

# Pupil Premium 3 Year Strategy – Weeth Primary School 2019-22

1. Summary information	
School	Weeth School

Academic Year	2019-20	2020-21	2021-22	Total PP budget	£102,540			Date of most recent PP Review	09.19		
Total number of pupils	197			Number of pupils eligible for PP	64			Date for next internal review of this strategy	03.20		

2. Current attainment - Year 6 Pupils – 74% PPG (Cohort 18/19)						
	Pupils eligible for PP (your school)			Pupils not eligible for PP (national average)		
% achieving in reading, writing and maths	42.1%			77.8%		
Progress in reading (national progress scores 0 = expected)	-3.36			-3.81		
Progress in writing	-0.08			-1.68		
Progress in mathematics	-1.80			-4.02		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Oral language and communication skills on entry to FS2 are lower for pupil premium pupils than non-pupil premium pupils.
B.	Low attainment on entry across all aspects of the early years. Engagement of hard-to-shift group in KS1 and KS2.
C.	Limited 'Knowledge of the World' and lack of life experiences across all year groups which affects both reading and writing.
D.	Disadvantaged pupils need additional intervention and nurturing to address their emotional, health and wellbeing.
E.	Limited expertise of parents to support their children with learning at home.

<b>F.</b>	Minimal KS2 PP pupils achieving greater depth in KS2. Although they are performing at the same standard in writing and maths as non-PPG there is a significant difference in reading.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>G.</b>	Attendance rates for pupils eligible for PP are 94% -2018 (whole-school 95%). This reduces their school hours and causes many to fall behind. (8.6% PA Whole-school compared to 5% PP of the whole school). Late arrivals.	
<b>H.</b>	Significant levels of social and economic deprivation and safeguarding concerns resulting in some children not being ready to learn.	
<b>4. Desired outcomes over 3 years</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerate progress in EYFS and Year 1 so that we close the gap in reading, writing and maths with a particular focus on passing the phonics screening test.	PP and non-PP pupils are at least in line with national expectations.
<b>B.</b>	PP pupils are in line with National other in reading, writing and maths in all year groups.	Difference between PP and non-PP pupils attainment has diminished.
<b>C.</b>	Children are keen to come to school and are positive about learning. Increased word acquisition impacts positively on reading and writing. Increased aspiration has a positive impact on behaviour for learning.	Behaviour for learning across the school is at least good in each class. Improvement in attitudes towards reading for pleasure.
<b>D.</b>	Increased confidence, self-esteem and resilience results in good learning behaviours. Pupils are able to recognise and articulate their emotions.	Pupils independently employ strategies to focus and complete tasks independently.
<b>E.</b>	Strong home/school links created so that parents are aware of the expectations of their child(ren) and are more confident with supporting their child(ren) and will ask for support when needed.	Parents are well equipped to support their child(ren) at home.
<b>F.</b>	PP pupils regularly have opportunities to access greater depth activities with confidence and desire and enjoy the challenge.	The gap between the number of PP and non-PP pupils achieving greater depth standard in reading, writing and maths has diminished.
<b>G.</b>	Attendance rates will be at least in line with National averages. Reduction of lateness.	The gap between the attendance of PP and non-PP pupils has diminished and is in line with National Average.
<b>H.</b>	Children are settled and ready to learn when they arrive at school. Children feel safe at school.	All PP pupils report feeling safe and happy in school.

1. Desired outcomes for 2019-20		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Accelerated word acquisition for pupil premium pupils to enable them to select vocabulary in order to communicate effectively.	The gap between pp and non pp pupils closes with their peers and national other. 83% of pp children pass the phonics screening test.
<b>B</b>	Close the gap between PP pupils and National other in reading, writing and maths in all year groups.	Difference is diminishing between PP and non-PP pupils so that PP pupils are in line with their peers.
<b>C</b>	Children want to come to school to learn. Word acquisition is increasing and this impacts positively on reading and writing. PP pupils have increased aspirations.	PP pupils are able to draw on enriched life experiences in reading, writing and maths. PP pupils are keen to come to school to learn.
<b>D</b>	Increased confidence, self-esteem and resilience improves behaviour for learning.	Referrals to learning mentor will reduce as a result of well-targeted support and provision.
<b>E</b>	Stronger home/school links created so that parents are more confident with supporting their child(ren).	An increase of Parent/Carers of PP pupils attending a range of school events/workshops which help to support pupils in their learning.
<b>F</b>	PP pupils have opportunities to access greater depth activities with confidence and desire.	There will be an increase in the number of PP pupils achieving greater depth at the end of KS2. In writing and maths, but particularly in reading making them in line with their peers.
<b>G</b>	Attendance rates will be at least in line with National averages. Reduction of lateness.	There will be a reduction in lateness and persistent absenteeism with PP pupils. The overall all attendance of these pupils will have risen to at least 95%. Lateness reduces.
<b>H</b>	Children are settled and ready to learn when they arrive at school. Children feel safe at school.	Teachers report an improvement in behaviour for learning with targeted PP pupils.

