



This statement details Weston CE Primary and Nursery 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	Weston CE Primary & Nursery School
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	11.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	Geoff Holmes
Pupil premium lead	Alison Gooderson
Governor / Trustee lead	Jason Pellett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,830
Rates for eligible pupils	
The PPG per-pupil rate for 2021 to 2022 is as follows:	
Disadvantaged pupils	
Pupil premium per pupil	
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	

£1,345 Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority £2,345 Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order) £2,345	
Recovery premium funding allocation this academic year	£2, 755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for Weston CE Primary and Nursery in this academic year	£22,585

Part A: Pupil premium strategy plan

Statement of intent

Learn, Achieve, Enjoy

At Weston CE Primary and Nursery School we strive to provide an education of the highest quality;

- **welcoming all into our safe, friendly school**
- **nurturing each child to achieve their full potential and develop self-confidence**
- **preparing children for the rest of their lives**
- **promoting Christian and British Values**
- **working as a team with close links to the rest of the community**
- **with high expectations of everyone.**

It is the intention of Weston CE Primary and Nursery 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 this pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Weston CE Primary and Nursery will consider the challenges faced by all disadvantaged pupils. The activity outlined in this statement is also intended to support their needs, including Special Educational Needs and Disability (SEND), regardless of whether they are disadvantaged or not.

In the first instance, high-quality teaching is at the heart of Weston CE Primary and Nursery's 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 the 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.

Weston CE Primary and Nursery's approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and pupil voice; not assumptions about the impact of disadvantage. The approaches adopted complement each other to help pupils excel. To ensure they are effective Weston CE Primary and Nursery will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified, especially with co-occurring SEND

- adopt a whole school approach in which all stakeholders 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 Oracy	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps 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. Currently, at Weston CE Primary and Nursery, 50% (8/16 pupils) of pupils with SEND have speech and language difficulties. Four of these pupils are also disadvantaged.
2 Phonics	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3 Attainment & Progress	Weston CE Primary and Nursery assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths.
4 Parental Engagement	Weston CE Primary and Nursery pupils' voice and records have indicated poorer parental engagement with home reading and spelling and other home learning activities.
5 Extra-Curr	Weston CE Primary and Nursery pupils' voice has indicated that there is a poor uptake of extra-curricular activities other than football.
6 Wellbeing & Behaviour	Observations, assessments and advice from external specialists confirms pupils with SEND need further 1:1 targeted support with SEMH and behavioural difficulties.

Intended outcomes

This explains the outcomes Weston CE Primary and Nursery are aiming for **by the end of this current strategy plan**, and how it will be measured whether it has been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	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 and ongoing formative assessment.
Improved reading/phonic progress among disadvantaged pupils.	KS2 reading progress measure in 2023/24 shows a better figure for disadvantaged pupils than for other pupils; thus, closing/diminishing the gap between disadvantaged and non-disadvantaged pupils.
Improved maths progress for disadvantaged pupils at the end of KS2.	KS2 reading progress measure in 2023/24 shows a better figure for disadvantaged pupils than for other pupils; thus, closing/diminishing the gap between disadvantaged and non-disadvantaged pupils.
Improved writing progress for disadvantaged pupils at the end of KS2.	KS2 reading progress measure in 2023/24 shows a better figure for disadvantaged pupils than for other pupils; thus, closing/diminishing the gap between disadvantaged and non-disadvantaged pupils.
Improved parental engagement for disadvantaged pupils	Parents will be more engaged, bonds between home and school will be strengthened and parents will be more responsive to educational support at home.
Improved uptake in extracurricular activities especially sport	Disadvantaged pupils will participate in all areas of extra-curricular activities alongside non-disadvantaged pupils.
Improved wellbeing and behaviour of pupil	Pupil accessing learning more independently and cooperatively. Reduction in recorded behaviour incidents for PP pupils.

Activity in this academic year

This details how Weston CE Primary and Nursery intend to spend the pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Zones of Regulation' training for all teaching/support staff to develop whole school ethos.	Advice from Educational Psychologist – Herts Local Offer (The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities, Kuypers, 2011)	6
'Elklan' training	Advice from NHS Speech & Language team (SALT) Herts Local offer (Elklan supports the wider educational workforce to develop the speaking and listening skills of all children and young people, and especially those with particular needs.)	1 & 2
Nuffield Early Language Intervention (NELI) training	DFE recommendation as part of pandemic recovery. (NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.)	1 & 2
Whole school Maths mastery training	Whole school working with Matrix Maths Hub (DfE approved) to develop and embed teaching maths mastery across whole school,	3

	including Mastering Number project in 21-22. EEF 2021 ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.’	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14.400

