# 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

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| Detail | Data |
| School name | Weald Community Primary School |
| Number of pupils in school | 117 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | David Pyle |
| Pupil premium lead | Holly Hutchins |
| Governor / Trustee lead | Wendy Wallace-Holman |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £25,555 |
| Recovery premium funding allocation this academic year | £2755 |
| 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 | £26,931 |

# Pupil premium strategy plan

## Statement of intent

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| At Weald Community Primary School, we pride ourselves in providing all children with equal opportunities irrespective of their background or challenges they face. Our pupil premium strategy plan details how we strive to provide disadvantaged children with these opportunities and how we can sustain and improve academic progress.  Our character values and high-quality teaching is at the centre of life at Weald CPS and is reflected in our pupil premium strategy plan. We believe that teaching children to be independent, curious and resilient learners (to name just a few) will enable them to be well-rounded learners, through both core and foundation subjects as well as through learning opportunities outside the classroom. We aim to provide the appropriate staffing expertise to enable disadvantaged children to learn across KS1 and KS2. This teaching expertise will come in the form of in-class support, leading small groups and delivering high-quality intervention programmes. As well as this, the various activities and extra-curricula opportunities we provide will allow disadvantaged children to expand their horizons and learn through a variety of mediums.  Throughout the 2020-2021 academic year, we will:   * Ensure disadvantaged pupils are challenged in the work that they’re set, differentiated at the level suited to their learning journey and given the teaching support they need to succeed. * Act early to intervene at the point a difficulty is identified, however big or small. * Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.   This year’s plan is highly reflective of the COVID-19 pandemic that we have found ourselves in over the past couple of years, with 2 school-closures thrown in to the mix. There is a much greater awareness for creating the extra opportunities that disadvantaged children have missed out on. Thus, in the PPSP for 2021-2022 there is a great emphasis on the wider strategies that can be used to help bridge the gap between disadvantaged children and their peers. |

## 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 | Assessments and observations suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 2 | Assessments, observations and communications with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers. |
| 3 | Our observations and discussions with children and their families have identified social and emotional difficulties for many pupils. These challenges particularly affect disadvantaged children, impacting their attainment. |
| 4 | Our observations and discussions with children and their families have identified a lack of enrichment activities and opportunities. |

## 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 |
| Improved oral language in disadvantaged children | Observations in both structured and unstructured settings; formal language link assessments; intervention success for those who have identified that this is required; seek help from speech and language specialist for those with more complex challenges. |
| Careful assessment of children leading to selecting strategies to support their area of need | Formalised assessments across the core learning areas show sustained or improved academic progress; reaching out to professionals for further interventions and strategies to put in place.  SENCO, teaching and support staff work collaboratively to assess the needs and strategies required to support children well.  Provision meetings with SENCO help to identify gaps and discuss quality first methods to help children to meet personal targets and additional interventions which are required to support progress and attainment.  Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by class teacher, SENCO and assessment lead and the impact of each intervention will be measured. |
| Improved reading attainment among disadvantaged pupils | Engagement in the reading scheme; formalised assessments – comprehension.  All disadvantaged children continue on their level of progress from previous summer term and from previous key stage results.  Provision meetings with SENCO help to identify gaps and discuss quality first methods to help children to meet personal targets and additional interventions which are required to support progress and attainment.  Additional intervention sessions will take place – based on gaps in learning and with reference to previous key stage result. Interventions will be monitored by class teacher, SENCO and assessment lead and the impact of each intervention will be measured.  Achievements and targets are to be shared with parents at regular intervals throughout the year to encourage parent participation and parents will feel confident regarding how to support their children.  Quantity/quality of reading in each class is pitched appropriately for the level of each and those that do not read at home are given the regular opportunity in school to read to an adult in school.  There will be a whole school approach to the teaching of systematic synthetic phonics and spelling across the school. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children | Observations in both structured and unstructured settings showing an improvement in children’s resilience to challenges and overcoming everyday obstacles; character education passports showing an optimistic and positive outlook to school life.  SENCo, DSL and Head teacher will identify and support families and children and work to alleviate barriers to learning.  Identified children are provided with supported suited to their needs via 1:1 or group pastoral support, family support, referral to Early Help and bought in professional services.  Our assembly procedures, combined with our SRE and PSHE curriculum will act to support the social, emotional and health needs of all children. |

