

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	Prior Weston Primary School
Number of pupils in school	285 (Reception-Yr.6) 325 (Babies-Yr.6)
Proportion (%) of pupil premium eligible pupils	42.76%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Governing Board
Pupil premium lead	Dawn Dias
Governor / Trustee lead	Helen Fentimen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345 x 139 chn = £186,955
Recovery premium funding allocation this academic year	£27,200
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	£214,155

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 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who were Looked After. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, 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 National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	PPG pupils more adversely affected by COVID than non-PPG pupils
2	PPG pupils need to make accelerated progress to be in line with national stats.
3	More than a third of PPG pupils have SEND needs.
4	School's deprivation indicator is 0.5 (national average is 0.24).
6	Year 1 & 2 pupils are generally working below expected levels in decoding skills

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
Close the gap between PPG and non-PPG pupils	<ul style="list-style-type: none"> -Y6 SATs outcomes show that the gap has narrowed -Internal data shows narrowing of gap for PPG pupils: each year group's in-year data shows the gap is narrowing -A proportion of PPG children make accelerated progress -Staff meet related Performance Management targets
Progress of SEND PPG pupils matches all SEND pupils	Assessments show SEND PPG pupils who make progress in line with other SEND pupils
Improved decoding skills for Y1 and 2 pupils	<ul style="list-style-type: none"> -Proportion of PPG pupils achieving the standard in Phonics is in line with national statistics -Increased proportion of children reading at Age Related Expectation -All pupils assessed/grouped to access appropriately levelled Phonics sessions

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: £ 180,789

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teacher to keep class sizes small across Years 1 – 4 and support accelerated progress for Pupil premium children	<ul style="list-style-type: none"> -NCTE reports that children perform better in all subjects in smaller class sizes. -Allows for reduced class sizes in Lower School -Reduced class sizes to promote accelerated progress for PPG pupils 	1 2 3 4 5
Additional TA – as above	<ul style="list-style-type: none"> -HMI reports that targeted support, based on need, can accelerate progress 	1 2 3 4 5
Pupil Premium Champion to teach small groups/1:1 English & Maths interventions & Learning Mentor to focus on ESD and wellbeing related issues	<ul style="list-style-type: none"> -PP Champion's Impact Maps (using Standardised assessments) have previously shown the vast majority of children make accelerated progress -External research (e.g. Haringey EPS) Shows positivity of 'Read Write Inc. Phonics' programme and Tracks Literacy interventions -Provide staff support and training -Learning Mentor to provide support with ESD related issues 	1 2 3 4 5

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

Budgeted cost: £33,366

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Yr.6 Booster Groups: Maths & English £10,000	-Analysis from Target Tracker data shows increased levels of progress -Booster provision is advocated by LBI. -One Booster Group allocated to Higher Achieving PPG pupils	1 2 3
Yr.6 Easter School £500	-Analysis from Target Tracker data shows increased levels of progress -Easter School provision is advocated By LBI	1 2 3
Action Tutoring £3720	-Proven positive impact on higher/middle achievers. NIESR research concluded pupils attending minimum of 7 sessions made at least 1/2 grade progress. -AT produces Impact Reports based on pre and post programme assessments.	1 2 3
The Brilliant Club £2148	Proven positive impact on higher/middle achievers. Evidence gained from pre and post programme assessments. Evidence gained from their external moderators.	1 2 3
National Tuition Programme £9430.62	Advocated by the Government.	1 2 3
Implementation of RWI 'Fresh Start' Comprehension Programme & running costs	External research (e.g. Haringey EPS) shows positive results. Proven to increase the chance of disinterest readers re-engaging with their desire to read.	3 4 5
Creative Home Packs £67.38 (Some stock left from last year, reducing cost.)	External research (e.g. NFER) shows that children who engage in creative activities at home increase their chances of applying themselves to school work. Concentration skills and self-esteem are raised.	1 2 3 4 5
Family Support Worker £5000	Institute of Education research shows that reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.	4
Play Therapist & Supervision £7000	External research (vast) shows positive results.	1 4

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

Budgeted cost: £0 – time taken from PPG champion

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upper School Careers Assemblies (half-termly) No cost	Research from 'Primary Futures' shows that when children are made aware of higher education options and career paths, they are more likely to want to pursue them.	4
Middle School Careers Assemblies (termly) No cost	Research from 'Primary Futures' shows that when children are made aware of higher education options and career paths, they are more likely to want to pursue them.	4
Metro Bank: Money Zone Programme No cost	Facilitated by Metro Bank. The JRF Report recognises the importance of children learning about money matters. Children learn the benefits of banking, saving and budgeting. Metro Bank Children & parents understand the benefits of banking, saving from low-income households learning about the benefits of saving money to improve their future life opportunities.	4

Total budgeted cost: £ £214,155

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.

