

Pupil premium strategy statement

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 | Weare Academy First School |
| Number of pupils in school | 145 |
| Proportion (%) of pupil premium eligible pupils | 9% (14 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22, 2022/23, 2023/24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Denise Mawdsley Executive Headteacher |
| Pupil premium lead | Denise Mawdsley |
| Governor / Trustee lead | Rob Seeley |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £17,666 |
| Recovery premium funding allocation this academic year | £ 2,000 |
| 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 | £19,666 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already attaining highly.

We consider the individual challenges faced by our vulnerable pupils, such as those who have a social worker and young carers; pupils who are adopted; pupils who are living with challenging family circumstances. The provision we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Through a three-tiered approach, quality-first teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Catch-Up Premium for pupils whose education has been worst affected by the Coronavirus Pandemic, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and structured conversations, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and thrive. To ensure they are effective we will:

- act early to intervene at the point where need is identified
- prioritise our pupils' emotional needs, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)
- make certain that disadvantaged pupils' needs are accurately diagnosed and they are challenged in the work that they're set
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- rigorously monitor pupil progress to ensure provision is effective

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
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| 1 | <p>Low Speech Language and Communication Skills</p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral and language skills, vocabulary gaps, poor written and communication and specific speech and language need, among many disadvantaged pupils. This is evident in all stages of the school.</p> |
| 2 | <p>Phonics</p> <p>Assessments observations and discussions with pupils suggest our disadvantaged pupils generally have greater difficulties with phonics than their peers and a significant group have SEND, negatively impacting their development as readers and/or their retention of new learning.</p> |
| 3 | <p>Reading, Writing and Maths</p> <p>Internal assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is well below that of non-disadvantaged pupils 68% PP meet ARE or above compared to 47% PP Reading /Writing Maths, following disrupted learning since March 2020. A significant group have SEND, negatively impacting their development as readers and/or their retention of new learning.</p> |
| 4 | <p>Challenging family circumstances</p> <p>Our assessments, observations and discussions with disadvantaged pupils and families have identified social and emotional issues for pupils, due to unstable family circumstances (including poor health of parent/pupil, marital breakdown, single parent families). These challenges affect attainment, stability and structure at home and their parent’s engagement with the school.</p> |

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 |
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| Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils (as categorized by Typical Talk stages https://ican.org.uk/). This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, outcomes from SLC focus tasks and on-going formative assessment. Teacher planning and classroom displays include ‘key vocabulary’ which is referred to in lesson time and used at home during conversations about learning PP and non PP pupils use the same breadth of language /vocabulary Regular recaps are used to improve meta-cognition and move learning from short to long term memory Whole school Talk 4 Writing approach provides pupils with a bank of new vocabulary/stories to build, year on year, |

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| | <p>their oral language skills and communication. This will be evident in writing scrutinies</p> <ul style="list-style-type: none"> • Where relevant, Class Teachers will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps • Pupils with SEND will be closely monitored through their ADPR/ILP |
| <p>Improved reading attainment among disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Y1-4 PP reading outcomes in 2021/22 show that all pupils make good progress from their starting points, and at least 85% of disadvantaged pupils meet the expected standard • School Systematic Synthetic Phonics programme is embedded across EYFS / KS1 • KS1 Phonics Screening outcomes show that at least 80% reach the expected standard in both PP and non-PP groups • Raised profile of Reading across the school, through World Book day, school assemblies, text driven topics, reading areas in all classrooms, school library • PP Lead /Inclusion Manager uses data termly to evaluate success/effectiveness of strategies (Reading Age, Phonics & Summative Reading assessments) • SLT Pupil Progress Meetings include challenging conversations about PP provision with every Class Teacher • Where relevant, Class Teachers will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps • Pupils with SEND will be closely monitored through their ADPR/IEP |
| <p>Improved writing attainment among disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Yr1-4-PP writing outcomes in 2021/22 show that all pupils make good progress from their starting points, and at least 33% of disadvantaged pupils meet the expected standard. • Whole school Talk 4 Writing approach addresses all learning styles to enable accelerated progress for our weakest writers and embeds a whole school agreed writing process and progression • Regular writing moderation is carried out within the school, across the school and Weare/Wedmore and WLT • Marking & Feedback Policy enables pu- |

