

## 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   | Weeting Primary                     |
| Number of pupils in school  | 96                                  |
| Proportion (%) of pupil premium eligible pupils   | 35%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024 |
| Date this statement was published   | 08/11/21                            |
| Date on which it will be reviewed   | 08/08/21                            |
| Statement authorised by   | Jon Steeden                         |
| Pupil premium lead  | Christine Hague                     |
| Governor / Trustee lead   | Ann Howeth                          |

### Funding overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year   | £32,952.50 |
| Recovery premium funding allocation this academic year  | £3,698     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0         |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £36,650.50 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils make good progress, achieve high attainment across all subject areas and have high aspirations for the future no matter what their background or other challenges they may face. Our pupil premium strategy is focused on giving support to disadvantaged pupils to allow for accelerated progress to close the attainment gap between them and their peers. Where Pupil Premium children are meeting or exceeding their age related expectation, we look to deepen learning and give opportunities to further extend their knowledge and opportunities available to them.

We will also consider the wider picture of the school and other vulnerabilities or challenges presented, for example, those children who have social workers or those who have left the care system and have been adopted. We look to support all of these groups whether or not they are deemed disadvantaged.

High-quality teaching is at the heart of everything we do, with an added 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. It is our intention that that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will use high quality and informative assessments that allow us to accurately pinpoint and analyse the needs of our disadvantaged pupils and the approaches chosen work together to help pupils progress and achieve.

We work together with a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Disadvantaged pupils are challenged in the work they are given and staff act early to support where needed.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Maths attainment is low with a small attainment gap between disadvantaged and their non-disadvantaged peers. There needs to be further accelerated progress in order for attainment to improve. |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• knowledge of basic number facts and operations</li> <li>• times table knowledge and associated number facts</li> <li>• for those disadvantaged at secure ARE, confidence and further opportunities to allow them to work at mastery level to ensure they can progress to greater depth</li> </ul>  |
| 2 | <p>Some students struggle to behave in line with school expectations which disrupts and slows the learning of them and others.</p> <ul style="list-style-type: none"> <li>• Teacher time is being taken up dealing with disruptive behaviour</li> <li>• Low self esteem of pupils leads them to not see themselves as learners</li> <li>• Low aspirations of some pupils not seeing the benefit of a good education</li> <li>• Lack of self-respect and self discipline due to low self-esteem or challenges at home.</li> </ul>  |
| 3 | <p>Writing attainment is low with a significant gap between disadvantaged and their non-disadvantaged peers. Whilst progress in writing is good there needs to be further accelerated progress in order for attainment to improve.</p> <ul style="list-style-type: none"> <li>• Basic grammatical structures</li> <li>• Vocabulary</li> <li>• Writing stamina</li> <li>• Building on good reading progress</li> </ul>   |
| 4 | <p>Reading attainment is low with a significant attainment gap between disadvantaged and their non-disadvantaged peers. Whilst progress in reading is good there needs to be further accelerated progress in order for attainment to improve.</p> <ul style="list-style-type: none"> <li>• Some pupils do not have a secure phonics foundation to support, reading, writing and spelling throughout ks1 and ks2.</li> <li>• Some pupils have not had access to a range of good quality texts at home.</li> <li>• Children starting school do not have the oral language skills to support them in learning phonics and reading</li> </ul> |
| 5 | <p>School curriculum needs to challenge and inspire pupils</p> <ul style="list-style-type: none"> <li>• Research based</li> <li>• Vocabulary focused</li> <li>• Avoiding Cognitive overload</li> <li>• Adaption rather than differentiation</li> <li>• Questioning by teachers and TAs should further learning and be carefully focussed and responsive</li> </ul>  |

## 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  |
|--|---|
| Maths progress will improve and attainment gap reduce. | <ul style="list-style-type: none"> <li>• Pupils will be confident in knowing their times tables and use them to support their maths work. (tables monitoring data, pupil voice, book scrutiny)</li> <li>• Pupils will be able to confidently talk about their strategies used to answer questions and use concrete, pictorial or abstract means to support them. (observation, pupil voice)</li> <li>• Pupils will have access to a wide range of equipment and understand how to use them (observation)</li> </ul> |

