



WESTON POINT
PRIMARY ACADEMY

STRIVE FOR EXCELLENCE

PUPIL PREMIUM PLAN 2023-2026

Version Number: 01

Ratified by Local Governing Body: September 2023

Next Review Date: August 2024

Academy Link: Mrs Helen Thompson

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PLACE
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PART OF**

MEMBER OF THE WADE DEACON TRUST

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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 (UPDATED SEPT 2023)

Detail	Data
School name	Weston Point Primary Academy
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	August 2024 August 2025 August 2026
Statement authorised by	Governing Body
Pupil premium lead	Helen Thompson
Governor / Trustee lead	

Funding overview

Detail	Amount		
	2023-24	2024-25	2025-26
Pupil premium funding allocation this academic year	£69840		
Recovery premium funding allocation this academic year	£8555		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-£1455		
Expected total budget for this academic year	£76940		

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year			
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Part A: Pupil premium strategy plan

Statement of intent

Weston Point Primary Academy is committed to ensuring that all pupils strive for academic excellence and have opportunities for strong personal development. At Weston Point we want to ensure that children are motivated, confident and aspirational and develop into lifelong learners that can contribute successfully to society. Our vision is that every child can meet their full potential in an inclusive environment and we strongly believe that disadvantage should not be a barrier to that. We are determined to have high expectations of all children.

Our objectives are to:

- Improve academic progress and attainment in line with national expectations for children and narrow the gap between disadvantaged and non-disadvantaged pupils in reading, writing, mathematics and phonics across the school.
- Provide high-quality targeted support for children who are not achieving in line with national averages or who are not making expected progress.
- To address barriers to learning so that children can reach their full potential. These barriers include poor attendance, difficulties with social, emotional and mental health and delayed speech and language.
- Ensure that parents have the support and knowledge to work in partnership with the school to support children's learning and barriers are addressed.
- Enhance the cultural capital of children who are disadvantaged through enrichment and wider opportunities that extend beyond the curriculum.

This strategy is closely linked to our School Development Plan. Ensuring excellent teaching and learning is at the centre of our approach for all our children and is integral in closing the gap between our disadvantaged and non-disadvantaged children.

Challenges

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

Challenge number	Detail of challenge
1	To close the gap in attainment in reading, writing and maths across the school

2	Speech, Language and Communication needs across the school leads to delayed language skills
3	There is an increasing number of disadvantaged pupils who face difficulty with SEMH in managing their emotions and behaviour, and have difficulties in building and maintaining relationships with peers throughout the school. These children require additional support to improve their readiness to learn and contribute effectively. 80% of children in the school with Mental Health referrals are disadvantaged children
4	Attendance data at the end of the 2022-23 academic year showed whole School Pupil Premium chn's attendance was lower than Non Pupil Premium chn by 4.4 %. This was a widening gap. Our assessments and observations indicate that absenteeism is negatively impacting some disadvantaged pupils' attainment and progress.
5	Parental engagement in supporting children's learning is low
6	Gaps that remain in learning from Covid have impact on children reaching age-related expectations
7	Financial difficulty to support children's wider opportunities

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
To improve teaching and learning of phonics	Phonics outcomes are in line with national expectations and pupil progress is good from individual starting points. Disadvantaged children move closer to achieving the national expectations in the phonic screening check.
To improve pupil outcomes in reading, writing and maths across the school for all pupils	Attainment for children across the school is in line with national averages at KS2 for reading, writing and maths and children make good progress from their starting points. Disadvantaged children move closer to achieving expected standards in line with national averages in reading, writing and maths. Disadvantaged children in Reception move closer to national expectations for GLD
To ensure all pupils develop SEMH awareness and skills to enable them to access learning in school effectively and efficiently.	Identified pupils receive high quality pastoral support that enables them to access high quality teaching and learning through developing good behaviour, self-regulation and positive attitudes to learning Improved well being and readiness to learn is evident for identified children through <ul style="list-style-type: none"> Improved attainment