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 TA support to enable one child to access curriculum	Advice from North Herts Education Support Centre (ESC) Team – behaviour support team.	3 & 6
Weekly 1;1 reading conference with HLTA – all disadvantaged pupils. Support to reread texts to develop fluency.	Education Endowment Fund (EEF, 2021) ‘reading books aloud and discussing them, including use of structured questioning’ ‘repeated reading— pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency’	1 & 3
Daily targeted feedback to recover misconceptions, target ‘next steps’ foci – Quality First teaching	EEF 2021/TES Each pupil is encouraged (with support then moving to more independently) to look critically at their work and make their own improvements. This develops their critical thinking skills, their independent learning and then	3 & 6

	enables them to act on the feedback.	
Weekly feedback marking with DHT/SENCo to recover misconceptions, target 'next steps' foci and deliver targeted interventions in writing.	EEF 2021 'There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty'	3 & 6
Small group/1-1 interventions during school day led by TAs and extra pastoral support provided by TAs.	EEF 2021 'There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty'	1,3 & 6
Maths mastery-daily/timely interventions to target mathematical misconceptions	Whole school working with Matrix Maths Hub (DfE approved) to develop and embed teaching maths mastery across whole school, including Mastering Number project in 21-22.	1 & 3
Teachers completing individual 'good day/bad day' meetings 1:1 with each disadvantaged pupil to ascertain ways that personalise support in order to improve metacognition.	SEND Toolkit, Herts	1,3 & 6
NELI & ELKLAN interventions where speech and language difficulties identified	DfE/EEF 'Purposeful speaking and listening activities support pupils' language development.' (EEF, 2021)	1 & 2
Daily personalised handwriting activities to strengthen writing	EEF, 2021	3

muscles and develop joined font across whole school	'Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.'	
Monitoring and book scrutiny	SLT and Curriculum leaders will ensure progress for disadvantaged pupils is monitored	3

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £7,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil voice to determine what extra-curricular activities disadvantaged pupils would like to see offered/barriers to attendance	Lack of take-up of disadvantaged pupils in extra curricular activities	5
Offer disadvantaged pupils first choice in after school clubs	Pupil Voice	5
Subsidise external trips and journeys – improving cultural capital	Pupil Voice	5
Parent workshops to support parents understanding of strategies and approaches used in school to mirror at home. Being mindful that not all parents may feel comfortable in this situation (inc. due to Covid) so offering recorded video workshops 1:1 teacher/parent tutoring.	EEF - Closing the disadvantage gap 2021 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.'	4 & 6

1:1 TA support to enable one child to access curriculum	Advice from North Herts Education Support Centre (ESC) Team – behaviour support team.	3 & 6
Minimum of weekly pastoral support with DHT/SENCo to support wellbeing and behaviour (self-regulation).	Advice from Educational Psychologist – Herts Local Offer (The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities, Kuypers, 2011)	6
Adapting parental consultations and 'Gradual Approach' meetings to a time preferred	EEF - Closing the disadvantage gap 2021 'Implementing parental engagement strategies needs to consider potential barriers to parents engaging. For example, is there provision for working parents to engage in short sessions with flexible times – or even through remote engagement where available. Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.'	4
Attendance – ongoing support and monitoring to ensure highest possible attendance by PP pupils.	Attendance means learning can happen!	3 & 6

Total budgeted cost: £22,585

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 2019 to 2020, and 2020 to 2021. Results will not be used to hold schools to account.

Weston CE Primary & Nursery School last published data is for the academic year: 2018 to 2019.

Figures for disadvantaged pupils

2019 Attainment

	% GLD	End of KS1			End of KS2				
		Met std. reading	Met std. writing	Met std. maths	Met std. reading	Met std. writing	Met std. maths	Met std. GPS	Met std. RWM
	Reception								
School PP Pupils	4.03	100%	50%	75%	75%	75%	75%	75%	75%
National All Pupils	3=Expected	75%*	70%*	76%*	73%	78%	79%	78%	65%

(*2018 data)

Further Data 2019 Attainment

	End of KS1			End of KS2				
	Above exp'd std. reading	Above exp'd std. writing	Above exp'd std. maths	Above exp'd std. reading	Above exp'd std. writing	Above exp'd std. maths	Above exp'd std. GPS	Above exp'd std. RWM
School PP Pupils	0%	0%	0%	25%	50%	25%	50%	25%
National All Pupils	28%	17%	24%	31%	24%	32%	41%	13%

Phonics

Phonics catch-up programme across whole of EYFS, KS1 (and year 3 for some pupils).

December 2020 year 2 phonic screening

Whole school = 87% passed, compared to national average of 82% before the pandemic (in 2019)

Disadvantaged pupils year 2 (Year 1 Covid lockdown) 75% passed (3/4 pupils)

Disadvantaged pupils year 3 (Year 2 Covid lockdown retake) = 50% (1/2 pupils)

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
Art Therapeutic approaches (training for SENCo) to support disadvantaged and non-disadvantaged mental health	NESSie
Google classroom training for all staff	Google
Bug Club	Pearson
TTRockstars & Numbots	https://trockstars.com
Oak Academy	DFE recommendation
Purple Mash	https://www.purplemash.com
BBC Bitesize	DFE recommendation

Further information (optional)

During the Pandemic lockdowns of 2020 & 2021, Weston CE Primary & Nursery School provided our disadvantaged pupils and other vulnerable pupils:

- *places within school bubbles*
- *home & school lunches*
- *home laptops to access Google Classroom home learning*
- *printed home learning packs including stationary, exercise books and manipulatives either for collection or delivery*
- *daily/weekly pastoral support via phone calls from DHT/SENCo to support learning, wellbeing and other pastoral needs*
- *differentiated learning via email where identified for disadvantaged SEND pupils*
- *DHT/SENCo created & delivered 'Happiness Project' to identified pupils with SEMH on return to school*
- *Whole school 'bereavement and trauma' training to ensure targeted support on return where pupils identified*
- *Targeted counselling from Safe Space*