

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

Detail	Data
School name	Weobley Primary School
Number of pupils in school	164 (excl. Nursery)
Proportion (%) of pupil premium eligible pupils (excl. Nursery)	30.5%
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 December 2022 (review) February 2023 (review)
Date on which it will be reviewed	July 2023
Statement authorised by	Stephen Warrell – Head of School
Pupil premium lead	Sharon Thomas – Lead Teacher
Governor / Trustee lead	Achievement and Standards Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year. This figure includes Deprivation, CLA, PCLA and Service Children Premiums.	£67,874.58
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Weobley Primary School sits in the heart of the Greater Weobley Lower-layer Super Output Areas (LSOA). The LSOA is in the fourth decile of deprivation. As a school, it is our aim to overcome the barriers that this creates, doing everything that we can to support the children's learning.

Index of Deprivation 2019 - Key Indicators for Greater Weobley LSOA (E01014016)

Index of Multiple Deprivation - The Index of Multiple Deprivation 2019 combines information from the seven domains to produce an overall relative measure of deprivation. The domains are combined using the following weights: Income Deprivation (22.5%), Employment Deprivation (22.5%), Education, Skills and Training Deprivation (13.5%), Health Deprivation and Disability (13.5%), Crime (9.3%), Barriers to Housing and Services (9.3%), Living Environment Deprivation (9.3%).

Score	25.161
Rank (where 1 is most deprived)	10671
Decile (where 1 is most deprived 10% of LSOAs)	4
<i>Education, Skills and Training - measures the lack of attainment and skills in the local population</i>	
Score	25.124
Rank (where 1 is most deprived)	10765
Decile (where 1 is most deprived 10% of LSOAs)	4
<i>Living Environment - measures the quality of both the 'indoor' and 'outdoor' local environment</i>	
Score	53.031
Rank (where 1 is most deprived)	1437
Decile (where 1 is most deprived 10% of LSOAs)	1
<i>Income Deprivation Affecting Children Index (IDACI) - measures the proportion of all children aged 0 to 15 living in income deprived families</i>	
Score (rate)	0.225
Rank (where 1 is most deprived)	8386
Decile (where 1 is most deprived 10% of LSOAs)	3

Ultimately, we aim for our Pupil Premium children to attain at the same level as our non-pupil premium children. We acknowledge that this is a challenging target in the knowledge that, on average, our Pupil Premium children start their school life with us at a lower level than the non-Pupil Premium children.

We know that that the basis of our strategy is secure as historically, our Pupil Premium children's progress has exceeded that of our non-Pupil Premium children, thus demonstrating accelerated progress.

By remaining focused on our successful strategies and extending these further, we strongly believe that this new strategy will continue to close the attainment gap between Pupil Premium and Non-Pupil Premium children.

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	A disproportionate number of disadvantaged pupils are also on the SEN register 33% when compared with non-disadvantaged pupils 18%.
6	Disadvantaged children's attendance is below that of the non-disadvantaged children. Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind.

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
<p>To reduce the gap between the percentage of disadvantaged children from the school achieving expected standard in Reading, Writing and Maths at the end of Key Stage 2 compared with the number of disadvantage pupils nationally achieving the expected standard.</p>	<p>The gap between our pupils and national varies each year due to the relatively small sample of pupils and other contributing factors that include: attendance, SEN, children recently transferred from other settings. (also addressed as other outcomes in this statement)</p> <p>It is our target to exceed the percentage of disadvantaged pupils nationally that meet the expected standard in Reading, Writing and Maths by 10%.</p> <p>Acknowledging the challenges that we have; should we fail to meet the above target, instead, we should have exceeded the national pupil progress for disadvantaged pupils in Reading, Writing and Maths by 10% in each of the subjects.</p> <p>To “smooth out” in-year variations. Over a rolling period of three years the percentage of disadvantaged pupils achieving the expected standard will be the same as or exceed the percentage of disadvantaged pupils nationally achieving the expected standard.</p>
<p>Improved oral language skills for disadvantaged pupils across the school.</p>	<p>A minimum of 75% of disadvantaged pupils in EYFS make rapid progress so that they meet Early Learning Goals in Communication and Language.</p> <p>Disadvantaged pupils by the end of Year 2 make rapid progress so that a minimum of 80% of them meet the expected standard in Phonics Assessments.</p> <p>Any children not meeting the standards above continue to be monitored</p>