**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

Budgeted cost: £22,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA employment | Support across the school to target the academic progress of pupil premium children.  Additional TA support for individual and groups of children requiring targeted support in class or additional intervention.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Evidence shows that teaching assistant interventions in small-groups has a moderate impact on learning. | 1 |
| SENCO | Specific, scheduled sessions with a highly-trained member of staff working, specifically, with PP children with SEN.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Evidence shows that 1:1 tuition on a highly differentiated level has a high impact on learning. | 1 |

**Targeted academic support**

Budgeted cost: £900

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|  | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and Language Link | Language Link intervention whereby children follow set, prescribed activities based on their area of need.  Speech link helps to identify and support children with developmental speech sounds difficulties and help to identify which children need to be seen by a speech and language therapist and to support staff to work effectively with children’s common sound errors.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Evidence shows that oral language interventions have a very high impact. | 2 |
| Rock N’ Pop (financial year) | An outside provider leading music lessons for children who sign up to receive this weekly.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Evidence shows that there is moderate impact on learning for following an arts-based programme. However, the enjoyment and creativity fostered by this is vast and our children thrive from participating in this. | 4 |
| Read Write Inc | A prescriptive programme whereby children are grouped according to their difficulties with phonics, spelling and writing.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Evidence shows that there is high impact on learning gained through: individualised instructions, phonics and small-group tuition. | 1 |

**Wider strategies**

Budgeted cost: £4000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Swimming | Swimming lessons provided by the local leisure centre and funded by the school.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Physical activity has important benefits in terms of health, wellbeing and physical development. It is also a way of providing extra opportunities for disadvantaged children. | 4 |
| Counselling – Fegans | Sessions delivered by a trained, expert, external provider – Fegans.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Strong evidence to show that social and emotional learning approaches have a positive impact in academic outcomes. | 3 |
| Trips/ extra curricula | Trips/ educational visits/ extra curricula (clubs) provided off-site and on-site are funded by the school.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  A way of providing extra opportunities for disadvantaged children. | 4 |
| Residential – YR 3,4 & 5 | A short, residential opportunity for children in KS2. Run and led by instructors off-site.  For many of our pupil premium children a residential is the only time away from home during the year and educational visits enable them to experience a broader range of experiences that they may not otherwise get to experience. This promotes cultural capital and an experience of a range of settings.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Although there is unclear evidence on the impact of learning progress through outdoor adventure programmes, the social and emotional impact of this is huge. This is a way of providing extra opportunities for disadvantaged children. | 4 |
| Residential – YR6 | A week-long, residential opportunity for children in Year 6. Run and led by instructors off-site.  For many of our pupil premium children a residential is the only time away from home during the year and educational visits enable them to experience a broader range of experiences that they may not otherwise get to experience. This promotes cultural capital and an experience of a range of settings.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Although there is unclear evidence on the impact of learning progress through outdoor adventure programmes, the social and emotional impact of this is huge. This is a way of providing extra opportunities for disadvantaged children. | 4 |
| Uniform | Uniform funded by the school if new items are required. Purchased as necessary  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>  Although the evidence does not suggest that wearing a school uniform has an impact on learning, the wearing of a school uniform fits in with our school ethos and contributes to behaviour around school. | 3 |

**Total budgeted cost: £26,900**

# 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.

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| During last academic year, as the UK went in to it’s second national lockdown we were forced to close the school once again and invite our key-worker and vulnerable children on to site. By this point, staff had become familiar with our online teaching platform and jumped straight in to delivering their teaching. The SENCO continually reached out to our vulnerable families during this period and liaised with school regarding the differentiated material to be delivered.  Once school returned to normal, teachers conducted informal assessments and teacher analysis to understand gaps in learning and devise specific timetables to fill these. The Learning Success Team created expansive intervention timetables to help those disadvantaged children who missed chunks of their learning due to the pandemic.  At the end of our last pupil premium strategy plan, we met 2/3 of our desired outcomes. Our pupil premium children came within 10% of their peers with regards to attainment. This was a fantastic testament to the hard work of our teaching staff and the dedication of those children. We also managed to create successful learning environments for disadvantaged children to learn from home, providing the necessary technological equipment where needed and inviting those children in to school.  Moving forward to this year’s plan, we continue to carefully assess our children and select the strategies that best support them. This is only becoming apparent now in the impact that the pandemic and two school closures has had. We have also seen a sharp rise in terms of wider strategies needed, hence why there is a sharp focus for this in this plan. |

## Externally provided programmes

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| Programme | Provider |
| Music lessons – guitar | Rock n Pop |
| Residential | Manor Adventure |