



## Weston Favell CE Pupil Premium Strategy Statement

### Living, Learning and Growing Together in God’s Love

John 10:10

Jesus said “I came to give life – life in all its fullness.”

We are a school rooted in God and our community through our founders. We continue their vision to welcome, nurture and enable all to flourish and develop as unique individuals who share their gifts with each other and the wider world.

This statement details our school’s use of Pupil Premium Funding and Recovery Premium Funding for the 2022 to 2023 academic year 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.

This policy will be fully reviewed within 3 years (by October 2025) by progress towards targets reviewed yearly.

#### School overview

Detail	Data
School name	Weston Favell CE Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	44 children in total= 10 %
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
Statement authorised by Headteacher	Sarah Heslop
Pupil premium lead	Sarah Heslop
Governor / Trustee lead	Peter Halstead

#### Funding overview

Detail	Amount
--------	--------

Total budget for this academic year	£91,132.50
Pupil Premium Funding allocation this academic year	£83,164.50
Recovery premium funding allocation this academic year	£6,670
Pupil premium funding carried forward from previous years	£1,298

### Statement of intent

At Weston Favell we have high expectations for all our pupils, including those eligible for Pupil Premium Funding. We address the needs of all learners, including those that we identify as vulnerable, but who do not receive the Pupil Premium Funding. Our goal is for all children to leave Year 6 with a strong sense of self, having achieved good academic standards so that they are able to begin their secondary schooling with social, emotional and academic confidence and self-belief. Our Pupil Premium Strategy, together with our School Improvement Plan supports us in achieving this based on key areas of focus.

Our first priority is to improve outcomes for disadvantaged pupils through excellent classroom teaching. To achieve this, we allocate funding to develop teachers' skills, knowledge and expertise as well as resources to enrich learning. 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.

We have identified children who are not making the expected progress and therefore targeted academic support also forms part of our strategy, with the aim that disadvantaged pupils falling behind catch up with their higher performing peers.

The development of self-regulation, which supports social and emotional well-being, is paramount if children are to thrive academically. As such, this strategy focusses on healthy relationships within our school community. All stakeholders have a part to play in this but the roles of the Family Support Worker, the SENCo and the Inclusion Team are key in driving this aspect of the strategy.

We know that engagement in enrichment opportunities, particularly through sports and the arts, builds confidence and self-esteem. As such, we particularly focus on providing extracurricular experiences such as performing arts clubs, music lessons, sports clubs and curriculum enrichment visits at a subsidised cost.

Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we adopt complement each other to help pupils excel as follows:

- ensure that disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point that need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of achievement.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>2022 READING OUTCOMES</p> <p>EYFSP: 83% of whole cohort, compared to 67% DA (6 children)</p> <p>Y1 phonics screening check: 83% whole cohort compared to 60% DA (5 children)</p> <p>KS1 outcomes: 69% whole cohort compared to 50% DA (10 children)</p> <p>KS2 outcomes: 85% whole cohort compared to 64% DA (11 children)</p> <p>For the 2022-23 cohort, baseline data shows 53% of the whole cohort are at the expected standard, compared to 25%DA (4 children)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>
2	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>2022 Outcomes:</p> <p>EYFS:87% of whole cohort compared to 66% DA (3 children)</p> <p>KS1: 70% of whole cohort compared to 40% DA (10 children)</p> <p>KS2: 90% of whole cohort compared to DA 61% (10 children)</p>
3	<p>A significant percentage of pupils who are eligible for PP require a high level of additional pastoral support to access learning.</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>
4	<p>A significant percentage of pupils eligible for PP have limited life experiences.</p>
5	<p>PP children have higher absence and lateness rates than non-PP children. Persistent absences are significantly higher amongst PP children as follows:</p> <p>2022-2022</p>
	<p>Overall absence 94.7% DA absence 92.7%</p> <p>Overall persistent absence 10.7%, DA 24.4%</p>

