



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 st December 2019
Review date	1 st November 2020
Statement authorised by	Mrs Birchall
Pupil premium lead	Mr Latos – 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
Measure	Activity	
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	Vice principal / assistant head 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	£17,250 / £17,250

Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase software licences to increase attainment. (Accelerated Reader, PurpleMash, TTRockstars , Nessy). Purchase new hardware to ensure children have access to the software.
Priority 2	Speech and language programmes to address speech and understanding early and develop vocabulary.
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	£28,500 / £59,500

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 20-21

The academic year 2020-21 was heavily impacted by Covid 19, national lockdowns and the restrictions caused by pupils and staff being placed in bubbles.

There was 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.

End of Key Stage data 2020-21 (school in house) gap between PP and non PP pupils

Reading 15% (18-19 last statutory data submitted 17%)

Writing 12% (18-19 last statutory data submitted 16%)

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

Phonics Screen (Dec 2020) 77.2% vs 78.8% National – 24.6% of PP pupils passed the phonic screen as compared to 52.6% of non-PP a gap of 28%.

Reading 34% (18-19 last statutory data submitted 18%)

Writing 26.6% (18-19 last statutory data submitted 2%)

Maths 52.8% (18-19 last statutory data submitted 31%)

Priorities

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

2 Phonics – EYFS and KS1 have accessed Opportunity Area funding to purchase decodable readers.

3. Attendance –PP attendance 20-21 was 93.9% v Non PP 96.3% - a gap of 2.4% for the academic year.

Post Lockdown (March 8th – July 23rd) PP attendance 20-21 was 93.6% v Non PP 95.9% - a gap of 2.3%.

Although the gap has narrowed from 18/19 – 4.1% this is an area that will continue to be monitored.

Attendance –PP attendance 20-21 was 92% v Non PP 96.5% - a gap of 5.5% for the academic year.

Post Lockdown (March 8th – July 23rd) PP attendance 20-21 was 90.7% v Non PP 96.2% - a gap of 5.5%.

Attendance across school was impacted in Summer 2 by the lifting of the post Covid travel restrictions.

Targeted academic support

1 Software licenses – all SLAs renewed, iPads have been purchased – see our Covid 19 Catch up Premium Report.

2 Speech and Language Programmes – School Readiness assessments undertaken and Language Steps delivered. WIA is accessing the free NELI training provided by the DFE.

PIVATS has been delivered but groupings and timetabling has been impacted on by restrictions when implementing bubbles.

Wider Strategies for the current year

1 Subsidised breakfast club remained available and is accessed by PP families.

2 Extra Curricular Clubs did not run during the academic year 2020-21 due to Covid restrictions.

3 – HSLW Sparkles programme did not run due to lockdown.

4 Educational visits did not take place during the academic year 2020-21 due to Covid restrictions.

Monitoring and Implementation

Teaching – staff accessed CPD remotely

Assistant SENCo has protected time

Better Together has been replaced by Children's Advice and Duty Service (ChAD) also known as Front Door.

