

Pupil Premium strategy statement

This statement details our school's use of pupil premium 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 C of E Academy First School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	2021-22 funding based on 16 pupils <i>Current numbers (Dec 2022) we now have 14 eligible pupils</i>
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	ETovey Executive Headteacher
Pupil premium lead	Sara Packer Safeguarding Manager
Governor / Trustee lead	Pupil Premium link governor – Rob Seeley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
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	£16,620

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 high attainers.

We consider the individual challenges faced by our vulnerable pupils, such as those pupils who are adopted or 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 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:

- prioritise our pupils' emotional needs, first and foremost, so that they have the right attitudes for learning (self-esteem, resilience, positive relationship building)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- make certain that disadvantaged pupils' needs are accurately diagnosed and they are challenged in the work that they're set
- act early to intervene at the point need is identified
- 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
1	<p>READING/WRITING</p> <p>Internal assessments indicate that Reading & Writing attainment among disadvantaged pupils in Year 1 -4 is below that of non-disadvantaged pupils (<i>53% of PP meet ARE or above compared to 84% non - PP Reading / 46% of PP at ARE or above in Writing compared to 71% non - PP in writing</i>) following disrupted learning since March 2020</p>
2	<p>MATHS</p> <p>Internal assessments indicate that Maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils (<i>73% PP meet ARE or above compared to 77% non-PP in Maths</i>)</p>
3	<p>PHONICS</p> <p>Assessments, observations, and discussions with pupils suggest our disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and/or their retention of new learning.</p>
4	<p>POVERTY OF LANGUAGE</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, vocabulary gaps and poor written communication skill among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
5	<p>CHALLENGING FAMILY CIRCUMSTANCES</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to unstable family circumstances (including poor health of parents/pupil, marital break-down). These challenges particularly affect our disadvantaged pupils, including their attainment, stability and structure at home, and their parents' engagement with 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
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • PP reading outcomes in 2022/23 show that all pupils make good progress from their starting points, and at least 80% of disadvantaged pupils meet the expected standard • The school to have embedded a new Systematic Synthetic Phonics programme across EYFS / KS1 to provide consistency of approach throughout • KS1 Phonics Screening outcomes show that at least 90% reach the expected standard in both PP and non-PP groups • Raised profile of Reading across the school, through core class books and storytimes, an investment in key texts to promote a love of reading, and a review of guided reading techniques and approaches. • PP Lead uses data termly to evaluate success/effectiveness of strategies and reports to Governing Body. • SLT Pupil Progress Meetings include challenging conversations about PP provision • Where relevant, Class Teachers will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps within Provision Map system. • Pupils with SEND will be closely monitored through their ILP cycles • Volunteers and PP learning support staff are used to provide extra reading opportunities for PP children • Parents are fully engaged and informed of our approach to reading and value its importance enabling their children to thrive.
Improved writing attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • PP writing outcomes in 2022/23 show that all pupils make good progress from their starting points, and at least 80% 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 and WLT • Marking & Feedback Policy enables pupils to respond to feedback immediately and understand the processes of editing & improvement • PP Lead uses data termly to evaluate success/effectiveness of strategies

	<ul style="list-style-type: none"> • SLT Pupil Progress Meetings include challenging conversations about PP provision with every CT • Where relevant, CTs will regularly record and monitor provision for PP pupils on the school's Graduated Response Provision Maps and Provision Map online. • Pupils with SEND will be closely monitored through their ILPs
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 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, outcomes from SLC focus tasks and ongoing formative assessment. • Classroom displays include 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 quizzes/recaps/games are used to improve meta cognition and move learning from short to long term memory in all areas of the curriculum • Whole school Talk 4 Writing approach will provide pupils with a bank of new vocabulary/stories to build, year on year, their oral language skills and communication • Where relevant, CTs 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 ILPs
<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 2022/23 demonstrated by: <ol style="list-style-type: none"> 1. qualitative data from student voice, student and parent surveys and teacher observations 2. a significant improvement in structures and routines at home, including punctuality and attendance at school 3. a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Strong relationships are built between home and school and the families of our disadvantaged pupils, demonstrated by: <ol style="list-style-type: none"> 1. Strategies and advice shared and used by pupils and/or their families 2. a timetable of regular check-ins is established • Where relevant, pupils will be monitored via the school's SDQ (Strengths and Difficulties Questionnaire) assessments • Pupils benefit from the schools Relationship Behavioural system as explained in the Policy tiered response to improve their personal outcomes. • Attendance of pupils is at 95% and in line with their peers

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: £2,800

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).</p> <p>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>5</p>
<p>To embed a mastery approach to learning throughout our curriculum, and provide effective feedback to all pupils as part of Quality First Teaching provision</p>	<p>Education Endowment Foundation indicates effective feedback (verbal or written) can make gains of 8 months progress for a pupil and will enable children to articulate their successes and next steps clearly, drawing upon their metacognition skills to find pathways of success.</p> <p>EEF Feedback Supporting-the-attainment-of-disadvantaged-pupils DfE</p> <p>Revisiting and repetition strengthens neural pathways.</p> <p>EEF Metacognition Supporting-the-attainment-of-disadvantaged-pupils DfE</p>	<p>1, 2, 3, 4</p>
<p>Use standardised diagnostic assessments (eg. Phonics. PIXL, NCETM Maths) and rich questioning.</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>1, 2, 3, 4</p>

