

# WASPS Pupil Premium Strategy 2021-2024



## 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	Weston All Saints Primary School
Number of pupils in school	546
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Local governing body
Pupil premium lead	Ellie Stone
Governor / Trustee lead	Sophie Dyer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,045
Recovery premium funding allocation this academic year	£9,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

### **Pupil Premium Statement of Intent**

Weston All Saints Primary School commits to working collaboratively and collectively with schools across the Partnership Trust in order to eliminate the disadvantage gap.

#### **Our objectives are:**

- For all pupils to become effective learners and communicators irrespective of background or of the challenges they face.
- Preparedness for the future as successful participants in society with a strong sense of identity, responsibility and the necessary skills to secure economic wellbeing.
- We want to support our disadvantaged pupils to experience academic success so that their attainment is comparable with that of non-disadvantaged pupils nationally.

Our approach will be tiered in order to target well defined cohorts as well as address individual pupils needs. We will use an evidence-based approach to inform and refine our planning.

We recognise that the need is not 'within child' and will endeavour to consider the environment and approaches used to ensure that children are considered individually.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well which we have identified as: Greater access to the curriculum; early and efficient oracy and the limited availability of opportunities to accumulate cultural capital. We aim to dismantle these barriers by focussing on these three key strands:

1. **Access** to, and greater participation in, the curriculum by strengthening the calibre of high-quality teaching for all
2. **Oracy** Supporting the development of oracy skills as the route into increasing attainment in early reading, writing and oral communication, more broadly across the school, including for those pupils with EAL
3. **Engagement** Ensuring that vulnerable learners attend in line with non-disadvantaged peers by prioritising access to enrichment opportunities and through targeted pastoral support

#### **The key principles**

- To develop a thorough and shared understanding of these barriers to learning
- To ensure collective responsibility for children who are disadvantaged.
- To privilege disadvantaged pupils for curricular as well as extra-curricular experiences

We recognise that effective implementation is key to securing impact and this plan has to be delivered by everyone routinely with a shared understanding of disadvantage. We will routinely use the term 'privilege disadvantage' to convey our vision for these pupils

## Challenges

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

Challenge number	Detail of challenge
1	<b>Access</b> to the curriculum requires consistent high-quality teaching. Pupils who are attaining both below and above the expected age-related standards are not attaining as well as they could. We recognise the need to ensure that all learners can access learning through a consistently high quality of teaching. We are also aware of the impact on our families of school closure and assessment and observation indicate that not all children have maintained their skills over time. To that end, we will implement targeted interventions and CPD for staff to be able to meet the diverse nature of children's needs in response to school closure and to other factors that may disadvantage their access to learning.
2	<b>Oracy</b> We recognise the increased need of disadvantaged pupils to access the same rich literacy and language available to their non-disadvantage peers. Through interventions, we want to support the development of fluent key skills in English with a focus on early speaking and listening, reading, writing and providing high quality support for pupils identified with EAL. The evidence shows the importance that successful communication skills play in securing positive outcomes into adulthood.
3	<b>Engagement</b> A number of our families have found a return to school difficult to manage. We have elicited pupil voice with wellbeing questionnaires which has given us insight into some of the wellbeing issues for our children. We are targeting specific support for our vulnerable children recognising their need to be well prepared for the next phases of their education.

## 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
High quality teaching affords children, who are disadvantaged, greater access to the curriculum	<ul style="list-style-type: none"> <li>• All teachers access the 'High-Quality Teaching' CPD and demonstrate a broader skill set during formal observations, that ensure access for all children</li> <li>• Pupil progress meetings focus on pupils who are disadvantaged enabling teachers to reflect and refine their developing skills with ongoing CPD</li> <li>• All TA's engage in regular 'effective deployment' CPD in order to provide high quality support in class</li> </ul>
Oracy has improved and children have an extended vocabulary as a result of a daily, systematic, focussed phonics, reading and writing programme. (Read Write Inc) They have access to tiered language and communication support where needs have been identified.	<ul style="list-style-type: none"> <li>• Children develop fluent speaking and listening skills with barriers identified early leading to timely intervention on the NELLI programme</li> <li>• EYFS and KS1 Children are able to express their thoughts in sentences, which they can hold in their head, before accurately committing them to paper</li> <li>• Children's writing includes a richness of vocabulary which they have experienced through high quality teaching supported by relevant whole school CPD on supporting struggling writers in KS2 and supporting spelling in EYFS/KS1</li> <li>• Speech and Language therapy is more effectively deployed to support early intervention and leading to improved outcomes where NELLI may have had limited impact</li> <li>• Vulnerable children identified with Speech, language and communication issues achieve their individual targets as a result of intervention. The skills are evident in their work as a result of the strong links with therapist and teacher</li> <li>• Children at risk of performing below ARE, are screened in year 1 in order to implement tailored programmes of support</li> </ul>
Children with EAL are identified on entry enabling them to get timely support	<ul style="list-style-type: none"> <li>• Children with EAL access early support through effective gathering of information from EYs providers. The appointment of an EAL coordinator enables thorough assessment on entry and access to a high quality EAL programme of support which is monitored closely by the EAL teacher. This promotes greater access to and progress in English</li> </ul>
Children who are disadvantaged attend school regularly in order to access learning	<ul style="list-style-type: none"> <li>• Behaviour and Attendance panel tailors individualised support for families resulting in increased attendance for disadvantaged pupils</li> <li>• Attendance improves for all vulnerable learners as Individualised support from the pastoral team is targeted based on attendance trends e.g. absence at the beginning/end of week</li> <li>• The school builds capacity with the creation of a pastoral team in order to meet the needs of vulnerable learners</li> </ul>
Children are better able to regulate their emotions in order to increasingly	<ul style="list-style-type: none"> <li>• Children are observed to develop and generalise personalised strategies to regulate as the THRIVE practitioner works 1:1 followed by weekly in class check-ins in order to support the generalisation of self-regulatory skills</li> </ul>