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| <p>There will be less incidences of high level disruption. Pupils will be supported to stay in class with peers.</p> | <ul style="list-style-type: none"> <li>• Reduction in fixed term exclusions (data – PA)</li> <li>• Reduction of internal exclusion/ involvement of SLT (data CPOMs)</li> <li>• Happy, calm classroom environments (observation, pupil voice)</li> <li>• Regular opportunities for pp pupils to access learning to regulate their emotions via Thrive intervention (thrive data)</li> <li>• Staff more confident at dealing with disruption effectively (observation)</li> <li>• Staff relationship with pupils is good. (observation, pupil voice)</li> <li>• Progress and attainment will improve in due to calmer classrooms (insight)</li> <li>• Children can explain and demonstrate the “Trinity Partnership Way” of doing things to show that routines and expectations are embeded.</li> </ul> |
| <p>Writing progress will improve and attainment gap reduce</p>   | <ul style="list-style-type: none"> <li>• Pupils will be confident in knowing how to apply their phonetical knowledge to their writing (books, sounds write screening)</li> <li>• All pupils will know what a simple sentence is and how to construct one either verbally (EYFS) or written down. (child voice, book looks)</li> <li>• Pupils will be able to confidently use a wide range of grammatical structures for writing. – (child voice, book looks)</li> <li>• Pupils will have access to a wide range of writing models and understand how to use them to help them. (learning walks, book looks)</li> </ul>  |
| <p>Reading progress will improve and attainment gap reduce</p>   | <ul style="list-style-type: none"> <li>• Pupils will display a love of reading (pupil voice, observation)</li> <li>• Pupils will have access to high quality challenging texts (planning, curriculum)</li> <li>• Pupils will have access to take home books that accurately match their reading level (parent voice, monitoring)</li> <li>• Pupils will use a wider range of sophisticated vocabulary (book monitoring)</li> <li>• Pupils will demonstrate good verbal skills and understanding of spoken language</li> </ul>   |
| <p>Pupils demonstrate that their knowledge progresses over time.</p>   | <ul style="list-style-type: none"> <li>• Subject leaders regular monitoring identifies areas of improvement that can be actioned. (Subject leader reports)</li> <li>• All staff have an understanding of what a knowledge based curriculum is and why we have decided to implement it. (Staff training)</li> <li>• Children will be engaged in non-core learning and be enthusiastic about what they are learning (child voice, learning walks, subject leader monitoring)</li> <li>• All children will have the same opportunities to achieve via adaptive learning and scaffolding – no ceiling to learning. (planning, learning walks, book looks)</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Children will be using ambitious vocabulary in their spoken and written language (Child voice, book looks)</li> <li>• Teachers and TAs will skilfully ask questions to further children's learning. They will understand the different types of questioning they can use to support children.</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: £ 10,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Sounds Write training for all staff – Class teaching of Sounds Write in EYFS and KS1 | <p>“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.”</p> <p><b>EEF tool kit</b></p> <p>“Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme”</p> <p><b>Sounds Write website</b></p> <p>“The ‘Sounds-Write’ approach and materials also have particular strengths in showing participants how to teach through children’s errors and how to address the multisyllabic words which form such a large part of reading and writing as children’s skills develop.”</p> <p><b>DfE evaluation document</b></p> | <b>3 &amp; 4</b>              |
| Training in Rosenshine principles for all staff – KS1 and KS2                        | <p>“Research on cognitive supports to help students learn complex tasks: Effective instructional procedures—such as thinking aloud, providing students with scaffolds, and providing students with models—come from this research.”</p> <p><b>Rosenshine reaserch paper – American Educator Spring 2012</b></p> <p>“Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their</p>   | <b>1, 3, 4, &amp; 5</b>       |

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|  | <p>thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.” <b>EEF toolkit</b></p> <p>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)” <b>EEF toolkit</b></p>  |                     |
| <p>Training in the principles of a knowledge rich curriculum - All</p>   | <p>“Rosenshine's principles have a solid evidence base to support their effectiveness. However, as Rosenshine and Stevens (1986) point out, they are most effective where the objective is to master a body of knowledge or key skill involving clearly laid out steps, which the children are expected to apply later.” <b>Future learn</b></p> <p>“Intrinsic cognitive load can be reduced by breaking down the subject content, sequencing the delivery so that sub-tasks are taught individually before being explained together as a whole. The idea is to not overwhelm a student too early on in the introduction of new work.”</p> <p><b>Cognitive load theory</b></p> <p>“A knowledge-based curriculum is about harnessing the power of cognitive science, identifying each marginal gain and acting upon it; having the humility to keep refining schemes of work, long term plans and generating better assessments” <b>Nick Gibb quoting Sparks and Thompson in speech on gov.uk</b></p> | <b>5</b>            |
| <p>English lead training around Reading Reconsidered and dissemination to staff</p>  | <p>“Grounded in advice from effective classrooms nationwide, enhanced with more than 40 video clips, Reading Reconsidered takes you into the trenches with actionable guidance from real-life educators and instructional champions.”</p> <p><b>Wiley</b></p> <p>“Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.” <b>EEF toolkit</b></p>   | <b>4</b>            |
| <p>English lead training around writing curriculum and dissemination to staff</p>  | <p>“The recommended approach to strategic leadership follows the model of the ‘Gestalt Problem Solving’ process. The first stage of this is the belief that development and improvement require the articulation of a shared vision, which when related to an analysis of the current level of provision and practice, reveals a gap between the two. By prioritising actions to be taken with the intention of closing the gap, subject leaders are directed towards producing a development plan” <b>(Field et al, 2000) in Evidence-based subject leadership</b></p>  | <b>1, 3 &amp; 5</b> |
| <p>Subject leader training and release from class to monitor curriculum and action and improve provision in subject area</p> |  |                     |