Train staff to ensure assessments are interpreted and administered correctly.	EEF assessment Supporting-the-attainment-of-disadvantaged-pupils DfE	
Compose and publish our own DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: EEF Phonics Supporting-the-attainment-of-disadvantaged-pupils DfE	3
Pre-topic teaching and pre teaching for lessons materials are composed to support pupils access to the curriculum and combat language acquisition barriers. Use of Learning Challenge Curriculum	EEF suggests that oral language interventions aim to support learners' articulation of ideas and spoken expression. Oral language interventions therefore have some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms	4

Targeted academic support

Budgeted cost: £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Phonics/Reading intervention programs to improve phonetical knowledge and understanding/ fluency in reading for pupils who are falling significantly behind the expected standard for their age phase. Use TAs to provide one-on-one reading support. Immediate phonics intervention sessions targeted at pupils who require further phonics	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: EEF Phonics	1, 3

support following daily SSP sessions.		
Use Talkboost intervention for EYFS and KS1 pupils to enable children to develop their SLC skills	<p>Talk Boost is a structured and robustly evidenced programme that can boost a child's communication by an average of 18 months after 10 weeks of intervention. Language delay can significantly impact children's attainment. Many of these children have the potential to catch up but only if they receive timely intervention.</p> <p>Talk Boost - Integrated Treatment Services</p>	4
<p>Provide each PP pupil a staff mentor for 1:1 support.</p> <p>PP Mentors will use 1:1 targeted session to engage in quality conversation, weekly, and time to address individual learning targets, which will be reviewed and monitored by CTs and PP Lead every term (x6).</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>	1, 2, 3, 4, 5
<p>Provide staff with relevant CPD, including:</p> <p>Rapid Phonics Talk 4 Writing NCETM PIXL PP Lead Network 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 NFER – High Quality Teaching for All / Deploying Staff Effectively</p>	1, 2, 3, 4
<p>Review specific 'pupil need' every term (x3) through school identification and recording systems, including Graduated Response Provision Maps and 'Provision Map' (part of Edukey), to ensure provision is effective and meaningful.</p> <p>These records will be reviewed by Executive Head/SENDCO and be communicated regularly with parents.</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 prior attainment.</p> <p>EEF Parental Engagement</p>	1, 2, 3, 4

Wider strategies

Budgeted cost: £2,720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribute up to £200 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.	5
PP Mentors to make contact with identified families. Targeted phone calls before enrichment activities and/or Parents Evening appointments Termly coffee morning.	The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. (EEF) Learning Mentors provide a link between home and school	5
Ensure Pastoral Curriculum is relevant. JIGSAW PSHE program is engaging, relevant and purposeful. Targeted Support and project work with The Space Development of outdoor learning opportunities for all years and throughout the year.	The benefits of the outdoor classroom are clearly not confined to students. Teachers noted improved relationships with students, personal development in the teaching and curriculum benefits.” Dillon et al, 2005, Engaging and Learning with the Outdoors: The Final Report of the Outdoor Classroom in a Rural Context Action Research Project, Reading, NFER. <u>Benefits of Teaching Outdoors & Outdoor Learning Teach Outdoors</u>	1, 2, 3, 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.	All

Total budgeted cost: £16,620

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2021 to 2022 results will not be used to hold schools to account. Given this, we have used other pupil evaluations undertaken during the 2021 to 2022 academic year, for example, standardised teacher administered tests or diagnostic assessments such as reading scales.

Our **internal assessments** during 2021/22 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 2021/22 were not fully realised.

Y1 to Y4	% meeting Age Related Expectations			
	Reading	Writing	Mathematics	All 3 areas R/W/M
Whole School (115 pupils)	80%	68%	76%	64%
PP Pupils (15 pupils)	53%	46%	73%	47%
Non PP Pupils (100 pupils)	84%	71%	77%	67%

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.

Year 1 to Year 4 Insight Progress Matrix Data Autumn to end of Summer 2021 - 2022

Reading:

Reading Progress Matrix for 15 Pupils (from 2021-2022) in Years 1–4, who are pupil premium

		2021-2022 Sum Main Assessment			
		Significantly Below	Working Towards	Expected	Greater Depth
2021-2022 Aut Main Assessment	Significantly Below	2 pupils (13%)	1 pupil (7%)		
	Working Towards		4 pupils (27%)	1 pupil (7%)	1 pupil (7%)
	Expected			1 pupil (7%)	2 pupils (13%)
	Greater Depth				3 pupils (20%)

Writing

Writing Progress Matrix for 15 Pupils (from 2021-2022) in Years 1–4, who are pupil premium

		2021-2022 Sum Main Assessment			
		Significantly Below	Working Towards	Expected	Greater Depth
2021-2022 Aut Main Assessment	Significantly Below	2 pupils (13%)	2 pupils (13%)		
	Working Towards		4 pupils (27%)	3 pupils (20%)	
	Expected			2 pupils (13%)	1 pupil (7%)
	Greater Depth				1 pupil (7%)

Maths

Maths Progress Matrix for 15 Pupils (from 2021-2022) in Years 1–4, who are pupil premium

		2021-2022 Sum Main Assessment			
		Significantly Below	Working Towards	Expected	Greater Depth
2021-2022 Aut Main Assessment	Significantly Below	2 pupils (13%)	1 pupil (7%)	1 pupil (7%)	
	Working Towards		1 pupil (7%)	5 pupils (33%)	
	Expected			2 pupils (13%)	1 pupil (7%)
	Greater Depth			1 pupil (7%)	1 pupil (7%)

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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.

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
NCETM Recovery Maths I CAN	NCETM
Mastery Maths Resources	Boolean Maths Hub
TT Rockstars and Numbots	Maths Circle
Jolly Phonics Synthetic Phonics Programme resources	Jolly Phonics
Talk Boost	Talk Boost

Further information (optional)

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.