

Pupil premium strategy statement 2023-2024

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	Weston Park Primary School
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	FGB
Pupil premium lead	Jim Rogers
Governor / Trustee lead	John Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£400,000
Recovery premium funding allocation this academic year	£40,745
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	£440,745

Part A: Pupil premium strategy plan

Statement of intent

At Weston Park Primary, we are passionate in nurturing the talent and developing the character of our unique children. We believe they deserve to be equipped with the essential knowledge and skills needed to be successful: in the next stage of their education; in their homes; in their local communities and in the wider world.

We aim to support the pupils in the classroom so that they are not withdrawn unnecessarily. This is key in promoting their self-confidence, self-esteem, participation in learning and positive social interaction. Pupils are supported to work constantly to aspire to their personal best, which raises self-esteem and contribution. We use interventions in a targeted way, so children are where they should be – participating in the classroom.

We foster positive, consistent relationships throughout. We know that if you provide quality first teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The aims we have adopted complement each other to help pupils create endless opportunities. To address educational disadvantage we will:

- **ensure that we significantly reduce absence rates of pupil premium children.**
- **close the Reading, Writing and Maths gaps in attainment between pupil premium children and our non-disadvantaged children.**
- **ensure that we improve parental engagement through a whole school shared approach and ethos that ‘all families are reachable’.**
- **ensure that we support our families so that our most disadvantaged children build the same cultural capital as their non-disadvantaged peers.**

Challenges

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

Challenge number	Detail of challenge
1	90% of disadvantaged pupils have been 'persistently absent' compared to 96% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident on entry to Reception and remain through to KS2. In general, these are more prevalent among our disadvantaged pupils than their peers.
3	Children have barriers with their transcription and sentence construction skills. Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class, 100% of our disadvantaged pupils arrive below age-related expectations compared to 80% of other pupils. This gap in attainment is still evident at the end of KS2.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Children are not "mastering" maths fluency. Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class, 90% of our disadvantaged pupils arrive below age-related expectations compared to 54% of other pupils. This gap in attainment is still evident at the end of KS2.
6	Mental health and well-being difficulties are impacting children's ability to fully access the curriculum. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities and support for local families in our community and these challenges particularly affect disadvantaged pupils, including their attainment.
7	Poor parental engagement with home learning, particularly reading.
8	Pupils have limited cultural capital which potentially impedes their future success.

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance will be at least in line with National expectation. Lateness will reduce.
Improved oral language skills and vocabulary among disadvantaged pupils with strong communication and language skills in children within Early Years.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. End of Early Years outcomes will be in line with national in Communication.
Fluent writing will support composition because the pupil's cognitive resources will be freed from focussing on handwriting, spelling and sentence construction and will be redirected towards writing composition.	In KS1 at least 75% of pupils will achieve ARE in writing. 10% GD In KS2 at least 75% of pupils will achieve ARE in writing. 10% GD
The teaching of Early Reading is secure and consistent across the school	Early identification of reading barriers will be in place; informing planning and assessment and therefore raising attainment for all pupils.
Consistent and strong modelling in maths is improving outcomes for pupils	Children will secure mastery and fluency in Maths. In KS1 at least 75% of pupils will achieve ARE in maths. 10% GD In KS2 at least 75% of pupils will achieve ARE in maths. 10% GD
Parents will feel part of their child's education, have knowledge of what their child is learning and understand how best to support them.	Parents will attend offered workshops and will access suggested resources to support their child's education.
Pupils will have access to a range of experiences and opportunities so that they have the same cultural capital offer as their non-disadvantaged peers.	Enhanced experiences and opportunities through our rich curriculum will increase children's aspirations for their future and knowledge of the world around them allowing them to know and remember more.
To improve children's mental health by increasing their resilience and providing opportunities for them to talk about themselves and their aspirations for their future.	Children will display increased resilience, access all curriculum areas and have aspirations for their future.