## 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
<p>1. High quality teaching in every classroom</p>	<ul style="list-style-type: none"> <li>• Teaching is based on Rosenshine’s questioning and feedback strategies.</li> <li>• Teachers and TAs target children within lessons to engage in additional ‘in the moment’ feedback, check for understanding, oracy and targeted questioning.</li> <li>• Ongoing teacher professional development is based on questioning and feedback and metacognition</li> <li>• Timely intervention sessions ensure children do not fall behind</li> <li>• Adaptations to the curriculum and access to the broader curriculum for SEND</li> </ul>
<p>2. High quality pupil speaking and listening skills and wider understanding</p>	<ul style="list-style-type: none"> <li>• Oracy drives learning across all curriculum areas</li> <li>• Early assessments of language skills for Pre-school, Reception and pupils new to school from all year groups based on WELLCOMM and NELI</li> <li>• Early targeted support based on assessment outcomes shows good progress</li> <li>• Neli Training for new staff</li> <li>• Vocabulary training for all new staff</li> <li>• A high vocabulary focus in all curriculum areas</li> <li>• Monitoring shows high quality adult interactions</li> <li>• Children accessing</li> </ul>
	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</a></p>

<p>3. Improved reading attainment among PP children across school</p>	<ul style="list-style-type: none"> <li>• Inviting and stimulating libraries which pupils visit weekly for story time and book selection (to nurture a love of reading)</li> <li>• Rich reading culture with a strong emphasis on reading for pleasure. Disadvantaged children receive additional (often daily) reading opportunities.</li> <li>• Pre- school curriculum based on rich texts</li> <li>• Ensure all new staff are trained in SoundsWrite to teach high quality phonics lessons</li> <li>• Phonic teaching is responsive, engaging, adaptive and focused</li> <li>• 100% of children pass phonics screening check by the end of KS1</li> <li>• High quality phonic teaching continues until children achieve 40/40 in the phonics screening check</li> <li>• Reading intervention for targeted disadvantaged learners</li> <li>• KS2 reading outcomes in 23/24/25 show that 100% of disadvantaged pupils (not SEN) met the expected standard.</li> <li>• Parent/ child reading sessions for younger children <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> </ul>
<p>4. Improved writing attainment for disadvantaged pupils across school.</p>	<ul style="list-style-type: none"> <li>• Through teacher modelling and support, children engage in pre-writing activities, drafting, editing and revising and sharing</li> <li>• Spelling lessons are focused and effective; this is supported by home learning</li> <li>• KS2 writing outcomes in 23/24/25 show that 100% of disadvantaged pupils (not SEN) met the expected standard.</li> </ul> <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>
<p>5. Improved maths attainment for disadvantaged pupils across school</p>	<ul style="list-style-type: none"> <li>• Maths mastery enables access for all</li> <li>• Specific practical resources support understanding</li> <li>• KS2 maths outcomes in 23/24/25 show that 100% of disadvantaged pupils (not SEN) met the expected standard.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>

6. Improved levels of engagement in extracurricular opportunities	<ul style="list-style-type: none"> <li>• 100% of disadvantaged children engage with enrichment opportunities offered by school or external provision.</li> <li>• FSW and CTs target children for engagement in sports and arts clubs and activities</li> <li>• Pupil voice, staff voice, parent voice demonstrates positive</li> </ul>
---	--

	impact of enrichment activities on confidence, vocabulary, social interaction, confidence and aspiration.
--	---

7. Improved wellbeing through supporting children's social, emotional and behavioral needs	<ul style="list-style-type: none"> <li>• Targeted ELSA support for identified children</li> <li>• Teach SEL in dedicated time and everyday teaching children Zones of regulation promoted in everyday teaching. Support provided for identified children</li> <li>• Small step teaching across the curriculum with a focusing time on quality rather than quantity</li> <li>• Behaviour and Antbullying policy continually reinforced through worship, PSHE and general teaching to promote SEL</li> <li>• FSWs to actively work with parents to reinforce skills in the home environment</li> <li>• FSW continue to foster healthy relationships with families and communicates necessary information to staff in order develop understanding of our community and its challenges.</li> <li>• Building relationships with families and teachers by being available at the end of the day.</li> <li>• Continued weekly PSHE session developed through oracy talk tactics and personalised sessions.</li> </ul>
--	--

