# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 | Weald Community Primary School |
| Number of pupils in school  | 111 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | October 2024  |
| Statement authorised by | David Pyle  |
| Pupil premium lead | Holly Taylor |
| Governor / Trustee lead | Wendy Wallace-Holman |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £20,370 |
| 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  | £20,370 |

# 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 2022 to 2023 academic year.

|  |
| --- |
| The plan for 2022-2023 reflected 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 supported them, in most cases, we were able to bridge the gap between PP children and their peers. This progress was also seen in our targeted support for speech and language. A new focus introduced last year was on attendance. When compared against the rest of the school data, PP children’s attendance was dramatically lower than their peers. There were varying reasons for this and each case was different. The SENCO reached out continually to these families in identifying the support which could be given to support these children attending school. A *Targeted Support Meeting* with KCC has been scheduled for next academic year school and the local authority can strategy plan on a more specific level on how best to support these families. On the whole, our pupil premium children had made great progress, both academically and developmentally. We have great working relationships with our families and strive to continue to explore the best ways we can support some of our more vulnerable children and their families. One area identified for development was a needed improvement on timetables learning and recall. It was found, particularly in KS2, that some disadvantaged children were not accessing a consistent routine of learning timetables and this was impacting on their ability to recall in maths lesson and hindering progress. This will be a challenge introduced for next academic year.  |

# Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| 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.  |

## Challenges

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

|  |  |
| --- | --- |
| 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.  |
| 5 | Assessments and observations has shown that disadvantaged children generally have greater difficulties with learning and recalling times tables compared to their peers.  |

## 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 |
| Challenge number 1Improved 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 2Improved 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 3To 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 4All 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.  |
| Challenge number 5 Improved times tables recall and knowledge in disadvantaged children.  | Disadvantage children engage with the TTRS programme, using it to improve their skills and knowledge of times tables. Class teachers will be able to see each child improve from their unique starting point through accessing the interactive programme.  |

**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.

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

### Teaching

**Budgeted cost: £17,006**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TA employmentSupport 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.  | Evidence shows that teaching assistant interventions in small-groups has a moderate impact on learning. Please see Education Edownment Foundation link above.  | 1, 2, 3 |
| SENCOSpecific, 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.  | Please see Education Edownment Foundation link above.  | 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**

|  |  |  |
| --- | --- | --- |
|  | 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. Please see Education Edownment Foundation link above. 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. Please see Education Edownment Foundation link above. Evidence shows that there is high impact on learning gained through: individualised instructions, phonics and small-group tuition.  | 1 |
| Times Tables Rockstars | A fun and engaging, interactive programme where times tables are learnt through game based activities. This can be accessed at home and is timetabled in school. Please see Education Edownment Foundation link above. Evidence shows that there is high impact on learning gained through: individualised instructions, phonics and small-group tuition. |  |

**Wider strategies**

**Budgeted cost: £2000**

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Swimming | Swimming lessons provided by the local leisure centre and funded by the school. Please see Education Edownment Foundation link above. 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. Please see Education Edownment Foundation link above. 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. Please see Education Edownment Foundation link above. 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.Please see Education Edownment Foundation link above. 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.Please see Education Edownment Foundation link above. 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 Please see Education Edownment Foundation link above. 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: £20,370**

## Externally provided programmes

|  |  |
| --- | --- |
| Programme | Provider |
| Counselling | Fegans (Spurgeons College)  |
| Residential (Year 6) | Manor Adventure |
| Residential (Years 3-5) | Bushcraft  |
| Rock and Pop Foundation |  |
| Gymspire Academy |  |
| Dancemode  |  |