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

Budgeted cost: £ 2,500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Sounds write interventions for KS2              | <p>“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.” <b>EEF toolkit</b></p> <p>“The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns” <b>EEF toolkit</b></p> | 3 & 4                         |
| Wellcomm intervention (Language) – EYFS and KS1 | <p>“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.</p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. “ <b>EEF toolkit</b></p>  | 4                             |
| Rapid reading programme                         | <p>“An independent study by the National Foundation for Educational Research (NFER) told us that children using Rapid Reading make more than twice the normal rate of progress in reading. And a trial in Worcestershire found children quadrupled their expected reading progress!” <b>Pearson</b></p>   | 4                             |

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

Budgeted cost: £ 24,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Additional staff member trained in Thrive approach | <p>“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 pupils with</p> | 2                             |

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| <p>Thrive intervention</p>   | <p>particular social and emotional needs.” <b>EEF toolkit</b></p> <p>“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.” <b>EEF toolkit</b></p> <p>“Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.” <b>EEF toolkit</b></p> <p>“Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance.” <b>(McGuire-Snieckus et al 2015)</b></p> <p>“A 2018 review of published policies and information - Mental health and wellbeing provision in schools - was commissioned in response to the Green Paper 'Transforming children and young people's mental health provision'. This review included Thrive as an initiative that supports and promotes positive mental health.” <b>DfE 2018.</b></p>   |                 |
| <p>Staff member trained as Norfolk Steps tutor and able to train staff in restorative approaches.</p> <p>Behaviour appendix refined to give clear explanations for routines and expectations</p> | <p>“Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.” <b>EEF toolkit</b></p> <p>“The Norfolk Steps Team provides training and consultancy to schools and services to support early intervention and manage complex or challenging behaviour. Our specialist team has extensive SEN and inclusion experience and an established reputation for providing inspirational training and knowledgeable, supportive consultancy.” <b>S4S Norfolk</b></p> <p>“Teaching routines that develop into good habits – routines and rituals written with clear icons (language and image) posted in two or three areas of the room, routines taught (by positive reinforcement) until they become a habitual part of classroom behaviour., focusing on teaching single behaviours and not attacking everything at once.” <b>Paul Dix</b></p> <p>“Any area of general behaviour that can be sensibly translated into a routine should be done so explicitly. This removes uncertainty about school expectations from mundane areas of school life, which reduces anxiety, creates a framework of social norms, and reduces the need for reflection and</p> | <p><b>2</b></p> |

|   |  |          |
|---|--|----------|
|   | reinvention of what is and is not acceptable conduct. This in turn saves time and effort that would otherwise be expended in repetitive instruction. These routines should be seen as the aspiration of all members of the school community whenever possible.”<br><b>Tom Bennett</b>  |          |
| Addition staff member to support pupils in receipt of pupil premium funding who have specific behavioural needs that can impact upon whole class learning | “According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. ....Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.” <b>EEF toolkit</b> | <b>2</b> |
|   |  |          |

**Total budgeted cost: £ 36,500**

## 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.

*2020-2021 Outcomes:*

Maths progress will improve and attainment gap reduce. – *progress is pleasing but attainment gap has not reduced.* – **Partially achieved.**

Pupils will engage confidently and enthusiastically in whole class reading sessions. Pupils will enjoy reading activities both in class and at home and will start to use more sophisticated language in their writing work as a result. . – *Reading is now a high priority in our school shown by increased progress and attainment gap reduction. However there is still some work to go to further reduce the attainment gap and this has not as yet fed into pupil’s writing work* – **Partially achieved embed for reading and a renewed focus on writing.**

Provision for pupils with social emotional or mental health needs is personalised, sensitive and has a benefit on their mental well-being. – *This is working really well for pupils with difficulties with confidence and self esteem. Further work needs to be done on those pupils whose behaviour is disruptive to others* - **Partially achieved now focus on behaviour**

*Reduce combined core attainment gap between pp and non pp* – **not achieved**

*Pupil’s attendance will be at least in line with non-pupil premium attendance* - **not achieved**

### 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      |
|------------------------------|---------------|
| Wellcomm Speech and language | GL Assessment |
| Sounds Write Phonics         | Sound Write   |
| Rapid Reading programme      | Pearson       |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Due to low numbers this is grouped in with the rest of the pp spend. Pupils entitled to services premium benefit from the whole school and targeted intervention programmes pp is spent on. |
| What was the impact of that spending on service pupil premium eligible pupils? | Passing of phonics screen.<br>EYFS good level of development.<br>Age related expectations   |

**Further information (optional)**

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