engage with their learning	<ul style="list-style-type: none"> <li>• A clear and responsive risk assessment procedure evidences a focus on reducing future risk of FTE after high level behaviour incidents</li> <li>• CPOMS behaviour related incidents are reduced in Little WASPS as the ELSA delivers targeted intervention</li> <li>• Pupils who are disadvantaged are prioritised for referrals to the Behaviour and Support Panel</li> <li>• Pupils in KS2 demonstrate positive behaviours at playtime as the Behaviour Lead monitors and refines structured outdoor play opportunities</li> </ul>
All children have access to a broad range of enrichment opportunities that enables them make stronger and deeper connections across different areas of the curriculum	<ul style="list-style-type: none"> <li>• The ethos of 'privilege disadvantage' is evident as those children are prioritised for staff led extra-curricular activities, as well as delivery and monitoring tasks e.g. book looks, daily readers</li> <li>• Children demonstrate a sense of entitlement to cultural capital. Their preferences are elicited and accommodated in the range of extra-curricular opportunities made available to them including art enrichment activities with an artist, subsidised music lessons and participation in school visits</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:£8,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching for all	The EEF Guide to the Pupil Premium recommends a tiered approach to securing greatest impact from the Pupil Premium Grant. Tier 1 is high quality teaching because research shows this has greatest impact on outcomes for learners, particularly those who are vulnerable to underachievement. Regular high-quality CPD and routine monitoring of the impact of this is an effective way of achieving high quality teaching. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1
Improved oracy for all	There is a strong evidence base that suggests oral language interventions, including dialogic activities such	1

	<p>as high-quality classroom discussion, are inexpensive to implement and have high impact on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>High quality Phonics teaching in EYFS and KS1 with clear pathways for those not keeping up</p>	<p>There is a substantial body of research to support the fact that a systematic and consistent approach to the teaching of reading ensures the best outcome for pupils. RWI provides this systematic and consistent approach.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">The reading framework – teaching the foundations of literacy (publishing.service.gov.uk)</a></p> <p>EEF Teaching and Learning Toolkit – Parental Engagement.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1

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

Budgeted cost: £21,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small Group tuition inc NTP for disadvantaged learners including higher attaining children whose education has been disrupted by the pandemic</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The EEF has a strong evidence base to show that the quality of teaching has direct impact on student outcomes, particularly for disadvantaged pupils.</p> <p>Training and supporting staff will ensure the delivery of accurate targeted support.</p>	2

<p>Phonics Small Group Tuition in EYFS and KS1</p>	<p>EEF research shows that precisely targeted small group tuition has an average impact of four month's additional progress over the course of a year.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Recommendation 7 of Improving Literacy in Key Stage 1 reminds us that teaching should respond to the changing needs of children. This requires teachers to collect accurate and up-to-date information about pupils' current capabilities so that they can adapt their teaching to focus on exactly what each pupil needs to progress. RWI termly assessment data will provide teachers with the information they need to ensure that additional support is precisely targeted.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>2</p>
<p>1:1 and Small Group Oracy Interventions in KS1</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Children's early communication skills are regarded as the single best predictor of future cognitive skills and school performance (Rosetti, 1996). Children who have speech, language and communication difficulties are significantly disadvantaged in their ability to access the national curriculum since "almost every educational skill presupposes the use of language" (Dockrell and Lindsay, 1998).</p> <p>A research project undertaken by the Early Years Excellence Learning Alliance (eyela), identified that when staff received training in how to deliver the Talk Boost intervention, 18 out of 20 children completing the intervention were able to express their ideas in lessons, where they were not doing this before the additional support for 8racy.</p> <p><a href="https://www.eyela.org.uk/uploads/pdfs/Research%20Talk%20Boost%20Project%20Report.pdf">https://www.eyela.org.uk/uploads/pdfs/Research%20Talk%20Boost%20Project%20Report.pdf</a></p>	<p>2</p>

