



# Weaverthorpe Primary School

## 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	Weaverthorpe CE Primary School
Number of pupils in school	27
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-23
Date this statement was published	January 22
Date on which it will be reviewed	December 22
Statement authorised by	Rachel Ray (Head)
Pupil premium lead	Rachel Ray (Head)
Governor / Trustee lead	Rev. Andy Bowden (Chair IEB)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7331
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£9331

## Part A: Pupil premium strategy plan

### Statement of intent

At Weaverthorpe CE VC Primary School, our intention is 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 our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. At Weaverthorpe, the percentage of our pupils eligible for Pupil Premium is above the national average (20.8% June 2021) with our school figure standing at 33% (as of 4<sup>th</sup> January 2022)

High-quality teaching is at the heart of our approach, together with additional support as required and provision of necessary resources in order to that all our children make good progress and enjoy and engage with all aspects of school life.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education requires additional catch up support, including non-disadvantaged pupils.

Overcoming barriers to learning takes priority when utilising the Pupil Premium grant. Our approach will be responsive to common challenges and individual needs, and will ensure that all children will receive quality first teaching in every lesson, together with targeted support for pupils who are not making expected progress. Likewise, we will ensure that non-academic barriers to attainment such as attendance, behaviour and physical and mental wellbeing are addressed.

### Challenges

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

Challenge number	Detail of challenge
1	A number of our PP learners may have additional needs and require intervention to ensure their learning, attainment and progress is in line with peers.
2	Possible of lack resources particularly IT software & IT subscriptions, especially in the event of the need to return to remote learning

3	Financial barriers can prevent Pupil Premium children achieving full participation in school life, including extra-curricular and enrichment activities.
4	A number of our PP learners require access to emotional and social interventions to support Social, Emotional and Mental Health (SEMH) development.

## 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
All PP children to enjoy school, have good attendance and make progress in line with their peers.	Pupil and parent feedback indicate that children are keen to come to school, high levels of attendance, and make progress in line with their peers.
Provided targeted support with additional learning activities	Children have access to the National Tutoring Program
All pupils can access extra-curricular opportunities. All pupils take part in opportunities leading to wider development of a fully enriched curriculum offer. Including the music service	Monitoring of attendance and participation feedback from pupils, parents and teachers
All pupils have access to SEMH intervention as required	Pupil, parent and teacher feedback demonstrates that pupils are displaying positive mental well-being
All pupils can access remote learning if necessary	All pupils access to technology and software with proven track record of having a positive impact

## 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: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on restorative practices and emotion coaching within staff CPD sessions.	Both restorative practices and emotion coaching have been advised by the LA to support all pupils. Pupil, parent and teacher feedback demonstrates that pupils are displaying positive mental well-being.	4

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

Budgeted cost: £8200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff support learners with additional needs and who may require intervention to ensure their learning, attainment and progress is in line with peers.	Pupil progress data, year end attainment data.	1, 4
Deliver targeted support – National tutoring Programme	Pupil progress data, year end attainment data. 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 4

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

Budgeted cost: £ 1000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Purchase software subscriptions	All pupils can access remote learning, monitoring engagement.	2
All pupils can access extra-curricular opportunities. All pupils take part in opportunities leading to wider development of a fully enriched curriculum offer.	Monitor attendance of engagement with wider opportunities.	2, 3

**Total budgeted cost: £ 9400**

## 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.

Review of Expenditure 2020-21.

Action 1 To ensure standards in reading, writing and maths are at least in line with peers

All classes have daily GTA support. One GTA qualified as an HLTA and also participated in ELKLAN (Speech and Language support intervention) training. Interventions were targeted to ensure those pupils who were making slower progress and/or had gaps in knowledge and understanding, were supported effectively. As the year progressed, the additional support, including during the period of blended/remote learning, saw the children develop resilience and independence in their attitude to learning and this is beginning to impact positively in evidence through class assessments. Continued support will be provided especially for independent writing and key skills in maths and phonics.

Action 2 To provide resources for remote learning if required

New iPads and laptops (20 in total, 3 of which were through the DfE scheme) were purchased to provide additional support and to enable all pupils to have equipment on loan through school during the period of remote learning. All children in Silver Birch (KS2) class borrowed a school iPad in order to support the effective use and access to the chosen online learning platform, Showbie. 'Catch up' support and regular access to home learning was closely monitored by class teachers and leaders.

Action 3 To provide opportunities for pupils to take part in educational and residential trips in order to develop social skills, self-confidence and raise self-esteem.

All pupils in Year 5 and 6 attended the residential trip to Peat Rigg Activity Centre, and children in receipt of Pupil Premium were supported with costs for extracurricular clubs and swimming lessons. All pupils who requested places, attended after school clubs.