# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 | 121 |
| Proportion (%) of pupil premium eligible pupils | 11.6% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | November 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | David Pyle |
| Pupil premium lead | Holly Taylor |
| Governor / Trustee lead | Wendy Wallace-Holman |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £20,755 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £20,755 |

# 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 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 of our character qualities) 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 all year groups. 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.  This year’s plan is highly reflective of the easing of COVID-19 restrictions which were implemented over the past couple of years. Only now are we beginning to appreciate the impact that 2-school closures and months of uncertainty has had on the children in our care. Hence, in this PPSP, there is a wide range area of challenges, as documented below. |

## 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 | There has been a marked increase in low attendance and persistent absenteeism of PP/ disadvantaged children. |

## 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 |
| Challenge number 1  Improved reading attainment among disadvantaged pupils | Disadvantage children maintain at least the standard of attainment they achieved at the end of the previous academic year. All disadvantaged children continue on their level of progress from the previous summer term/ previous key stage results.  Engagement in the reading scheme, including new RWI book bag books.  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. |
| Challenge number 2  Improved oral language in disadvantaged children | Speech and Language Link assessments show marked improvements in PP children across the year, particularly from their starting point at the end of the previous one.  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. |
| Challenge number 3  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 builder assessment tool showing a marked increase throughout the year of children showing the school’s character qualities.  Character education passports showing an optimistic and positive outlook to school life.  SENCO, DSLs 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 other 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. |
| Challenge number 4  All disadvantaged pupils will meet the national expectations for attendance/ persistent absence. | Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%).  Monitoring of attendance by SENCO and Head teacher brings about an increase in PP pupils’ attendance and a decrease in persistent absence. |

**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: £17,391**

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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, 2, 3 |
| SENCO  Specific, scheduled sessions with a highly-trained member of staff working with disadvantaged children focussing on curriculum expectations as well as mental health.  SENCO to monitor attendance alongside deputy headteacher to align with national statistics. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit> | 1 – 4 |
| Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2. | Quality first teaching evident in all classes, enhanced by continuing CPD and use of subscriptions.  https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully | 1 |
| Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. | 1 – 4 |

**Targeted academic support**

**Budgeted cost: £1364**

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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 |
| 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: £2000**

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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. | 3 |
| 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. | 3 |
| 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. | 3 |
| 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. | 3 |
| 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: £20,755**

# 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.

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| During last academic year, as the UK emerged from the grips of the COVID pandemic, Weald plunged itself in to supporting the emotional welfare of our disadvantage children. More than other groups of children, our disadvantaged pupils felt the periods of lockdown and uncertainty considerably more. This was really reflected in their emotional vulnerability and ability to regulate emotions, hence a large portion of our last statement reflected this. The SENCO continually reached out to our vulnerable families during this period and families liaised closely regarding the needs of their children.  Towards the end of the year, once teachers conducted both formal assessments and teacher analysis, were we able to understand the gaps which had developed in learning. Although perhaps not as marked as seen in other settings, a slight downward trend emerged, particularly with disadvantage children and their reading and writing. Not only this, but there still continued to be a present gap in speaking and language understanding between our disadvantaged children and their peers.  Another worrying concern which was seen was a slight decrease in PP children’s attendance compared to their peers. Although this only pertained to a small number, this was something which we had not seen before and impacted on these children’s learning.  The plan for 2022-2023 really reflects the continuing emphasis we place on disadvantaged children and their reading and writing attainment. Through carefully continuing to assess our children and select the strategies that best support them we hope to be able to bridge the gap between PP children and their peers. This is also the same for: the emphasis on speech and language and the continuing monitoring of disadvantaged children with identified SEMH difficulties. A new area of the plan is to also focus on those PP children struggling with their attendance to ensure that no areas of learning are being missed out due to a lack of attendance. |

## Externally provided programmes

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| Programme | Provider |
| Counselling | Fegans (Spurgeons College) |
| Residential (Year 6) | Manor Adventure |
| Residential (Years 3-5) | Bushcraft |