

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 ■ Red text – Weston Infant Academy

■ Blue text – Weston Junior Academy

Detail	Data
School name	Weston Infant Academy Weston Junior Academy
Number of pupils in school	166 226
Proportion (%) of pupil premium eligible pupils	24% 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	Annually Full review July 24
Statement authorised by	Mrs J Birchall - Principal
Pupil premium lead	Mrs S Brown Mrs C Locke
Governor / Trustee lead	To be confirmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Weston Infant Academy £47,075 (35 x £1345) £906 (3 x £302 EYPP) PP + pupils 1 x £1605 = £1605 Weston Junior Academy £96,840 (72 x £1345) PP+ pupils

	<p>5 x £1605 = £8025</p> <p>LAC funding allocated in PEP meetings with Local Authority</p>
Recovery premium funding allocation this academic year	<p>Weston Infant Academy</p> <p>35 x £145 = £5075</p> <p>72 x £145 = £10,440</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>Weston Infant Academy</p> <p>£ 53, 056 (£54,661 inc PP+)</p> <p>Weston Junior Academy</p> <p>£107,280 (£115, 305 inc PP+)</p>

Part A: Pupil premium strategy plan

Statement of intent

Our objective is to use high quality teaching to support our disadvantaged pupils to achieve at least expected attainment in Reading, Writing and Maths when compared to their non- disadvantaged peers.

The latest national data shows that disadvantaged pupils still fare less well than non - disadvantaged pupils, this may in part be due to their experiences during lockdown.

At Weston Infant Academy at the end of 18-19 (last full year of data) the gap between Pupil Premium and Non Pupil Premium pupils was -17% in Reading, -16% in Writing and -13% in Maths. At the end of July 21 our internal data showed a gap of -15% in Reading, -12% in Writing and -18% in Maths. The Maths gap reflects the national trends following the global pandemic.

At Weston Junior Academy at the end of 18-19 (last full year of data) the gap between Pupil Premium and Non Pupil Premium pupils was -18% in Reading, -2% in Writing and -31% in Maths. At the end of July 21 our internal data showed a gap of -34% in Reading, -26.6% in Writing and -52.8% in Maths. The internal data shows that the gap had widened in all areas, particularly in Maths.

During the period of this strategic plan we will focus on the key challenges preventing our disadvantaged pupils from attaining well: post covid recovery and learning stamina, attendance, oracy and vocabulary skills, early reading and phonic skills and the development of parental confidence when supporting their child's learning. Developing these skills will also impact on attainment in maths as the children will be able to access the maths curriculum through their vocabulary development and parents will be more confident when supporting their children.

Our approach will focus on both the common challenges faced by our disadvantaged pupils but also recognises that pupils may also face individual challenges.