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: £ 147,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year leader time for instructional coaching and mentoring 0.5 hr per week	<i>“Teachers’ learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes.” (National College)</i>	3,4,5
SLT management and support for PP pupils and families	<i>EEF – “Create a leadership environment and school climate that is conducive to good implementation., Set the stage for implementation through school policies, routines, and practices, Identify and cultivate leaders of implementation throughout the school. Build leadership capacity through implementation teams”.</i>	All
CPD for staff around modelling in reading, writing and maths to improve outcomes for pupils	<i>“EEF High Quality Teaching – Maximising learning “The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i>	3,4,5
Teacher and TA CPD to develop knowledge of communication in Early Years to support children with their speaking and listening.	<i>“EEF Early Years Toolkit - Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.”</i>	2

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

Budgeted cost: £ 127,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant time in each class to support with additional reading and precision teach	EEF +4 Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average”	3,4,5
Daily use of Little Wandle (Keep up / catch up) Precision teach for targeted pupils	<i>“EEF + 5 - 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.”</i>	4
Use of high-quality structured interventions to help pupils who are struggling with their literacy across KS1 and KS2.	<i>“EEF + 5 Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.</i> <i>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.”</i>	3
Catch up through mastering mathematics intervention for disadvantaged pupils falling behind age related expectations. NTS Shine Interventions	EEF + 1 – <i>Mastering Mathematics</i> - the Ark Mathematics Mastery Primary School programme involved 5,108 pupils in 90 schools. The independent evaluation found that pupils in schools adopting Ark Mathematics Mastery made, on average, two months’ progress compared to other pupils in comparison schools.	4

<p>Use of NELI programme to specifically support pupils who are not at ARE for communication.</p> <p>NELI intervention for Yr R; Autumn, Spring and Summer term, 32 wks, 5 hrs per week</p>	<p><i>“EEF +6 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.2. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.3. Training can support adults to ensure they model and develop pupils’ oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</i></p> <p><i>The EEF has funded 19 projects with a focus on early years so far. One of these particularly provides good evidence of a promising approach: the Nuffield Early Language Intervention. The programme is designed to improve the language skills of reception pupils (ages 4–5) with relatively poor spoken language, through scripted small-group sessions delivered by a trained teaching assistant or early years practitioner. The independent evaluation of this project in 193 schools found positive impacts on children’s language, equivalent to about +3 months of additional progress for children receiving the 20-week intervention in reception. This was the third trial of the Nuffield Early Language Intervention showing positive effects.”</i></p> <p><i>EEF – NELI “Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision.”</i></p>	<p>2</p>
<p>Recovery Catch up booster sessions, weekly, before school</p>	<p><i>School internal assessment shows that some children have gaps in their understanding and lack mastery of core concepts.</i></p>	<p>2,3,4</p>
<p>Increased access to EP service to explore barriers to learning</p>	<p>The school link EP is available to support us in identifying and addressing a range of barriers to learning. This additional support will enable us to identify barriers and resolve issues more quickly, and for pupils.</p>	<p>All</p>

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

Budgeted cost: £ 164,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop parental engagement through Federation wide workshops.</p> <p>Adult learning sessions for parents and workshops such as Phonics, Reading and Maths.</p>	<p>EEF +4</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children’s learning activities; and more intensive programmes for families in crisis.</p>	6
<p>Attendance and lateness to be robustly monitored and solutions found to support families such as Magic Breakfast, purchase of uniform for pupils to feel part of school community</p>	<p><i>EEF – Magic Breakfast – “Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months’ additional progress for pupils in Key Stage 1 with moderate to low security.”</i></p>	1
<p>Pupils will have access to a range of experiences and opportunities so that they have the same cultural capital offer as their non-disadvantaged peers.</p>	<p><i>Tramonte, L. and Wilms, J. (2009) found compelling evidence that dynamic cultural capital has strong effects on students’ schooling outcomes.</i></p>	9
<p>Pastoral Team supporting children across the school, throughout the school day including ELSA support)</p>	<p><i>EEF +4 – “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. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for</i></p>	All

	<i>pupils with particular social and emotional needs. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.”</i>	
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Total budgeted cost: £ 440,745

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 2022 to 2023 academic year. See separate Review of Strategy document.