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

Budgeted cost: £ 51.773

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extra-Curricular activity, trips,</p>	<p>Trips and visits enhance and enrich the curriculum, providing heightened learning experiences. They also help to develop cultural capital.</p>	<p>3</p>

<p>visits and enrichment activities in order to build cultural capital for our disadvantaged children</p>	<p>They ensure that learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) that feeds into the Education Inspection Framework, places emphasis on improving cultural capital, particularly for disadvantaged children.</p> <p><a href="#">Ofsted OVERVIEW of RESEARCH Education Inspection Framework January 2019</a></p> <p>A research project undertaken by the DfE Social Mobility Commission at the University of Bath, “An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility” (Asset Publishing 2019) provides evidence that extra-curricular activities are important to young people and result in a range of positive outcomes. The research also identifies that employers in the UK labour market increasingly demand soft skills and these types of skills (which may be developed through extra-curricular activities) could be an important factor in driving intergenerational social mobility.</p> <p><a href="#">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a></p>	
<p>THRIVE &amp; building capacity for increased Pastoral Support across the school</p>	<p>Children whose basic needs are met, Thrive in school. Children need all physical, emotional and social needs met in order to achieve academically.</p> <p>The Communicating Kindness ‘Positive Relationships’ section within Tom Sherrington’s ‘<b>Teaching Walkthrus</b>’ and Oliver Caviglioli, state the importance of establishing positive relationships with students and the rights of all to feel safe, respected and valued, in order to create conditions where students and teachers can focus on learning free from distractions or emotional threats.</p> <p>EEF Research indicates that interventions that seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions have an impact measure of 4 months’ additional progress on academic achievement over the course of an academic year. Whilst such approaches have moderate impact for very low cost, it must be noted that they are based on limited evidence at present.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3</p>
<p>Promoting positive behaviour across KS2</p>	<p>Research shows that interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, and general anti-social activity increase academic attainment by 4 months in a year.</p>	<p>3</p>

	<p>At WASPS, we intend to use specialised programmes and approaches personalised to meet the needs of pupils with specific behavioural issues.</p> <p><a href="#">Behaviour Interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
Embedding effective practice in order to improve attendance with the support of the B&A panel	<p>Regular school attendance is an important part of giving children the best possible start in life. Students who miss school frequently can fall behind with their work and do less well in assessments.</p> <p><a href="https://attendancemattersmagonline.co.uk/new-proving-a-link-between-attendance-and-attainment/">https://attendancemattersmagonline.co.uk/new-proving-a-link-between-attendance-and-attainment/</a></p>	3
Contingency Fund	<p>We recognise the need to maintain a fund for unforeseen circumstances in order that we are able to respond quickly to support our vulnerable children</p>	

**Total budgeted cost: £82,041**

## 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.

Internal school assessments during 2020/21 tell us that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

We recognise the impact of Covid-19 on disadvantaged children's access to education which disrupted their predicted pathways. In line with the national picture, our children were unable to benefit from the pupil premium funded improvements to teaching and intervention. IT resources were provided with a priority on disadvantaged learners who also had regular access to the THRIVE practitioner via zoom last academic year. Families report that they benefited from this support.

The return to school has been difficult for a high proportion of our disadvantaged pupils and their families and we have prioritised attendance support from the Behaviour & Attendance panel as well as close liaison with the CMES this year as gaps in attendance between children who are disadvantaged and their non-disadvantaged peers are larger this year than in previous years. Our use of CPOMS has increased, with the return to school, enabling us to track incidents that related to behaviour which helps inform targeted support.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on our capacity to continue that level of support with the activities detailed in this plan.

## Further information

*Other initiatives were planned and delivered in light of school closure with regular liaison between teachers and pupils.*

*This includes the quality of feedback in marking which aims to encourage pupils to be more active participants in reviewing the quality of their work.*

*We have liaised with the LA in order to establish future demographic changes and trends in our local area in order to us to be able to adapt our future plans accordingly.*

*We are currently conducting pupil voice questionnaires in order to triangulate with other sources available to us via FFT, internal assessment data and attendance data so that children have a voice in the delivery of the future work that is detailed in this plan.*