

# Pupil premium strategy statement

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	Prior Weston Primary School
Number of pupils in school	213 (Reception-Yr.6) 278 (Babies-Yr.6)
Proportion (%) of pupil premium eligible pupils	46.53% (114/245)
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Board
Pupil premium lead	Aoife McMonagle
Governor / Trustee lead	Tom Bishai

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,455 x 114chn = £165,870
Recovery premium funding allocation this academic year	£145 x 76chn = £11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£176,890

# 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 need to make accelerated progress to be in line with national stats
2	Over a quarter (28.57%) of PPG pupils have SEND needs.
3	The emotional and social needs of our PPG pupils can impact on their learning.
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"><li>-Y6 SATs outcomes show that the gap has narrowed</li><li>-Internal data shows narrowing of gap for PPG pupils: each year group's in-year data shows the gap is narrowing</li><li>-A proportion of PPG children make accelerated progress</li><li>-Staff meet related Performance Management targets</li></ul>
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"><li>-Proportion of PPG pupils achieving the standard in Phonics is in line with national statistics</li><li>-Increased proportion of children reading at Age Related Expectation</li><li>-All pupils assessed/grouped to access appropriately levelled Phonics sessions</li></ul>

## 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: £124458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y6 Boosters for English and Maths (45mins per subject per week)	The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The average impact of the small group tuition is four additional months progress, on average, over the course of a year. Evidence shows small group tuition is effective if the group is smaller (on the whole). Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups and work matched to learners' needs explains this impact.	1 2 3 4 5
Taking part in the English Hub (use of RWI phonics) – whole school training	<ul style="list-style-type: none"> <li>- The EEF reports that early literacy approaches typically increase children's learning by about four months.</li> <li>- Approaches that develop literacy skills and knowledge can have an important effect on early reading.</li> <li>- Many reading difficulties and disabilities can be prevented if students are provided with early reading intervention</li> <li>- Early literacy interventions seem to have impacts that transfer to other areas of the curriculum such as mathematics, where the average impact is + two months progress</li> </ul>	1 2 3 4 5 6
Assistant Head to support with small group interventions in Y6 (£17,200)	<ul style="list-style-type: none"> <li>- Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>- Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> </ul>	1 2 4

	- Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds	
Proportion of TA salary		

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

Budgeted cost: £49,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 4
Yr.6 Easter School £500	-Analysis from Target Tracker data shows increased levels of progress -Easter School provision is advocated By LBI	1 2 4
Action Tutoring £8686	-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 4
The Brilliant Club £2646	- Proven positive impact on higher/middle achievers. - Evidence gained from pre and post programme assessments. - Evidence gained from their external moderators.	1 2 3 4
English Hub participation	- Supporting early learning of reading - Building decoding skills so children can access learning across the curriculum - Careful monitoring of progress in reading is particularly important to target approaches effectively	1 2 3 4 5 6
Chapter One £500	- 1:1 reading intervention supports pupils to make accelerated progress	1 4

	- Targeted small group interventions may be particularly effective, especially for pupils from disadvantaged backgrounds	6
Welfare and SG lead £22,100	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

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

Budgeted cost: £3000 + 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
Every year group taking part in Forest School sessions (£3000 for cover and release time)	<ul style="list-style-type: none"> <li>- Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year.</li> <li>- Social and emotional learning strategies can have a positive effect on aspects of early literacy and numeracy</li> </ul>	2 3 4

**Total budgeted cost: £ 176,890**

## 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.

Year by Year (current classes):

<b>Year 7 - %age Reading</b>	Pupil Prem	All Pupils	2020/21 Variance	2021/22 Variance	2022/23 Variance	Gap nar- rowed?
Attainment - ARE	56%	60.7%	-16.2%	-17%	-4.7%	Yes +12.3%
<b>Writing</b>						
Attainment - ARE	56%	69.6%	-16.3%	-16.5%	-13.6%	Yes +2.9%
<b>Maths</b>						
Attainment - ARE	36%	57.1%	14.2%	18.6%	-21.1%	No -2.5%

In last year's Y6, non-PPG outperformed PPG pupils, however, the gap in English has narrowed over time. In maths, the gap has widened. Many PPG also have additional characteristics which impacted on learning.