	throughout their time in the school to ensure appropriate interventions are in place to raise their standards.
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.	Pupil progress for disadvantaged pupils with social and emotional difficulties is in line with the rest of the cohort.
Children are excited about learning, show resilience and the impact that good learning can have on their future.	Pupil surveys will show that disadvantaged children are as happy in school as non-disadvantaged pupils. Discussions with class teachers will show that disadvantaged children are as happy in school as non-disadvantaged pupils.
Poor attendance for disadvantaged pupils' is not a factor in their achievement.	Attendance is above national average for disadvantaged pupils.

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 the relaunching of the teaching of phonics last year, we will continue to monitor the teaching using Read, Write Inc. For those pupils not making anticipated progress, POPAT interventions will be used</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, 5
<i>Subsidised 2-year-old nursery</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attach	1, 2, 3

	<p>ment_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>	
<p><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>	<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 prior attainment or are struggling in particular areas.</p>	1, 2, 3, 5
<p><i>Ensure we are able to maintain a single form entry system.</i></p>	<p>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.</p>	1, 2, 3, 5
<p><i>Academic Mentor to provide a wide range of targeted interventions to facilitate pupils' academic recovery.</i></p>	<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</p>	1, 2, 5

	pupils that are identified as having low prior attainment or are struggling in particular areas.	
<i>Additional Team Teach Training as and when required</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 monitoring attendance. Attendance details also recorded on Pupil Premium Trackers.</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 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. Use of an out sourced EWO has historically supported the school to keep our attendance percentage in–line or above national average.	6
<i>Attendance Incentives e.g. certificates, raffle prize</i>	Attendance Incentives have historically been shown to keep our attendance percentage in – line or above national average.	6

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
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<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>	<p>1, 2</p>
<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>	<p>1</p>
<p><i>Engaging Eyes</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>	<p>1</p>
<p><i>Sumdog</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>	<p>1</p>
<p><i>My Maths</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>	<p>1</p>
<p><i>T.T. Rockstars</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>	<p>1</p>

<i>Emile</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.	
<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>Investment in PenPals Handwriting Scheme</i>	<p>https://nha-handwriting.org.uk/handwriting/why-is-handwriting-important/</p> <p>Time devoted to the teaching and learning of letter formation in the early years will pay off. Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. This is important when assessments are based on written work, particularly in time-limited written examinations, which remain a major form of assessment for many formal qualifications. Without fast and legible handwriting, students may miss out on learning opportunities and under-achieve academically.</p>	
<i>Purchase of Sir Linkalot annual License</i>	<p>Meta-cognition +7 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<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 disadvantaged children's wishes.</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

	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>	<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>Parent Meetings to discuss the teaching of phonics</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>Maintain the use of partner talk</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> <p>As a school, we find the use of Partner Talk a valuable method for improving children's confidence in "speaking out" across all areas of the curriculum, this method has been observed as significantly beneficial to disadvantaged pupils.</p>	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, Wider Opportunities Music</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>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</p>	1, 2, 3

<i>Lessons, grant applications for gifted musicians</i>	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.	
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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, 4
<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>Quality assure Jigsaw Scheme of Work and identify additional training needs.</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</p>	3, 4

	<p>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>	
<p><i>Provide enriching in-school experiences to compliment the teaching in school e.g. outside visitors, forest schools</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-months</p>	1, 2, 3, 4
<p><i>Attendance at sporting events as competitors or audience to include competitive sporting events or stride active festivals.</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>	1, 2, 3, 4
<p><i>Supporting parents with the completion of SEN Paperwork along with reminding them of appointments etc. Provision of Laptops for completion of parenting courses etc.</i></p>	<p>It has been identified in school, that some of our disadvantaged parents have difficulty completing SEN paperwork and keeping to appointments. If supported with this, we have seen an improvement in successful applications and attendance of appointments.</p>	3, 5

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 2021 to 2022 academic year.