2. Planned expenditure					
Academic year	2019- 20				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A: Improve oral language skills. All PP pupils to be in-line with</b>	RWI training will be provided for any new staff members. RWI lead teacher to support	High quality systematic and rigorous phonics programme is proven to raise standards.	Upskill training to deliver high quality RWI. Phonics lead to observe and coach	<b>LR</b>	March 19

<p><b>other pupils nationally.</b></p>	<p>staff, model lessons, coach and analyse data and carry out frequent assessments to ensure rapid progress.</p> <p>Word of the Day will be used in years all year groups and careful selection will target vocabulary that the children will encounter.</p> <p>Strong focus on Tier 3 vocabulary in core subjects.</p>	<p>The Sutton Trust research suggests high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>There is a focus required on the recognition, pronunciation and definition of words in order to understand and then use new vocabulary effectively.</p> <p><b>Tier Three words</b> are usually those that are mainly content specific and used least frequently. Because they are generally used within a specific discipline, it is best to bring context from that content area to <b>teach</b> them.</p>	<p>colleagues.</p> <p>Continuous referral in staff/TA meetings of the importance of modelling good language and communication.</p> <p>Target-led appraisal.</p>	<p><b>FJ</b></p> <p><b>Subject coordinators</b></p>	
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<p><b>B: Close the gap between PP pupils and National other in reading, writing and maths.</b></p>	<p>EYFS teacher ensures that writing is evidenced through excellent continuous provision.</p> <p>Number is taught daily and RWI is delivered daily. RWI 'keep-up' will be used in Year 1 to ensure pupils make good progress.</p> <p>Reading Karate continues to be monitored and reviewed to increase the amount pupils read at home and develop a love of reading.</p> <p>Book areas in classrooms will be inviting and display a range of engaging texts.</p> <p>RWI and Fresh Start will be used for pupils in Years 3 to 6 as appropriate to diminish the difference and accelerate learning.</p> <p>Subject leader &amp; Assistant Heads to monitor progress and impact of Keep-Up provision and any intervention groups.</p> <p>Focus for Y6 Booster groups on reading.</p> <p>PPG Champion release time to track the progress of PP children and any funding allocated. Interventions to be monitored, sufficient coaching and mentoring given to ensure the best provision.</p> <p>Specialist provision for PP pupils with SEN to allow pupils to access mainstream provision.</p>	<p>Quality first teaching – live marking and feedback to pupils.</p> <p>Direct teaching has been identified as a strength of our EYFS provision, therefore increased opportunities accelerates progress from low baselines on entry.</p> <p>Reading Karate is a motivational incentive and has been highly effective in increasing the enthusiasm for reading since its introduction.</p> <p>After/before school boosters have proven to be a successful intervention in the past.</p> <p>Trained staff provide targeted provision. Having a presence in the classroom allows the class teacher to provide quality first class teaching and targeted group work for PP pupils.</p>	<p>Targeted provision and intervention programmes monitored carefully to further accelerate progress.</p> <p>Teaching, planning, marking and progress closely monitored by SLT.</p> <p>RWI Provision monitored by English Co-ordinator (LR)</p> <p>Keep-Up provision monitored by Assistant Head</p>	<p>EYFS teacher Assistant Heads English coordinators PP Champion/ governor</p>	
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<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review</b></p>

					<b>implementation?</b>
<p><b>C: Children are keen to come to school. Increased word acquisition, increased aspiration and positive impact on behaviour for learning.</b></p>	<p>Theme based homework provides exciting opportunities to delve further into a particular subject area.</p> <p>Creative approach to curriculum activities to engage the children.</p> <p>Links with prior and future learning.</p> <p>Ensure all year groups have the opportunity to take part in a sports-related club.</p> <p>Lunchtime activities engage pupils actively in purposeful team playing opportunities – Red Caps. Access to music instruction (Samba) for pupils in Years 2-6).</p> <p>Word of the Day.</p> <p>Rigorous Guided Reading timetable which uses the 'Whole Class Novel' approach using well-selected engaging books with a clear focus on the reading domains.</p>	<p>Real life learning has the capacity to stimulate interest, engage and encourage participation.</p> <p>Varied experiences and access to the wider world help to prepare children for living in a global society.</p> <p>Extra-curricular activities encourage engagement, active lifestyles, commitment, discipline and social skills. Physical well-being is known to raise self-confidence and self-esteem.</p> <p>Learning a musical instrument develops concentration, creativity and listening. Broaden children's experiences of the world around them to enhance their life experiences and draw upon this in their learning.</p>	<p>Record enrichment opportunities to allow teachers to look back on pupils' previous opportunities. Use of floor books.</p> <p>Support given where appropriate in planning visits/trips/residential trips/inviting guest speakers in. SLT to monitor and support where required.</p> <p>Children's views are gathered to determine club choices.</p> <p>Feedback from pupils will tell us if they are confident, active and happy in school.</p>	<p>All class teachers</p> <p>SLT</p> <p>SLT/ PE Coordinator</p> <p>SLT</p>	

