

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	Weobley Primary School
Number of pupils in school	166 (excl. Nursery)
Proportion (%) of pupil premium eligible pupils	28.92%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Stephen Warrell – Head of School
Pupil premium lead	Stephen Warrell – Head of School
Governor / Trustee lead	Achievement and Standards Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,075 (Estimate, as funding has only been confirmed for the first half of the academic year)
Recovery premium funding allocation this academic year	£7,395

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	£81,470

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Under-developed reading, writing and numeracy skills of some of our disadvantaged pupils leading to a lower percentage of our disadvantaged pupils reaching the expected standard compared to the national average for disadvantaged pupils. It should be noted however, that the progress our disadvantaged pupils make is consistently above the national average in all subjects. This makes this a particularly demanding challenge.
2	Read, Write Inc and Phonics Assessments show that oral language skills across the school are lower for our disadvantaged pupils than our non-disadvantaged pupils.
3	A proportion of children have social and emotional difficulties that prevent them from engaging with learning, at times impacting on their learning.
4	Many children have limited experiences outside of the village or Herefordshire, leading to low aspirations.
5	Attendance?
6	SEN?

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
To reduce the gap between the percentage of disadvantaged children	The gap between our pupils and national varies each year due to the relatively

<p>from the school achieving expected standard in Reading, Writing and Maths compared with the number of disadvantaged pupils nationally achieving the expected standard.</p>	<p>small sample of pupils and other contributing factors e.g. attendance, SEN, children recently transferred from other settings. Target is to reduce the gap to an average of 10% over the next three years.</p>
<p>Improved oral language skills for disadvantaged pupils across the school.</p>	<p>Disadvantaged pupils in EYFS make rapid progress so that all disadvantaged pupils meet Early Learning Goals in Communication and Language.</p> <p>Disadvantaged pupils in Year 1 make rapid progress so that all disadvantaged pupils meet the expected standard in Phonics Assessments.</p> <p>Any children not meeting the standards above continue to be monitored throughout their time in the school to ensure appropriate interventions are in place to raise their standards.</p>
<p>Despite a significant number of disadvantaged pupils having social and emotional difficulties, they are still able to engage with learning at a similar level to the rest of their peers.</p>	<p>Pupil progress for disadvantaged pupils with social and emotional difficulties is in line with the rest of the cohort.</p>
<p>Children are excited about learning, show resilience and the impact that good learning can have on their future.</p>	<p>Pupil surveys will show that disadvantaged children are as happy in school as non-disadvantaged pupils.</p> <p>Discussions with class teachers will show that disadvantaged children are as happy in school as non-disadvantaged pupils.</p>
<p>Poor attendance for disadvantaged pupils' is not a factor in their achievement.</p>	<p>Attendance is above national average for disadvantaged pupils.</p>

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: £81,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Following a review of the quality of Phonics teaching across the school, we will be relaunching the teaching of phonics using Read, Write Inc. This will involve purchasing the training package.</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1,2
<i>Subsidised 2 year old nursery</i>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034449/SEED-Age_4_RESEARCH_REPORT.pdf</p> <p>Findings indicate that more hours spent in formal and informal ECEC between ages two and four has some benefits for child cognitive and socio-emotional development at age four.</p> <p>In school, we have also observed the swift improvements in academic and social development of children joining the Nursery from 2 years old.</p>	1, 2, 3
<i>A small pupil to adult ratio to facilitate 1:1 tutoring sessions when children need additional support in an area or smaller groups when focussing on a specific outcome e.g. RWI (Phonics)</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low</p>	1, 2, 3

	prior attainment or are struggling in particular areas.	
<i>Ensure we are able to maintain a single form entry system.</i>	Our younger children have missed a higher proportion of their learning when compared to their age e.g. 6 months missed of 6 years lived is a far higher proportion than 6 months missed of 11 years lived. For this reason, we are very keen to close this learning gap sooner rather than later. Our class sizes are smaller in Reception and Key Stage 1 and the three classes could be merged into two. From past experience, we are confident that by keeping them as three separate classes, the children's outcomes have been improved, this has been demonstrated in our increased performance at Key Stage 1 and in the Phonics Assessments.	1, 2, 3
<i>Academic Mentor to provide a wide range of targeted interventions to facilitate pupils' academic recovery.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 2
<i>Team Teach Training</i>	The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention. ICM, BILD IACT, CPD and NTA Accredited	3
<i>Educational Welfare Officer and SENDCo</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1039223/School_attendance_guidance_for_2021_to_2022_academic_year.pdf Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely	5

	<p>understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</p> <p>Use of an out sourced EWO has supported the school to keep our attendance percentage in–line or above national average.</p>	
<p><i>Attendance Incentives e.g. certificates, raffle prize</i></p>	<p>Attendance Incentives have historically been shown to keep our attendance percentage in –line or above national average.</p>	5