<b>Year 6- %age Reading</b>	Pupil Prem	All Pupils	2020/21 Variance	2021/22 Variance	2022/23 Variance	Gap nar- rowed?
Attainment - ARE	69%	73%	-7.3	+0.8	-4% = in line	No – slightly widened
<b>Writing</b>						
Attainment - ARE	42%	51%	+0.1	-8.3%	-9%	No – slightly widened
<b>Maths</b>						
Attainment - ARE	42%	58%	-8.3	-4.2%	-16%	No -11.8%

Focus class – PPG children get Action tutoring and Booster classes.

<b>Year 5 - %age Reading</b>	Pupil Prem	All Pupils	2020/21 Variance	2021/22 Variance	2022/23 Variance	Gap nar- rowed?
Attainment - ARE	57.1	70.7	-15.6	-5%	-13.6	No -8.6%
<b>Writing</b>						
Attainment - ARE	52.4	68.3	-15.6	-6%	-15.9	No -9.9%
<b>Maths</b>						
Attainment - ARE	52.4	65.9	-11.5	-6%	-13.5	No -7.5%

PPG children underachieving in this cohort all have other characteristics impacting attainment – SEND, PA. Children to work with Brilliant Club and City of London University tutors.

<b>Year 4 - %age Reading</b>	Pupil Prem	All Pupils	2020/21 Variance	2021/22 Variance	2022/23 Variance	Gap nar- rowed?
Attainment - ARE	91%	92%	-15.6	+5.4%	-1%	In line – no gap
<b>Writing</b>						
Attainment - ARE	70%	74%	-15.6	+2.2%	-4%	Slightly widened
<b>Maths</b>						
Attainment - ARE	56%	61%	-11.5	-7.2%	-5%	Yes +2%

PPG children perform in line with their peers – very positive

<b>Year 3 - %age Reading</b>	Pupil Prem	All Pupils	2020/21 Variance	2021/22 Variance	2022/23 Variance	Gap nar- rowed?
Attainment - ARE	43%	61%	-2.9	11.4%	18%	No -6.6%
<b>Writing</b>						
Attainment - ARE	43%	61%	+0.2	11.4%	18%	No -6.6%
<b>Maths</b>						
Attainment - ARE	43%	61%	-2.5	25.7%	18%	Yes - +7.7%

Attainment significantly improved overall each year, but gap widening in English. PPG children not on track are also SEND.



<b>Year 2- %age Reading</b>	Pupil Prem	All Pupils	2020/21 Variance	2021/22 Variance	2022/23 Variance	Gap nar- rowed?
Attainment - ARE	33%	50%	N/A	33%	17%	Yes +16%
<b>Writing</b>						
Attainment - ARE	33%	50%	N/A	24%	17%	Yes +7%
<b>Maths</b>						
Attainment - ARE	33%	52%	N/A	12%	19%	No - 7%

Low attaining cohort overall. PPG children not on track are also SEND or PA.

<b>Year 1 - %age GLD @ Rec</b>	Pupil Prem	All Pupils	2021/22 Variance	2022/23 Variance	Gap nar- rowed?
Attainment - GLD	85%	60%	N/A	+25%	Yes

### **End of year data 22/23:**

key	10% or more above nat	In line with nat	10% or more less than nat
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<b>Reception ELG</b>	<b>GLD</b>	<b>LBI</b>	<b>Nat</b>	<b>Prime</b>	<b>LBI</b>	<b>Nat</b>
All pupils (25)	60%	66.6%	51.2%	60%	74.2%	75%
PPG (6)	50%	53.8%	50.8%	100%	67.9%	62.9%
Non SEN (16)	68.8%	76.5%	74.2%	68.8%	84.8%	82.4%
SEN (8)	37.5%	24.6%	19.9%	37.5%	23.6%	18.8%