Year by Year (current classes):

Year 7 - %age Reading	Pupil Prem	All Pupils	2020/21 Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	78.1	81.8	-3.7	-4.9	Yes 1.2
Progress – expected +	71.4	73.3	-1.9	-10.7	Yes 8.8
Writing	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	69.1	65.6	-3.6	-4.1	Yes 0.6
Progress – expected +	68.6	70.0	-1.4	-5	Yes 3.6
Maths	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	59.4	63.6	-4.2	-1.5	No 2.7
Progress – expected +	74.3	75.0	-0.7	-5	Yes 4.3

If this is what had been achieved in the official SATS by last year's Year 6 (now Year 7 in secondary school), this would have been very positive overall in terms of closing the gap for PPG children. With the exception of maths attainment, the gap has been narrowed in all areas and attainment variations not significant.

Year 6 - %age Reading	Pupil Prem	All Pupils	2020/21 Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	61.3	72.5	-11.2	-19.8	Yes 8.6
Progress – expected +	71.9	67.3	+4.6	-17.1	Yes 21.7
Writing	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	51.6	62.7	-11.1	-17.9	Yes 6.8
Progress – expected +	65.6	65.5	+0.1	-10.8	Yes 10.9
Maths	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	45.2	60.8	-15.6	-10.2	No 5.4
Progress – expected +	62.5	61.8	+0.7	-1.4	Yes 2.1

Apart from maths attainment, gap narrowed in all areas. PPG children are making accelerated progress compared to all pupils.

Year 5 - %age Reading	Pupil Prem	All Pupils	2020/21 Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	45.8	62.0	-16.2	-22.8	Yes 6.6
Progress – expected +	42.3	58.5	-16.2	-26	Yes 9.8
Writing	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	41.7	58.0	-16.3	-25.2	Yes 8.9
Progress – expected +	57.7	71.7	-14.0	-28	Yes 14.0
Maths	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	45.8	60.0	-14.2	-27.3	Yes 13.1
Progress – expected +	46.2	58.5	-12.3	-22.2	Yes 9.9

Significant variances in all areas but gap being narrowed. If this continues, variances will reduce.

Year 4 - %age Reading	Pupil Prem	All Pupils	2020/21 Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	69.6	76.9	-7.3	-14.7	Yes 7.4
Progress – expected +	82.6	84.6	-2.0	-12.2	Yes 10.2
Writing	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	56.5	56.4	+0.1	-7.8	Yes 7.9*
Progress – expected +	78.3	76.9	+1.4	-0.1	Yes 1.5
Maths	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	60.9	69.2	-8.3	-13.9	Yes 5.6
Progress – expected +	91.3	94.9	-3.6	-13.2	Yes 9.6

*PPG slightly above all for writing = gap closed. Gap narrowing in all other areas.

Year 3 - %age Reading	Pupil Prem	All Pupils	2020/21 Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	57.1	72.7	-15.6	-11.6	No 4.0
Progress – expected +	62.5	57.5	+5.0	-2.5	Yes 7.5
Writing	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	57.1	72.7	-15.6	-9.9	No* 5.7
Progress – expected +	56.3	62.5	-6.2	-3.7	No* 2.5
Maths	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	64.3	75.8	-11.5	10.8	No 0.7
Progress – expected +	62.5	57.5	+5.0	-5.0	Yes 10

Attainment gap is not narrowing, but progress is for Reading and Maths. Gap not narrowed in attainment or progress in writing = focus for 21/22

Year 2 - %age Reading	Pupil Prem	All Pupils	2020/21 Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	56.2	53.3	-2.9	-9.5	Yes 6.6
Progress – expected +	52.6	61.5	-8.9		
Writing	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	46.9	46.7	+0.2	4.8	Yes 5.0
Progress – expected +	63.2	71.8	-8.6		
Maths	Pupil Prem	All Pupils	Variance	2019/20 Variance	Gap nar- rowed?
Attainment - ARE	60.0	62.5	-2.5	2.1	No 0.4
Progress – expected +	47.4	38.5	+8.9		

This class was in Rec in 19/20 and so progress measures cannot be compared. Attainment gap narrowing in all but maths.

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.

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
Autumn & Spring: 20 Year 6 PPG pupils Summer: 20 Year 5 PPG pupils Weekly 45 mins. paired tuition in Comprehension Weekly 45 mins. paired tuition in Maths	Action Tutoring (Due to Covid, AT did not produce their usual Impact Report as post-programme assessments were not issued.)
The Scholars' Programme: History 1000 word assignment (Higher order thinking skills and promotion of KS3 study skills)	The Brilliant Club All 12 children graduated from the programme, successfully completing their 1000 word essay. All 12 expressed their desire to progress to Higher Education.
'Money Zone' programme for Year 5 (Banking, Saving, Budgeting topics)	Metro Bank Sessions were delivered but the trip to the store was cancelled due to Covid. Some children reported opening accounts. Evaluations showed all children considered it better to save money than spend it all. They understood the difference between budgeting for 'needs' and 'wants'.
NTP Tutors	Protocol (See the school's 'Catch-Up Strategy for more details)
Play Therapists	Qualified & Trainee Therapists. Independent workers. Qualified Therapist has retired. The trainee is now qualified and continuing previous work.