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reciprocal Reading Staff Training</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1, 2
<p><i>Bedrock</i></p>	<p>We have a carefully selected range of digital interventions to support children’s progress in a number of key areas – these have all been selected on their ability to accelerate pupil’s progress in the given area. We also monitor pupil progress to ensure the intervention remains an appropriate one.</p>	1, 2
<p><i>IDL</i></p>	<p>We have a carefully selected range of digital interventions to support children’s progress in a number of key areas – these have all been selected on their ability to accelerate pupil’s progress in the given area. We also monitor pupil progress to ensure the intervention remains an appropriate one.</p>	1

<i>Engaging Eyes</i>	We have a carefully selected range of digital interventions to support children's progress in a number of key areas – these have all been selected on their ability to accelerate pupil's progress in the given area. We also monitor pupil progress to ensure the intervention remains an appropriate one.	1
<i>Sumdog</i>	We have a carefully selected range of digital interventions to support children's progress in a number of key areas – these have all been selected on their ability to accelerate pupil's progress in the given area. We also monitor pupil progress to ensure the intervention remains an appropriate one.	1
<i>My Maths</i>	We have a carefully selected range of digital interventions to support children's progress in a number of key areas – these have all been selected on their ability to accelerate pupil's progress in the given area. We also monitor pupil progress to ensure the intervention remains an appropriate one.	1
<i>T.T. Rockstars</i>	We have a carefully selected range of digital interventions to support children's progress in a number of key areas – these have all been selected on their ability to accelerate pupil's progress in the given area. We also monitor pupil progress to ensure the intervention remains an appropriate one.	1
<i>Purchase of RWI eBook Library License</i>	We have a carefully selected range of digital interventions to support children's progress in a number of key areas – these have all been selected on their ability to accelerate pupil's progress in the given area. We also monitor pupil progress to ensure the intervention remains an appropriate one.	1, 2
<i>Purchase of additional books for the school library – the decision for which books is child led – for the period of this strategy, specific focus will be given to</i>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>The document highlights the benefits of encouraging reading for pleasure – whilst an old study, we see the benefits of keeping our reading materials fresh and</p>	1, 2

<i>disadvantaged children's wishes.</i>	relevant. The children are enthusiastic about reading the new books and actively encourage each other to try new titles.	
<i>Purchase of new RWI books</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
<i>Parent Meetings to discuss the teaching of phonics</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2
<i>Introduce partner talk</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	1, 2, 3
<i>Children are given a wide range of opportunities to perform e.g. class assemblies, nativity, harvest festival Year 6 end of year production.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.	1, 2, 3

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure all trips are subsidised and parents need not make any contribution if necessary</i>	<p>Many of our children have limited experiences outside of school or their home. We have seen the benefits of extending these experiences, particularly in writing, but also in a number of other learning areas when the children return to the classroom. A trial published by EEF demonstrated an increase of nine months' progress when children were given a "memorable experience". This trial reflects our own observations.</p> <p>https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-months</p>	1, 2, 3
<i>Thrive and Family Thrive</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	3
<i>Jigsaw Scheme of Work and Training</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	3, 4

<p><i>Provide enriching in-school experiences to compliment the teaching in school e.g. outside visitors</i></p>	<p>Many of our children have limited experiences outside of school or their home. We have seen the benefits of extending these experiences, particularly in writing, but also in a number of other learning areas when the children return to the classroom. A trial published by EEF demonstrated an increase of nine months' progress when children were given a "memorable experience". This trial reflects our own observations.</p> <p>https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</p>	<p>1, 2, 3, 4</p>
<p><i>Attendance at sporting events as competitors or audience to include competitions for less "sporty" children.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>The benefits of Physical Activity are widely acknowledged as beneficial to a child's development. Encouraging our "less-sporty" children to participate by ensuring they are able to access competitions that are appropriate for their level of physical ability has clearly encouraged them to participate and enjoy the opportunities that sport offers.</p>	<p>1, 2, 3</p>

Total budgeted cost: £110,000 – it is acknowledged that this figure far exceeds the amount of our Pupil Premium budget, however, the school believe that spending in these key areas is important enough to warrant additional expenditure from the main school budget.

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
RWI	Ruth Miskin
Thrive	Thrive
Jigsaw	Jigsaw
Engaging Eyes	Dyslexia Gold
My Maths	My Maths
Sumdog	Sumdog
T.T.Rockstars	Maths Circle
IDL	IDLS Group
Bedrock Learning	Bedrock Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>The majority of our service children are making excellent academic progress and limited interventions are needed in these areas. They are able to access all of the areas stated above to further accelerate their learning and social and emotional development.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>The range of interventions and additional resources available have ensured the children continue to make excellent progress in school.</p>

Further information (optional)

The Pupil Premium Strategy is produced by the Head of School and Lead Teacher – this is then presented to the Achievement and Standards Committee of the Governing Body for their ratification and approval.