The DfE advise: **Use 2021/22 school performance data with caution**

Following the COVID-19 pandemic, most exams, tests and assessments resumed in academic year 2021/22.

Pupils included in the 2021/22 KS2 and KS4 school performance data may have experienced varying levels of disruption to their schooling due to the pandemic.

We do not recommend making direct comparisons with data from previous years or between schools or colleges.

The KS2/KS4 school data should be used with caution. It reflects a school's results in 2021/22 but cannot provide information about the factors which may have influenced these results. Comparisons with local and national averages should be made cautiously to put an individual school's results into context.

Target 1: To reduce the gap between the percentage of disadvantaged children from the school achieving expected standard in Reading, Writing and Maths compared with the number of disadvantage pupils nationally achieving the expected standard.

Success Criteria for Target 1: The gap between our pupils and national varies each year due to the relatively 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.

Outcome for Target 1:

In 2021/22 a greater percentage of our KS2 disadvantaged pupils (80%) met the expected standard than disadvantaged pupil nationally (42.9%).

Target 2: Improved oral language skills for disadvantaged pupils across the school.

Success Criteria for Target 2: Disadvantaged pupils in EYFS make rapid progress so that all disadvantaged pupils meet Early Learning Goals in Communication and Language.

Disadvantaged pupils in Year 1 make rapid progress so that all disadvantaged pupils meet the expected standard in Phonics Assessments.

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.

Outcome for Target 2:

40% of disadvantaged pupils met Early Learning Goals in Communication and Language. This is only a small cohort (5). The children that did not pass had other factors impacting on their development. We will continue to put in additional interventions to support these children.

33% of disadvantaged pupils passed their Phonics in Year 1. This is only a small cohort (3). The children that did not pass had other factors impacting on their development. We will continue to put in additional interventions to support these children.

Target 3: 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.

Success Criteria for Target 3: Pupil progress for disadvantaged pupils with social and emotional difficulties is in line with the rest of the cohort.

Outcome for Target 3:

The large majority of disadvantaged pupils with social and emotional difficulties have made progress in line with the rest of their cohort.

Target 4: Children are excited about learning, show resilience and the impact that good learning can have on their future.

Success Criteria for Target 4: Pupil surveys will show that disadvantaged children are as happy in school as non-disadvantaged pupils.

Discussions with class teachers will show that disadvantaged children are as happy in school as non-disadvantaged pupils.

Outcome for Target 4:

With only a few exceptions, all of our disadvantaged pupils appear happy and engaged with school life. Those that do not enjoy school, receive regular support including Thrive interventions to help with their attitude to school life.

Target 5: Poor attendance for disadvantaged pupils' is not a factor in their achievement.

Success Criteria for Target 5: Attendance is above national average for disadvantaged pupils.

Outcome for Target 5:

This remains a key target for 2022/23. Attendance for disadvantaged pupils is below the national average for disadvantaged pupils. It should be noted that COVID impacted on Herefordshire later than a large part of England and impacted on attendance in 2021-22.

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
Sir Linkalot	Sir Linkalot
PenPals	PenPals
RWI	Ruth Miskin
Thrive	Thrive
Jigsaw	Jigsaw
Engaging Eyes	Dyslexia Gold
My Maths	My Maths
Sumdog	Sumdog
T.T.Rockstars	Maths Circle
Emile	Emile
IDL	IDLS Group

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	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.
What was the impact of that spending on service pupil premium eligible pupils?	The range of interventions and additional resources available have

	ensured the children continue to make excellent progress in school.
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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.