<p><b>D: Increased confidence, self-esteem and resilience improves behaviour for learning.</b></p>	<p>Afternoon Nurture groups are target vulnerable pupils in Years 3-6.</p> <p>Wild Tribe set up to engage pupils in their learning.</p> <p>Extra-curricular activities to provide other opportunities and enrichment.</p>	<p>School to attempt to meet the needs that the CAMHS service cannot.</p> <p>Pupils benefit from the approach that supports them in their specific needs while delivering teaching and learning in a way that all can access.</p> <p>Using the outside in an innovative way, teaches children to manage challenge and risks safely.</p> <p>Research shows that children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p> <p>Parents benefit from being involved and welcomed in the school, in seeing the improvement in the children's learning, behaviour, confidence and attendance.</p> <p>Encourages parents to support their children at home.</p> <p>Evidence supports physical activity is a key tool is supporting positive mental health and wellbeing.</p>	<p>Learning Mentor to monitor the support given to these pupils and provide additional support/resources where appropriate. Liaise with the child's class teacher on a regular basis. Progress monitored and additional support planned accordingly.</p> <p>Pupil conferencing.</p> <p>Observations</p> <p>If required, home resources are supplied and parents work in partnership with the school.</p> <p>Teachers support the running of clubs.</p>	<p>Learning Mentor, Nurture Lead, SLT, Teachers</p>	<p>July 2020 Informal review March 2020</p>
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**iii. Other approaches**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>E: Stronger home/school links created so that parents are more confident with supporting their child.</b></p>	<p>Increase communication with parents via social media – Facebook.</p> <p>Continue offering additional opportunities for parents to see their child's learning as well as support them with learning at home.</p> <p>Home visits are undertaken</p>	<p>Parents who are kept well-informed are able to support their child(ren) better.</p> <p>Sutton Trust research, September 2018 research from 'Parent Power 2018' reported that, 'Young people from professional households are much more likely to take part in extracurricular activities.' We need to ensure that all children have access to a wide range of extracurricular clubs and support clubs</p>	<p>Time given to subject leaders to plan and deliver sessions where appropriate. Impact monitored and future sessions planned accordingly.</p> <p>Head and SLT to ensure opportunities for information sessions are planned and delivered.</p> <p>Feedback sought from pupils, parents and teachers and acted upon in future</p>	<p>Subject leaders, SLT, teachers, PP lead</p>	<p>July 2020 Informal review March 2020</p>

	to share expectations and prepare for the first few weeks and beyond.	financially where appropriate.  Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment.	sessions.		
<b>F: PP pupils have more opportunities to access greater depth activities across the curriculum with confidence and desire.</b>	<p>Teachers to provide a suitably differentiated and challenging curriculum through Quality First Teaching.</p> <p>Higher order questioning built in to all lessons to promote and challenge thinking.</p> <p>High expectations from all staff.</p> <p>Mastery approach to maths using White Rose planning and linked resources.</p> <p>Fortnightly maths sessions for more able year 6 pupils at Nexus. Provide activities that will enrich and extend the experiences of our most able pupils.</p>	<p>Research has shown that quality first teaching and small groups intervention has a significant impact on pupil progress.</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>Mastery approach with a focus on problem solving and reasoning provides challenge. According to EEF – moderate impact based on very low cost (+5)</p>	<p>Book scrutinies.</p> <p>Lesson observations and feedback to teachers and support staff.</p> <p>Feedback from pupils via pupil conferencing.</p>	PP lead, class teachers, SLT	July 2020 Informal review March 2020
<b>G: Attendance rates will be at least in line with National averages. Reduce lateness.</b>	Attendance manager and Head teacher to monitor pupils and follow up on absences. Attendance surgeries carried out frequently to support parents and improve pupils' attendance. Letters, informal support given as appropriate. Breakfast Club places offered. Work closely with EWO to ensure processes are as robust as can be.	In order to improve the attainment and progress for children, we need them to attend school. Data shows this is a key area for some of our PP children.	Thorough briefing and regular meetings with Attendance manager about existing attendance issues. PP lead to work with Attendance manager, Head teacher and additional staff to ensure provision and attendance improves as a result.	Attendance manager, Head teacher and PP lead	July 2020 Informal review March 2020
<b>H: Children are more settled and ready to</b>	Learning Mentor and additional resources in place	In order for the children to feel safe and ready to learn, they need to have access	Thorough briefing and regular meetings with Learning Mentor. Head,	Learning mentor,	July 2020

<p><b>learn when they arrive at school. Children feel safe at school.</b></p>	<p>to support children and their families where appropriate. Children may be invited to attend breakfast club if appropriate. Nurture and Breakfast Buddies. Pupil conferencing developed further. PP Governor to undertake.</p>	<p>to a trusted adult and an environment that is caring and proactive in their well-being.</p> <p>Breakfast Buddies provides a safe and nurturing environment for the pupils to prepare themselves for the classroom.</p>	<p>Nurture Lead and Learning Mentor to ensure support is provided where difficulties arise. Children access the curriculum and partake fully in classroom activities as a result.</p>	<p>nurture lead, PP lead</p>	<p>Informal review March 2020</p>
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