times. | Improves Mental Health. Research shows OPAL children are happier. Social and emotional development is enhanced. Quality play life where relationships are practised. OPAL play links to formal learning, this increases creativity, imagination and collaborative skills. | 7 |
| Contingency fund for acute issues. | Based on our experiences 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 |

# Part B: Review of the previous academic year 2023-2024

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| Overcome gaps in learning and accelerate learning to help them make improved progress and to raise their standards of achievement. | Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.  Phonics small group work is effective in raising standards in phonics for all children. By reorganising the whole KS into RWI groups, we will ensure that pupils progress at an accelerated rate and others have more time for practise. We will continue to use this approach in the future.  KS2   |  |  |  | | --- | --- | --- | | KS2 | Non PP | PP | | Reading | 96% | 100% | | Writing | 81% | 100% | | Maths | 96% | 100% | | SPaG | 100% | 100% |   Phonics   |  |  |  | | --- | --- | --- | | Phonics | Non PP | PP | | Phonic Pass | 96% | 100% |   EYFS   |  |  |  | | --- | --- | --- | | EYFS GLD | Non PP | PP | | GLD | 68% | 60% |   Reception – Year 6  72% of all Pupil Premium children achieved expected or higher in Reading at the end of the year.  67% of all Pupil Premium children achieved expected or higher in Writing at the end of the year.  67% of all Pupil Premium children achieved expected or higher in Maths at the end of the year. |
| Wider opportunities for PP Children | PP children were able to access extra-curricular activities including art and sports after school clubs. Children who wanted to have music tuition had lessons through the use of pupil premium funding. All PP children attended school trips and residential trips this was also through PP funding. This approach will continue due to enrichment opportunities provided for PP children.  It is important that our children feel a part of their cohort and peers groups. Families with lower levels of affluence within the school can make some PP children ‘visible’. The school has tried to redress the social inequality by providing them with the same life chances and opportunities as their peers. |

## Pupil Premium Strategy outcomes

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| Pupils who are eligible for the Pupil Premium grant make good progress from starting points. They receive appropriate support to promote their social, emotional and mental health, through individual and small group interventions with trained Teaching Assistants. Pupils are also fully included in residential visits, where the cost of this might otherwise have meant they were unable to participate. |

## Externally provided programmes

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| Programme | Provider |
| RWI | Ruth Miskin Training |
| NCETM | Maths Hub Y1-Y6 |
| NCETM | Maths Hub EYFS , Y1, Y2 |