8. Improved attendance for Disadvantaged pupils	<ul style="list-style-type: none"> <li>• Expectations shared with parents and carers to clarify expectations Attendance leaflet</li> <li>• Attendance team to meet weekly to monitor attendance</li> <li>• Attendance policy followed to ensure parents/carers are notified and supported where attendance falls below 96% (5 week monitoring)</li> <li>• FSW offer Early Help where parents require support</li> <li>• FSWs and SLT are available at the gate each morning to encourage attendance and punctuality</li> <li>• FSW to meet regularly with identified 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: £49,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff based on Metacognition	<p>Evidence suggestions that metacognitive strategies can be worth the equivalent of an additional 7 months progress</p> <p><a href="https://www.cloudfront.net/d2tic4wvo1iusb/Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf">Summary_of_recommendations_poster_2021-10-27-151056_qiiz_2021-10-29-074723_miux.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1</p> <p>£27400</p>
CPD for Pre-School staff based on vocabulary and language acquisition	<p><a href="https://www.educationendowmentfoundation.org.uk/Preparing_Literacy_Guidance_2018.pdf">Preparing_Literacy_Guidance_2018.pdf</a> (educationendowmentfoundation.org.uk)</p>	<p>2,3</p> <p>£2400</p>
<p>Purchase of standardised diagnostic assessments used to identify barriers in children’s learning. WELLCOMM / NELI</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 3, 4</p> <p>NIL</p>
Two members of staff to attend Oracy training (Voice 21) during the year and provide CPD for all staff.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as highquality 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>1,5</p> <p>£2,500</p>
Refresher training in SoundsWrite to secure stronger teaching of phonics for all pupils.	<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>2</p> <p>£2500</p>
	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	



<p>Refresher training of Herts for learning fluency strategies and Switch On.</p> <p>Monitor implementation of whole class and small group intervention.</p>	<p>There is a strong evidence base that suggests high quality reading interventions are inexpensive to implement with high impacts on reading:</p>	<p>1,5</p> <p>NIL</p>
<p>Continuing to enrich our maths teaching in line with DfE and EEF guidance.</p> <p>We fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD for the wider maths team supported by our maths specialist teacher.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3</p> <p>£8820</p>
<p>Develop the provision of social and emotional learning to support individual need</p> <p>CPD for FSWs to ensure strategies used by ELSA/Pastoral Team support learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>6</p> <p>£5820</p>

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

Budgeted cost: £13,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions to support progress in reading as well as speech and language intervention.</p> <p>Children work either 1:1 with an adult or in groups of 3</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking,</p>	<p>1, 5</p> <p>£9360</p>

	listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	
Small group phonic interventions	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 £4020
	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</a>	

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

Budgeted cost: £ 15, 520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment opportunities focusing on The Arts ie. Silhouette and Notivate	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	6,7 £2,700
SEMH support for individual children		3 £1,200

<p>Equality of access to enrichment opportunities for all children with a priority for disadvantaged children.</p> <ul style="list-style-type: none"> <li>- School trips</li> <li>- Music lessons</li> <li>- Community clubs – brownies, cubs, gymnastics, Trilogy membership (offers wide range of sporting lessons and facilities including the cinema)</li> </ul>	<p>EEF toolkit  <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	<p>6,7 £7000</p>
<p>Attendance team to monitor and promote good attendance.</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016)</p>	<p>5 £4620</p>

Total budgeted cost: £ 78,344 Part B: Review of outcomes in the previous academic year

#### Pupil premium strategy outcomes

<p>Impact of the 2021-22 Strategy:</p> <ul style="list-style-type: none"> <li>• NELI and WELLCOMM small group interventions had a positive impact</li> <li>• Ongoing phonics training led to consistently strong phonics teaching and identified children made good progress</li> <li>• The ELSA programme provided targeted support for identified children</li> <li>• Oracy strategies across the whole school further increased participation in learning</li> </ul>
---

<p>Impact of the 2020-21 Strategy</p> <ul style="list-style-type: none"> <li>• the performance of disadvantaged pupils was lower than in previous years in key areas of the curriculum.</li> <li>• The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not realised due to the impact of Covid 19 and the interrupted learning in several subject areas. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from the targeted interventions which had been identified to close the gap in the outcomes.</li> <li>• During the period of remote learning a high-quality sequential curriculum was delivered through live lessons and online activities. Identified children benefited from small group work from staff as well as some walk and talk sessions to support their emotional well-being. Disadvantaged children were quickly identified, and devices were provided to support the children access remote learning.</li> <li>• Pupil behaviour, wellbeing and mental health were impacted last year, primarily due to COVID-19-related issues. Supporting the emotional well-being of our children and families</li> </ul>
---

continues to be a focus of our Pupil Premium Strategy. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.