The actual outcomes for disadvantaged children at the end of key stage 1 and key stage 2 are listed below in red compared to the outcome we were working to achieve on our pupil premium strategy;

KS1 and KS2 reading outcomes:

Early identification of reading barriers will be in place; informing planning and assessment and therefore raising attainment for all pupils. **In KS1, 61% of disadvantaged children achieved the expected standard or better compared to 71% which is a gap of no more than 10%. In KS2, 47% of disadvantaged children achieved the expected standard or better compared to 72%.**

KS1 and KS2 maths outcomes:

In KS1 and KS2 at least 75% of pupils will achieve ARE in maths. 10% GD: **In KS1, 65% of disadvantaged children achieved the expected standard or better compared to 71% which is a gap of no more than 6%. In KS2, 49% of disadvantaged children achieved the expected standard or better compared to 84%.**

KS1 and KS2 Writing outcomes:

In KS1 and KS2 at least 75% of pupils will achieve ARE in writing. 10% GD: **In KS1, 56% of disadvantaged children achieved the expected standard or better compared to 71%. In KS2, 45% of disadvantaged children achieved the expected standard or better compared to 76%.**

The gap and attainment in reading, writing and maths in KS2 is significant. The school has identified that whilst the strategies, actions and interventions in reading, writing and maths were effective for some, they did not have the intended impact on our pupil premium cohort. We have recognised that this needs to be a focus for the next 3-year strategy. Over the next academic year there will be CPD focussing on closing the attainment gap in reading, writing and maths.

The attainment of pupils at the end of the reception year was 67% for PP children compared to 75% for all children. For both groups this was higher than national. Little Wandle and the keep up/catch up intervention had a significant impact on children's attainment. The gap between PP and non PP is too high, this academic year we will be focusing on narrowing the gap to being no more than 7%. The school has identified that if a higher % of children achieved the ELG for GLD, reading and writing then this would have a positive impact on the children achieving GLD. Over the next academic year there will be a focus on developing children's oracy and language with planned interventions through narrative, social skills and attention and listening programmes. The 'keep up catch up' programmes for phonics will be undertaken by the early reading leader to impact on both reading and writing.

Teaching (for example CPD, recruitment and retention)

Teachers have received CPD in many curriculum areas, with the CPD in early reading and communication having a significant impact on outcomes for children this year. All KS1 teachers and TA's have been trained in our chosen Systematic Phonics Programme, Little Wandle. Since this training in the Autumn term, all phonics lessons monitored have showed fidelity to the scheme and have been of a consistently high standard, following the programmes explicit weekly content and using the comprehensive resources and mantras. The impact of this has been seen in the Year 1 Phonic Screening Check outcome of 73% (63% for disadvantaged pupils).

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

A range of targeted intervention and support has taken place this year to support disadvantaged pupils. Firstly, the Year 1 Phonic Screening Check outcome of 73% was achieved due to meticulous rigour to the scheme and implementation of targeted daily "Keep up" and/or "Catch up" sessions to ensure children stayed on track or "caught up"

Morning maths booster sessions in KS2 were used to target individual pupils based on Gap analysis. 31 children accessed these boosters, 17 of which were PP. 59% of these pupils met the expected standard in maths in the KS2 SATs.

Easter School was offered to 16 children, 7 of which were disadvantaged. This focused on developing reading comprehension and maths arithmetic skills. Outcomes showed that all 7 children made progress from their March Mock SAT's score. Of these 7 pupils, 5 pupils achieved the expected standard in their reading and maths SATs.

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

Attendance for our PP children, particularly those who are PA, is still not at national. Attendance for PP children was 90% compared to 95%. The school recognises that there are refinements for this to improve. This year the school has provided a much clearer structure to tackle poor attendance. The school has also developed the role of the attendance team who have had daily dedicated time to tackle poor attendance as well as more time to work with families where this is an issue.

We have supported a number of PP families during the academic year – we have a number of children accessing free breakfast and after school provision. All PP children have accessed after school clubs. We provided families with Christmas presents and families with food regularly.

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

Further information (optional)