<b>Phonics Screening</b>	<b>Year 1</b>	<b>Y1 LBI</b>	<b>Y1 Nat</b>	<b>Year 2 resit (12)</b>	<b>Y2 LBI</b>	<b>Y2 Nat</b>
All pupils (25)	64%	78.9%	78.9%	75%	55.8%	58.7%
PPG (10)	50%	70.4%	66.7%	80%	50.6%	52.8%
Non SEN (17)	82.4%	87.0%	85.9%	75%	71.4%	74.7%
SEN (4)	25%	50.4%	42.2%	75%	40.8%	37.9%
				<b>Y2 final</b>	<b>LBI final</b>	<b>Y2 Nat</b>
				83.3%	83.3%	88.6%

<b>KS1- At Standard</b>	<b>July 2022 – all</b>	<b>2019 Results</b>	<b>Islington</b>	<b>National</b>
Reading	68.3%	71%	72.2%	67%
PPG	73.7%	-	63.5%	51.3%
Writing	61%	71%	66%	57.7%
PPG	63.2%	-	56.1%	41.1%
Maths	75.6%	66%	71.7%	67.8%
PPG	68.4%	-	63.3%	51.9%
R,W,M	56.1%	61%	61.2%	53.5%
PPG	52.6%	-	49.5%	36.8%

<b>KS1– Greater Depth</b>	July 2022 – all	2019 Results	Islington	National
Reading	12.2%	36%	24.7%	18%
PPG	13.6%	-	16%	8.4%
Writing	4.9%	20%	14.2%	8%
PPG	9.1%	-	8%	3.2%
Maths	2.4%	25%	21.5%	15.1%
PPG	4.5%	-	13.3%	6.9%

<b>KS2 – At standard</b>	2022 – all pupils	<b>2019</b>	LBI	Nat
Reading	85.2%	75%	76.5%	74.4%
PPG	75.8%	-	70.5%	62.6%
Writing	66.7%	76.9%	69.5%	69.5%
PPG	54.5%	-	61.2%	56.1%
Maths	59.3%	80.8%	71.9%	71.3%
PPG	45.5%	-	63.2%	56.9%
RWM	53.7%	65.4%	61.4%	58.6%
PPG	36.4%	-	51.2%	43.4%

<b>KS2 –Greater depth</b>	2022 – all pupils	<b>2019</b>	LBI	Nat
Reading	33.3%	40.4%	30.9%	27.8%
PPG	18.2%	-	4.7%	2.9%
Writing	13%	23.1%	18.3%	12.9%
PPG	6.1%	-	10.7%	6.3%
Maths	24.1%	25%	26.3%	22.4%
PPG	12.1%	-	15.6%	11.9%
RWM	5.6%	13.5%	10.8%	7.2%
PPG	3%	-	4.7%	2.9%

*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
The Scholars' Programme: History 1000 word assignment	The Brilliant Club All 12 children graduated from the programme, successfully completing their 1000 word essay. All 12 expressed

(Higher order thinking skills and promotion of KS3 study skills)	their desire to progress to Higher Education.
'Money Zone' programme for Year 5 (Banking, Saving, Budgeting topics)	<p>Metro Bank</p> <p>Sessions were delivered and children visited on-site. 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'.</p>
Academic mentor	<p>In class support in Year 6 for key pupils helped to close the gap in their learning. Teachers reported an increase in confidence and engagement across all year groups. In Y3-Y5, the selected pupils showed a greater understanding of key maths concepts and better fluency in reading.</p>
Chapter One – 1:1 online reading	<p>Chapter One</p> <p>All children who took part in the programme made progress. There was an average of 3 levels of reading progress made with some children making up to 8 levels (accelerated progress). 118 hours of reading support was provided across the Y1 and Y2 classrooms.</p>