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| | <p>pils to respond to Next Step marking feedback and understand the processes of editing & improvement</p> <ul style="list-style-type: none"> • PP Lead / Inclusion Manager uses data termly to evaluate success/effectiveness of strategies (Summative Writing assessments and writing work scrutinies) • SLT Pupil Progress Meetings include challenging conversations about PP provision with every Class Teacher • Where relevant, Class Teachers will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps <p>Pupils with SEND will be closely monitored through their ADPR/ILP</p> |
| <p>Improved maths attainment among disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Y1-4 PP Maths outcomes in 2021/22 show that all pupils make good progress from their starting points, and at least 58% of disadvantaged pupils meet the expected standard. • NCETM Maths recovery materials are designed to support all pupils but particularly PP/disadvantaged pupils as it specifically addresses potential gaps in • Boolean Maths Hub Mastery Maths enable Class teachers to identify gaps in PP pupils. It provides foundational knowledge starting with basic understanding of one topic before moving on to another topic • Early intervention either individually or within a group follows Quality First teaching so PP pupils can be regularly assessed, results are discussed with Class teacher, Inclusion manager and SLT in order to provide effective next steps • Marking & Feedback Policy enables pupils to respond to Next Step marking feedback and in Maths can include a sideways stretch next step which aims to challenge |
| <p>Improve Good Level of Development among disadvantaged pupils</p> | <ul style="list-style-type: none"> • GLD outcomes in 2021/22 show that all pupils make good progress from their starting points and 100% of disadvantaged pupils meet the expected standard |
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2021/22 demonstrated by: <ol style="list-style-type: none"> 1. qualitative data from pupil voice, pupil and parent surveys and teacher observations 2. a significant improvement in struc- |

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| | <p>tures and routines at home, including punctuality and attendance at school</p> <ol style="list-style-type: none">3. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <ul style="list-style-type: none">• Strong relationships are built between our Inclusion Manager and the families of our disadvantaged pupils, demonstrated by:<ol style="list-style-type: none">1. ELSA provision form Inclusion Manager specific to pupil need2. Workshops, programmes, strategies and advice shared and used by pupils and/or their families e.g TOR school3. a timetable of regular check-ins is established• Engagement with disadvantaged pupils' parents is increased and monitored (Parent/Teacher Meetings, Check-ins, Home school records etc.) |
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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.

Quality First Teaching Budgeted cost: £ 3,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Build strong relationships in class (pastoral care), eliminating unconscious bias, establishing individual pupil interests, welcoming pupils positively every morning.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life(e.g., improved academic performance, attitudes, behaviour and relationships with peers). Professional, personal and an effective relationship built between staff member and PP child to listen to their needs, provide encouragement and advice</p> <p>EEF Social and Emotional Learning Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | <p>4</p> |
| <p>Use standardised diagnostic assessments (eg. Phonics. Salford ReadingAge, NFER Spelling Age) and rich questioning.</p> <p>Train staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF Standardised tests Assessing and Monitoring Pupil Progress Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | <p>1,2,3,4</p> |
| <p>Deliver training on Vocabulary is Vital use of subject related word banks each half term. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading</p> <p>EEF Oral language interventions</p> | <p>1,3</p> |

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| <p>We will share these with pupils/parents through website, Class Dojo and use and display them in our classrooms.</p> | <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | |
| <p>Revise and publish our own DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Jolly Phonics Synthetic Phonic Programme has been updated and resources reviewed and purchased</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> • To develop fluency to R to Y4 • Use SLN Fluency Rubric to develop and assess all aspects of fluency • The Reading Framework (Teaching the Foundations of Literacy) identifies the need for pupils to have phonically decodable books • daily opportunities for reading, outside of discrete phonics lesson • A consistent approach with regular opportunities to be listened to will result in improved reading comprehension particularly for PP pupils <p>EEF Phonics Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | <p>2,3</p> |
| <p>Remain committed to our teaching of writing and English curriculum planning, using T4W approach. It is a highly effective way to improve pupils writing.</p> <p>Link to: How we Teach Writing at Weare document: https://www.weareacademy.co.uk/writing/</p> | <p>Talk for Writing (T4W) represents a new synthesis of teaching practices, focused on the extensive use of classroom talk to help children become familiar with a range of text genres.</p> <p>It specifically enables pupils with learning and language difficulties an opportunity to develop stronger writing skills. https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf</p> | <p>3</p> |
| <p>Recovery Maths Curriculum</p> | <p>NCETM has provided Recovery Maths Curriculum materials for the whole school. These are specifically designed for teachers to revisit any gaps in learning for one academic year.</p> <p>The Boolean Maths Hubs provides CPD and resources which enables daily the daily teaching of Mastery Maths. Mastery Maths ensure children have all the necessary foundational knowledge to grasp more advanced concepts. It starts with the basics and ensures every child has a solid understanding of</p> | <p>3</p> |

