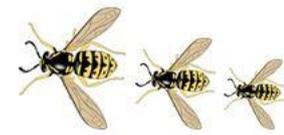


Pupil premium strategy statement



School overview 2020-2021

School name	Weston All Saints Primary School
Pupils in school	600 (census January 2020)
Proportion of disadvantaged pupils	11% (65 pupils)
Pupil premium allocation this academic year	£87,425
Academic year or years covered by statement	2020 to 2023
Publish date	1 st March 2021
Review date	July 2021
Statement authorised by	Local Governing Body
Pupil premium lead	Jo Clark
Governor lead	To be confirmed

Disadvantaged pupil performance overview for academic year 2018-2019

Due to the Covid pandemic and the cancellation of KS2 and KS1 SATS, this data is not available for academic year 2019-2020

Measure	Score
End of KS2 Reading (16 children)	Achieving the expected standard: 100% Achieving Greater Depth 19%
End of KS2 Writing (16 children)	Achieving the expected standard: 100% Achieving Greater Depth 0%
End of KS2 Maths (16 children)	Achieving the expected standard: 100% Achieving Greater Depth 19%
End of KS1 Reading (11 children)	Achieving the expected standard: 82% Achieving Greater Depth 0%
End of KS1 Writing (11 children)	Achieving the expected standard: 82% Achieving Greater Depth 0%
End of KS1 Maths (11 children)	Achieving the expected standard: 82% Achieving Greater Depth 0%
Achieving a good level of development at EYFS (5 children)	60%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1: Quality First Teaching for all	<p>Increase opportunities for children to develop their language and vocabulary and give them greater access to reading books.</p> <p>Provide training for teaching and support staff on use of the PPG.</p>
Priority 2: Provide targeted academic support	<p>Early identification, intervention and monitoring for delays in speech and language as soon as children start school.</p> <p>Close monitoring of children who don't pass the year 1 phonics screener.</p>
Priority 3: Implement wider strategies that target the most significant, non-academic barriers to success in school.	<p>Ensure access to enrichment and extra-curricular activities.</p> <p>Develop positive relationships with families to improve engagement.</p> <p>Use whole school approaches to improve mental wellbeing.</p> <p>Ensure smooth transition to KS3.</p>
Barriers to learning which are addressed by these priorities:	<p>Gaps in language and vocabulary meaning that children aren't able to access learning at the same level as their peers.</p> <p>Identification and intervention not taking place early enough to be effective at closing the gap.</p> <p>Inconsistency in collaborative, supportive working between school and family across the school community.</p> <p>Less access to social, physical, cultural experiences as well as extra-curricular activities.</p>
Projected spending	£87,425

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	100% of children at KS2 and 90% of children at KS1 to reach the expected standard in reading.	July 2021
Progress in Writing	85% of children at KS2 and 87% of children at KS1 to reach the expected standard in writing.	July 2021
Progress in Mathematics	100% of children at KS2 and 92% at KS1 to meet the expected standard in maths.	July 2021
Pupils achieving greater depth	Our aspiration is for the percentage of disadvantaged children reaching greater depth to be in line with the national average of non pp children for reading, writing and maths at the end of KS1 and end of KS2. Our aim is for there to be an upwards trend towards this.	July 2021
Phonics	All children to pass the phonic screener by the end of year 2.	July 2022
Other	Current attendance for PP children: 93.65% compared to 97.43 for all pupils (inc PP) Attendance for PP children to improve to 95%.	July 2021

Measure	Activity
Priority 1: Quality First Teaching	<ol style="list-style-type: none"> 1. Focus on lowest 20% of readers by increasing their access to text and support from the teacher. 2. Increase experiential opportunities for children to develop their spoken and written language. 3. Consistent use of pre-teaching to improve access to learning and reduce the need for 'catch-up' 4. Training for all teaching and support staff on disadvantaged learners (including ACES: Adverse Childhood Experiences). Opportunities for all staff

	to reflect on the characteristics of disadvantaged children within our setting.
Barriers to learning that are addressed by these priorities:	Children may have less exposure to rich language, both spoken and text, before starting school and as they move through school.
Projected Spending	£56,202

Targeted academic support for current academic year

Measure	Activity
Priority 2: Ensure that the individual needs of children are met through systematically monitored intervention	<ol style="list-style-type: none"> 1. Identify where there are gaps in children's speech and language development as soon as they start school. 2. Progress review meetings to take place 3 times a year 3. Consistent use of pre-teaching as primary intervention for pupils with gaps 4. Track children who don't reach the required phonics level by the end of year 2. Ensure these children are highlighted to teachers in KS2 and supported appropriately.
Barriers to learning that are addressed by these priorities:	<p>Children not reading at home</p> <p>Pre-existing gaps in speech and language development when children start school</p> <p>Limited capacity for supporting learning at home</p>
Projected spending	£15,014

Wider strategies for current academic year

Measure	Activity
Priority 3: Implement wider strategies that target the most significant, non-academic barriers to success in school.	<ol style="list-style-type: none"> 1. Support eligible families to apply for FSM 2. Encourage good attendance for children who qualify for PPG 3. School staff actively develop engagement with families 4. Use of C-POMS to store information (budget permitting) 5. Whole school approaches to address gaps in children's social, emotional and mental health development

	<p>6. Children who are entitled to the PPG are supported to access extra-curricular activities, school trips and events within the community</p> <p>7. Children are well prepared for their transition to KS3</p>
Barriers to learning that are addressed by these barriers:	<p>Lower than average attendance for children who qualify for PPG than the rest of the school</p> <p>Reduced exposure to experiences outside of school; these experiences could be social, physical, emotional or cultural.</p> <p>Lower parental engagement</p> <p>Lower mental wellbeing for children who are entitled to PPG</p>
Projected spending	£16,209

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Allocating time to listen to readers daily.</p> <p>Ensuring 'Talk for 'Writing' approach is used consistently and dovetails with RWInc</p>	<p>'Book club' and 'reading aloud together'</p> <p>Monitored by Literacy Team and SLT</p>
Targeted support	Incorporating teaching approaches such as pre-teaching and Word Aware.	Planned in SDP
Wider strategies	<p>Engaging and reassuring families in need of support.</p> <p>PPG being calculated for new entrants based on October census (rather than January) gives less time to ensure new starters are registered for FSM.</p>	<p>Maintaining an upbeat and positive approach to build trust</p> <p>Engaging regularly with families, providing positive messages/ feedback</p> <p>Begin collecting FSM forms before July</p>

Review: 2020-2021's aims and outcomes

Aim	Outcome

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Review: 2021-2022's aims and outcomes

Aim	Outcome

Review: 2022-2023's aims and outcomes

Aim	Outcome