



Key	School
Red text	Applies to Weston Infant Academy only
Blue text	Applies to Weston Junior Academy only
Black text	Applies to both Weston Infant Academy and Weston Junior Academy

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Weston Infant Academy – Weston Junior Academy
Pupils in school	226 - 229
Proportion of disadvantaged pupils	23% - 33%
Pupil premium allocation this academic year	£64,000 - £105,000 (predicted values)
Academic year or years covered by statement	2018-21
Publish date	1 <sup>st</sup> December 2019
Review date	1 <sup>st</sup> November 2020
Statement authorised by	Mrs Birchall
Pupil premium lead	Mr Latos(Mrs Brown 2021) – Mrs Locke
Governor lead	Mrs Walters

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.3
Writing	-0.7
Maths	-2.9

## Disadvantaged pupil performance overview for last academic year.

Measure	Score
Meeting expected standard at KS2	47%
Achieving high standard at KS2	7%

## Teaching priorities for current academic year

Aim	Target	Target date
Attainment in Reading	<p>To reduce the difference to below 10% in attainment between PP and Non-PP pupils at the end of KS1. (2018/19 was 17% difference)</p> <p>To reduce the difference to below 10% in attainment between PP and Non-PP pupils at the end of KS2. (2018/19 was 18% difference)</p>	July 21
Attainment in Writing	<p>To reduce the difference to below 10% in attainment between PP and Non-PP pupils at the end of KS1. (2018/19 was 16% difference)</p> <p>To ensure that writing remains in line between PP and Non-PP pupils at the end of KS2. (2018/19 was 2% difference)</p>	July 21
Attainment in Maths	<p>To reduce the difference to below 10% in attainment between PP and Non-PP pupils at the end of KS1. (2018/19 was 13% difference)</p> <p>To reduce the difference to below 20% in attainment between PP and Non-PP pupils at the end of KS2. (2018/19 was 31% difference)</p>	July 21
Phonics	To achieve national average expected standard in the phonic screening check for pupil premium pupils.	July 21
Attendance	<p>To improve the attendance of pupil premium pupils to ensure that it is in line with non-pupil premium.</p> <p>(2018/19 was 91.9% PP vs 96% Non-PP) (2018/19 was 93.1% PP vs 96.1% Non-PP)</p>	July 21
<b>Measure</b>	<b>Activity</b>	
Priority 1 – Attainment in RWM	Ensure all staff access CPD to raise their knowledge and understanding in reading writing and maths.	

Priority 2 – Phonics	Staff to access CPD provided by the trust to ensure high quality teaching. To provide more phonic reader text books for the children.
Priority 3 - Attendance	<b>Vice principal</b> / <b>assistant head</b> to lead development of attendance processes and to liaise with Educational Welfare Officer.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	<b>£17,250</b> / <b>£17,250</b>

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase software licences to increase attainment. (Accelerated Reader, PurpleMash, <b>TTRockstars</b> , <b>Nessy</b> ). Purchase new hardware to ensure children have access to the software.
Priority 2	<b>Speech and language programmes to address speech and understanding early and develop vocabulary.</b>
Priority 3	To provide teaching assistants to work with small targeted groups to ensure that all vulnerable groups make progress.
Barriers to learning these priorities address	Providing targeted support to develop reading, writing and maths.
Projected spending	<b>£28,500</b> / <b>£59,500</b>

### Wider strategies for current academic year

Measure	Activity
Priority 1	To provide a subsidised breakfast club available to all children and to provide a free breakfast club for pupil premium children. To provide Bagels in the classroom to ensure that all children have the opportunity to eat before teaching starts.
Priority 2	To ensure that pupil premium pupils are able to attend educational after school clubs by providing free after school club care for siblings of pupil premium children during the time that the educational school clubs are running. This ensures that parents don't have to make more than one journey to collect their children.
Priority 3	To engage with parents of disadvantaged children by providing a home school link worker. To run the

	Sparkles programme focussing on the health and wellbeing of the parents.
Priority 4	To provide a school minibus to ensure a wide range of educational visits and enrichment opportunities are available.
Barriers to learning these priorities address	Ensure that pupil premium children have the best chance of being able to attend school and clubs.
Projected spending	£18,250 / £28,250

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET Days and cover to be provided to allow teachers to attend CPD.
Targeted support	Ensuring enough time for assistant SENCO to deliver speech and language.	Timetable to ensure Assistant SENCO has protected time.
Wider strategies	Engaging the families facing most challenges.	Engage with parents through the home school link worker and liaise with locality social worker (Better Together Project)

## Review: last year's aims and outcomes

Please see the previous 2018/19 action plan.

## Evaluation 19-20

A national lockdown due to Covid 19 began on 23<sup>rd</sup> March 2020. There were no statutory requirement to undertake national tests or submit end of year data, apart from the Year 1 Phonic Screen which was rescheduled to December 2020. However, our in-house data reflects the national picture identifying maths as an area of consideration for disadvantaged pupils.

We have used end of Spring Term 2020 to review the Pupil Premium Strategy for 2019-20- based on pupils at expected levels or above for attainment at the end of the Spring Term.

Reading 9% (18-19 last statutory data submitted 17%)

Writing 15% (18-19 last statutory data submitted 16%)

Maths 19% (18-19 last statutory data submitted 13%)

Phonics Mock Screen (Nov 19) 16.6 % of Pupil Premium Pupils were on track to pass the phonic screen compared to 33.3% of Non – Pupil Premium Pupils – a gap of 16.7%

Reading 24.7% (18-19 last statutory data submitted 18%)

Writing 27.1% (18-19 last statutory data submitted 2%)

Maths 27.1% (18-19 last statutory data submitted 31%)

### Priorities

1 CPD - Staff were able to access CPD from both the Trust and LA

2 Phonics – training accessed via SBMAT

3. Attendance –PP attendance 19-March 20 was 94.9% v Non PP 95.1% - a gap of 1% for the academic year.

Post Lockdown (1<sup>st</sup> June 20 – July 20) PP attendance was 54 % v Non PP 37.5% - Pupil Premium attendance was 17.5% above Non PP.

Attendance –PP attendance Sept 19-March 20 was 93% v Non PP 96.7% - a gap of 3.7% for the academic year.

Post Lockdown (1<sup>st</sup> June 20 – July 20) PP attendance was 14.5 % v Non PP 29.1%

### Targeted academic support

1 Software licenses – all SLAs renewed,

2 Speech and Language Programmes – School Readiness assessments undertaken and Language Steps delivered.

3 PIVATS has been delivered but groupings and timetabling were impacted on by restrictions when implementing bubbles. The SENCo delivered PIVATS training to TLSAs.

### Wider Strategies for the current year

1 Subsidised breakfast club remained available and is accessed by PP families. The Magic Breakfast provision continued

2 Extra Curricular Clubs were in place until the end of the spring term and siblings across both sites attended After School Club if needed.

3 – HSLW Sparkles programme did not run due to lockdown. Our HSLW continued to engage with families prior to and during lockdown. During lockdown staff contacted all pupils who were not in school on at least a weekly basis. Vulnerable pupils were also contacted by a member of the SLT.

4 Educational visits using the minibus took place.

### Monitoring and Implementation

Teaching – staff accessed CPD.

Assistant SENCo has protected time

HSLW continued to work with the Better Together team. This project ended in February 2020 and has been replaced by Front Door/ChAD (Children's Advice and Duty Service).