	<ul style="list-style-type: none"> • Reduction in frequency of poor behaviour/ lack of regulation • An increase in participation in enrichment activities for targeted pupils.
To improve attendance for all pupils with a particular focus on improving attendance of vulnerable groups	<p>Pupil attendance is good and disadvantaged children's attendance is improving.</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers diminishing
To improve family engagement with school and forge strong partnerships that enable all pupils to achieve their best in all aspects of school life.	<p>Family engagement with school related to children's learning, behaviour and progress is good with 100% engagement in parent night consultations.</p> <p>The proportion of parents able to actively support pupils at home increases due to the offer family learning opportunities in school eg. Workshops for curriculum areas, access to phonic portal, high quality home reading systems and books</p>
To address gaps that remain from Covid to enable all children to achieve their best	<p>Gaps in learning are identified and addressed through assessment and by targeted interventions so that all pupils can reach their full potential demonstrated by all children, including disadvantaged, to move closer to national averages in reading, writing and maths.</p>
Disadvantaged children to be supported financially with trips and visits to ensure that they are exposed to culturally rich opportunities and have equal access to enrichment within the curriculum	<p>All children, including disadvantaged, to have wider opportunities that deepen their cultural capital through curriculum enrichment, including attendance at clubs, visits, trips and through a knowledge rich curriculum</p>

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: Academic year 2023-2024= £23747

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop the use of Wellcomm across the school to improve Speech, Language and Communication.</p> <p><i>£7582 (1/4 of TAs salary including on costs reflective of Time spent on Speech and Language support)</i></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF Toolkit- Oral Language interventions (+6)</p> <p>EEF Toolkit- Teaching Assistant interventions (+4)</p> <p>EEF Toolkit- Small group tuition (+4)</p>	2
<p>Ensure high quality teaching and learning of early reading and phonics through the implementation of Read, Write Inc</p> <p><i>£9070 teaching resources, reading books and CPD</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>EEF Toolkit-Phonics (+5)</p>	1 6
<p>To ensure maths mastery is embedded in line with DfE and Maths Hub guidance in effective use of Power Maths through providing CPD and teacher collaboration</p> <p><i>Power Maths ongoing costs online subscription and books £1500</i></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>EEF Toolkit- Mastery learning (+5)</p>	1
<p>To improve reading comprehension and writing across the school with the</p>	<p>Effective teaching of comprehension has a positive impact on developing understanding across all curriculum areas.</p>	1 6

<p>implementation of Literacy Tree</p> <p><i>£3000 LTC consultancy</i> <i>£595 subscription</i></p> <p><i>£2000 books to run Literacy Tree Planning</i></p>	<p>EEF Toolkit- Reading comprehension strategies (+6)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Academic year 2023-2024= £35458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use Teaching Assistant Hours to deliver small group and targeted 1:1 support in phonics</p> <p><i>£15164 (1/2 of TAs salary including on costs reflective of Time spent on phonics intervention throughout the school including Fresh Start in Years 5 and 6)</i></p>	<p>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:</p> <p>EEF Toolkit- Phonics (+6) EEF Toolkit- Teaching Assistant interventions (+4)</p>	1 6
<p>Use Teaching Assistant Hours to deliver small group and targeted 1:1 support in core subjects</p> <p><i>£15164 (1/2 of TAs salary including on costs reflective of time spent on core subject interventions)</i></p>	<p>Teaching assistants can provide a large positive impact on learner outcomes. Small groups or individuals has a higher impact than whole class deployment.</p> <p>EEF Toolkit Teaching Assistant Interventions (+4months)</p>	1 6
<p>National Tutoring Programme £5130 + £5130 match</p>	<p>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 and small groups.</p> <p>EEF Toolkit – 1:1 tuition (+5) EEF Toolkit- Small group tuition (+4)</p>	1 6

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

Budgeted cost:

Academic year 2023 – 2024= £17702.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance and as a result embed principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p><i>Subscribe to Halton LA Attendance Service SLA offer</i> <i>£33.15 per hour for 30 hours=£994.5</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DFE Research project published 2016</p>	4
<p>Develop and enhance SEMH provisions and interventions including training all staff in QFT to provide support and consistency across classes.</p> <p>1:1 and small group interventions</p> <p>ELSA, Lego Therapy, Sensory Circuits, Social Stories, Social Skills etc</p> <p><i>£13647 (TAs salary including on costs reflective of 4 mornings and 1 part morning)</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>EEF Toolkit- Behaviour interventions (+4)</p> <p>EEF Toolkit-Social and Emotional learning (+4)</p>	3
<p>Develop a parent partnership programme</p>	<p>Parental engagement positively impacts upon pupils achieving targets and actively being engaged in school life.</p> <p>EEF Toolkit- Parental engagement (+4)</p>	5

<p><i>£1660.90 OUP reading books to support and encourage home reading</i></p>		
<p>Subsidise school trips and visits £1400</p>	<p>Trial Project EEF based on trip out boosts writing by 9+ months</p>	<p>All</p>

Total budgeted cost: 2023-2024=£76907.40

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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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
Power Maths	Pearson

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.