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| | one topic before moving on to another topic | |
| <p>Subject leader visits/monitoring incl SEND PP</p> <p>Monitoring calendar includes subject lead and SENCO/inclusion manager visits</p> | <ul style="list-style-type: none"> • Literacy and Maths Leads x2 per year • Learning walks by Foundation subject leads • Learning walks by SENCO/Inclusion Manager for SEND/PP pupils • specific focuses are agreed upon for different subjects linking to AIP and action plans <p>This includes:</p> <ul style="list-style-type: none"> • pupils' access to learning through classroom environments, concrete resources, working walls which are up to date and support learning • Differentiation including support for LA pupils but also challenges for all pupils | 1,2,3 |
| <p>Focus on metacognition and use regular recaps to review learning and retain knowledge in long term memory.</p> | <p>Learning is about developing those schemata through acquiring knowledge and making connections with different schemata. However, before information enters long-term memory, it needs to be processed by the short-term or working memory.</p> <p>This has limited capacity. It is not able to retain knowledge or develop schemata if it is overloaded i.e. if we are given too many things to think about at once. (Cognitive Load Theory OF- STED) Revisiting and repetition strengthens neural pathways.</p> | 1,2,3 |

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| | EEF Metacognition Supporting-the-attainment-of-disadvantaged-pupils DfE | |
| <p>Review and ensure consistency and effectiveness of Marking and Feedback and to include next step marking approach</p> <p>Update school policy and monitor effectiveness of verbal and written feedback.</p> | <p>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.</p> <p>EEF Feedback Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | 1,2,3,4 |
| <p>Embedded in our school is Class Dojo (which is an effective communication platform for parents and pupils. Pupils receive positive rewards resulting in positive attitudes to learning), whole school assemblies, rewards and classroom expectations.</p> | <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities (EEF)</p> <p>EEF Behaviour interventions Supporting-the-attainment-of-disadvantaged-pupils DfE</p> | 1,4 |

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

Budgeted cost: £ 13,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Use Phonics/Reading intervention programs and rubrics to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase.</p> <p>Immediate phonics intervention sessions targeted at pupils who require further phonics support following daily phonics sessions.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>EEF Phonics</p> | <p>1,2,3</p> |
| <p>Use consistent members of staff who are connected to the child's classroom experience to deliver short sharp quality intervention for small groups and 1 to 1 precision teaching.</p> | <p>A professional, personal and effective relationship built between staff member and PP child to listen to their needs, provides encouragement and advice.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>EEF One to one tuition</p> | <p>1,2, 3</p> |
| <p>Provide staff with relevant CPD, including:</p> <p>Phonics Number Sense Individual Literacy Intervention Talk Boost</p> | <p>When staff gain expertise and are well informed in how to deliver a new approach or program, then pupils will benefit.</p> <p>Supporting-the-attainment-of-disadvantaged-pupils DfE</p> <p>NFER – High Quality Teaching for All / Deploying Staff Effectively</p> | <p>1,2,3</p> |
| <p>Review specific 'pupil need' every term (x3) through school identification and recording systems,</p> | <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low pri-</p> | <p>1,2,3,4</p> |

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| including Pupil Need Overviews, Graduated Response Provision Maps and 'Provision Map' (part of Edukey), to ensure provision is effective and meaningful. These records will be reviewed by Head/ Deputy Head/SENDCO and be communicated regularly with parents. | or attainment. EEF Parental Engagement | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on Trauma Informed Schools with the aim of developing our school inclusion practice | Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions | 4 |
| Use Breakfast Club to assist targeted families of disadvantaged pupils to get their children in school on time, and ready for learning. | Engaging parents to ensure their children are in school on time, provides them with the right attitudes for learning at the start of the school day. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 4 |
| Contribute up to £150 towards: school uniform, school, essential resources, opportunity to attend 1x enrichment club or 1x musical tuition per term, school trips (including outdoor adventure learning and sport) and transport. | Give wider opportunities to children with limited experience. (Moderate impact for moderate cost EEF) To ensure pupils are ready to learn and are well supported for schooling. | 4 |
| Ensure Pastoral Curriculum is relevant. Our PSHE Jigsaw Programme provides a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression | Jigsaw ensures progression and a spiral curriculum and a mindful approach to PSHE and tailor it to our children's needs Its content overview shows exactly how it, and therefore our school, meets all the statutory requirements and more to: -support children's development as human beings -enable them to understand and | 4 |