As a school we will intervene as soon as a point of need is identified – through assessment, diagnostic practices or analysis, for example, of attendance data. The whole school staff take responsibility for improving outcomes for our disadvantaged pupils and have high expectations for their achievement. This is a whole school approach where consistency and expectations will support the development of all pupils, including disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Post Covid Recovery:</p> <p>During periods of lockdown as a direct result of the Covid 19 pandemic not all pupils accessed remote learning or attended school. This has had an impact on their learning stamina, readiness to learn and their attainment.</p>
2	<p>Attendance percentages and levels of persistent absence:</p> <p>At Weston Infant Academy our end of 2021 attendance data showed that 23.9% of all statutory school aged Pupil Premium pupils were classed as PA compared to 7.6% of all statutory school aged non Pupil Premium pupils.</p> <p>At Weston Junior Academy our end of 2021 attendance data showed that 18.2% of the Pupil Premium pupils were classed as PA compared to 2.3% of the non-Pupil Premium pupils.</p>
3	<p>Parental engagement:</p> <p>During lockdown not all parents were able to support their children to complete their work. On returning to school in September 2021 a joint approach to learning needs to be re-established.</p>
4	<p>Oracy and vocabulary:</p> <p>At Weston Infant Academy on entry language assessments undertaken in Nursery and Reception showed that in 18-19 88.8% of our Pupil Premium Pupils were below age related expectations. In 19-20 100 % of our Pupil Premium Pupils were below age related expectations. Although this only equates to 3 pupils.</p> <p>At Weston Junior Academy a vocabulary assessment of the Year 6 cohort in October 2020, using BPVS showed that non-Pupil Premium children scored an average of 10 years and 2 months compared to Pupil Premium children who scored an average 8 years and 6 months (a gap of -1 year 8 months).</p>
5	<p>Early Reading Skills:</p> <p>At Weston Infant Academy on entry to Nursery our assessments show that the majority of our Pupil Premium Pupils are working at below age related expectations. The last Phonics Screen (Dec 2020) 77.2% of all pupils screened in Year 2 attained a pass compared to 78.8% nationally. 24.6% of Pupil Premium pupils passed the phonic screen as compared to 52.6% of non-Pupil Premium pupils a gap of 28%. In December 2021, 60% of pupils passed the Year 2 phonics screen (awaiting national data). 38.4% Pupil Premium pupils passed compared to 67.5% of Non-Pupil Premium.</p> <p>At Weston Junior Academy some Y3 pupils continue to access phonic interventions and use decodable reading books.</p>
6	<p>Maths Skills:</p> <p>At Weston Junior Academy the Key Stage 2 2019 end of key stage data for mathematics showed a gap of -31% (Pupil Premium Pupils 53% vs non-Pupil Premium Pupils 84%).</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
Pupils stamina and readiness for learning will be improved.	Our disadvantaged pupils will be ready for learning, they will be able to focus quickly on the task in hand and make at least expected progress from their starting points due to effective high quality teaching.
The attendance levels of our disadvantaged pupils will have improved, with fewer falling into the PA category.	<p>Attendance for our disadvantaged pupils will be at nearer to, or in line with their non-disadvantaged peers.</p> <p>At Weston Infant Academy end of year 2018-19 school year Pupil Premium attendance was 92.2%, at Easter 19-20 94.9% and at the end of 20-21 it was 93.9%</p> <p>At Weston Junior Academy the end of year 2018-19 school year the Pupil Premium attendance was 90.3%. At Easter (2019-20) it was 93% The end of year 2020-2021 attendance was 92.2%.</p>
Disadvantaged pupils will have improved oracy skills and use a wider range of vocabulary, with confidence.	<p>At Weston Infant Academy at the end of the EYFS the gap between the percentage of disadvantaged and non -disadvantaged pupils achieving the Early Learning Goal in Communication and Language will have narrowed, at the end of 18-19 the gap was 34.5%.</p> <p>At Weston Infant Academy the Early Communication Screen and Nuffield Language Programme will be used to support language development in the EYFS.</p> <p>Standardised tests such as BPVS will be used to assess vocabulary across the Federation.</p> <p>At Weston Junior Academy pupils who have achieved low scores on the BPVS will access Talk Boost and other interventions such as Oral to Narrative and Language for Thinking if appropriate. Talk Boost is being delivered to 9% of PP pupils and 4% of non PP pupils and will show an increase in BPVS scores.</p>
The early reading skills of disadvantaged pupils will have improved.	At Weston Infant Academy the Key Stage 1 phonic screen will show a closing of the gap between disadvantaged and non-disadvantaged pupils. The November 19 mock screen showed a gap of 16.7% and the December 20 screen showed a gap of 28%.

	At Weston Junior Academy the termly phonic assessments in Y3 will show an increase in the percentage of PP pupils' ability to read ph3/ph5 phonics, in the targeted groups.
The maths (arithmetic and reasoning) skills of disadvantaged pupils will have improved.	At Weston Junior Academy the Year 6 data points during 2021/22 academic year will show a closing of the gap between disadvantaged and non-disadvantaged pupils from their starting point.

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:

Weston Infant Academy £10,000

Weston Junior Academy £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introducing Word Aware across KS2 and KS1 Undertaking the Voice 21 Oracy Project Audit to develop oracy and vocabulary across the Weston Federation to support language acquisition and metacognition.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4
Developing early literacy approaches with particular reference to the new EYFS framework (Sept 21) and the Foundations of	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches?utm_source=/education-evidence/early-years-toolkit/early-literacy-approaches&utm_medium=search&utm_campaign=site_searchh&search_term	5

<p>Literacy Report (Jul 21), ensuring a consistent approach to the teaching of early reading and ensuring newly purchased decodable reading books are in use at Weston Infant Academy.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf#</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Weston Infant Academy £24,000

Weston Junior Academy £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonic and reading sessions for targeted pupils	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
Nuffield Early Language Programme	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	5
Approved maths intervention packages	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	6

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

Budgeted cost:

Weston Infant Academy £20,000

Weston Junior Academy £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Provision of free breakfast club for disadvantaged pupils and daily toast in class for all pupils, ensuring no pupil begins the school day hungry. This is within a context of high attainment for all. Breakfast is provided for all pupils.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs</p>	<p>1, 2</p>
<p>Provision of free after school club for disadvantaged pupils who have siblings attending extra-curricular clubs.</p>	<p>School observations have shown that pupils are more likely to attend if after school club provision is available for siblings.</p>	
<p>Updated attendance letters sent out monthly. EW0 and HSLW support to families to improve their child's attendance. Use of minibus to take siblings from Weston Infant Academy to Weston Junior Academy</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	

Total budgeted cost:

Weston Infant Academy £10,000 + £24,000 + £20,000 + £4320 = £58,320

(At Weston Infant Academy 16 pupils are eligible for school led tutoring grant funding 75% (£3240) is provided, the school will use the Pupil Premium funding to provide the other 25% (£1080) a total amount of £4320)

Weston Junior Academy £10,000 + £53,000 + £30,000 + £11,070 = £104,070

(At Weston Junior Academy 41 pupils are eligible for school led tutoring grant funding 75% (£8302.50) is provided, the school will use the Pupil Premium funding to provide the other 25% (£2767.50) a total amount of £11,070)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	