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| to our children's learning in this vital curriculum area | respect who they are -empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme | |
| Nurture provision within unstructured times in the day e.g lunchtime use of the Elliot or class side-rooms | Providing a safe and calm space for pupils who find lack of structure challenging contributes to positive, regulated and more achievable engagement throughout the school day | 1,4 |
| Contingency fund for acute issues. (For example, cost of vital counselling session) | Based on our experiences and those of similar schools to ours,we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. £3,166 | |

Total budgeted cost: £19,666

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, we have used other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as reading scales.

Our **internal assessments** during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was particularly detrimental to our disadvantaged pupils. Though they were able to benefit from attending school during the second school closure in January/February 2021, their mental health and resilience levels were observably low. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by (in the first instance) inviting our disadvantaged pupils into school, and the use of online resources (including daily live lessons and 1 to 1 sessions where appropriate) and providing them with Laptops to use at home, where needed.

Progress data from Entry in 2020 to Summer 2021 (see below) demonstrates the beginning of a strong recovery in most areas, so we aim to continue with these effective strategies in 21/22.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Progress Data 2020-21

| School | Below | Expected | Abv Exp | Well Abv | Sig Well Abv | Accelerated Progress |
|---------|-------|----------|---------|----------|--------------|----------------------|
| Y1234 | | | | | | |
| Reading | 7% | 46% | 40% | | | 40% |
| Writing | 13% | 20% | 60% | | | 60% |
| Maths | 7% | 27% | 60% | | | 60% |

1 pupils starting data missing 7%

Attainment Data 2020-21

Reading Progress Matrix (from 2020-202)1-4 who are pupil premium

| | | 2020-2021 Sum Main Assessment | | |
|---------------------------------|---------------------|-------------------------------|----------------|--------------|
| | | Below | Expected | Depth |
| 2020-2021 Entry Main Assessment | No Data | | | 1 pupil (7%) |
| | Significantly Below | 1 pupil (7%) | | |
| | Below | 5 pupils (33%) | 5 pupils (33%) | |
| | Expected | | 2 pupils (13%) | 1 pupil (7%) |

Writing Progress Matrix (from 2020-202)1-4 who are pupil premium

| | | 2020-2021 Sum Main Assessment | | |
|---------------------------------|---------|-------------------------------|----------------|----------------|
| | | Significantly Below | Below | Expected |
| 2020-2021 Entry Main Assessment | No Data | | 1 pupil (7%) | |
| | Below | 2 pupils (13%) | 3 pupils (20%) | 9 pupils (60%) |

Maths Progress Matrix (from 2020-202)1-4 who are pupil premium

| | | 2020-2021 Sum Main Assessment | | | |
|---------------------------------|---------------------|-------------------------------|----------------|----------------|--------------|
| | | Significantly Below | Below | Expected | Depth |
| 2020-2021 Entry Main Assessment | No Data | | | | 1 pupil (7%) |
| | Significantly Below | | 1 pupil (7%) | | |
| | Below | 1 pupil (7%) | 4 pupils (27%) | 8 pupils (53%) | |

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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 |
|---|---------------------------|
| White Rose Maths | White Rose Maths |
| Bug Club books | Pearson |
| Dandelion Books | Phonics Books |
| NCETM Recovery Maths | NCETM |
| Mastery Maths Resources | Boolean Maths Hub |
| TT Rockstars and Numbots | Maths Circle |
| Jolly Phonics Synthetic Phonics Programme resources | Jolly Phonics |
| Talk Boost | I CAN |
| Nessy | Net Educational Suppliers |

Further information

Pupil Premium and recovery premium, whilst making a significant contribution to the strategies outlined below does not necessarily meet the totality of the cost for each individual aspect of this plan. The difference is met from general annual grant school funding.