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	Weald Rise Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2025
Statement authorised by	Folake Agbaniyaka Headteacher
Pupil premium lead	Pam O'Shea Assistant Headteacher Inclusion Lead
Governor / Trustee lead	Mike Hutton Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116, 065
Recovery premium funding allocation this academic year	£ 17,476
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133,541

Part A: Pupil premium strategy plan

Statement of intent

Our pupils are our priority and we aim to deliver high quality teaching and learning alongside rich and truly memorable learning experiences. We believe when children are engaged and challenged, they will reach the highest level of personal achievement and development.

We have high expectations for all our pupils, irrespective of their backgrounds or the challenges they face to achieve their curriculum targets and make at least expected progress per year. We will ensure

- All pupils will receive high quality Teaching and Learning as we believe this is crucial to diminish learning gaps
- Additional support staff will be deployed to support pupils' emotional and mental wellbeing, provide high quality personalised learning and address pupils' differing needs.
  All pupils' will be offered a range of opportunities to develop and achieve their potential through extra-curricular activities, ICT provision after school clubs and family learning groups.

In making decisions on the use of the Pupil Premium we will:

- Encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner.
- Ensure there is robust monitoring and diagnostic assessment and evaluation in place to respond to common challenges and individual needs. e transparent in our reporting of how we used the Pupil Premium

Challenges

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

Challenge number	Detail of challenge
1	Throughout the school, assessments, observations and discussions with pupils indicate a significant percentage of children possess below age related oral and written language skills, making it difficult for them to access learning.
2	Assessments, observations and discussions with pupils indicate the education and wellbeing of many of the disadvantaged pupils have been impacted by partial school closures and limited facilities in the home.
3	Our observations and discussions with pupils and parents have identified there is a lack enrichment opportunities outside of the school due to economic disadvantage.

4	Our assessments, observations and discussions with pupils have identified gaps in pupils' learning due to high mobility, partial school closure, limited parent support as well as limited resources.
5	Our assessments, observations and discussions with pupils have identified disadvantaged pupils generally have greater difficulties with phonics and reading than their non- disadvantaged peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment and progress among disadvantaged pupils.	KS2 writing outcomes in 2024/25 will show that more than 70% of disadvantaged pupils met the expected standard.
Improved reading attainment and progress among disadvantaged pupils.	KS2 reading outcomes in 2024/25 will show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • All vulnerable pupils targeted for specialist support make expected progress in all areas of learning and demonstrate improved well-being
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Sustained high attendance from 2024/25 demonstrated by: • Whole School attendance to be at National Average or above • The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • The percentage of all pupils who are persistently absent is reduced significantly each year.

Pupils will improve their ICT skill across the curriculum and keep abreast of technology.	• Monitoring will show improved ICT, computational and critical thinking skills of all pupils , particularly those who are disadvantaged. • Home/school links strengthened through the use of technology such as SeeSaw and Microsoft Teams. • All pupils will have access to online resources and improve their digital literacy.
Pupils will access and enjoy a range of engaging extra – curricular learning experiences which support their wellbeing and broaden experiences. Pupils will have can play an active role in their education and their schooling.	a significant increase in participation in enrichment activities, particularly among disadvantaged pupils Disadvantaged pupils will carry out leadership roles, represent the school in school, borough and national events.

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: £ 64,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. (INSIGHT) Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4
Year 6 Personalised Learning Groups in Maths and English	Smaller groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4
Year 2 Personalised Learning Groups in Maths and English	Smaller groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4,5

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

Budgeted cost: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide specialist therapeutic support • HSCP Lunchtime Drop - In sessions • HSCP 1:1 Therapeutic Support • School Learning Mentor • Social and Communication groups • 1:1 Play Therapist	Improved wellbeing and mental health supports children's learning and engagement with school. Pupils become more confident learners. There is extensive evidence associating childhood social and emotional skills with improved outcomes at n school. Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4,
Small group phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 Phonics | Toolkit Strand | Education Endowment Foundation | EEF	5
Additional groups to support learning in Maths and English. Precision Teaching, paired reading, Pre-teaching.	Smaller groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3, 4,5

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

Budgeted cost: £ *25,500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4,5
Provide a range of engaging extra- curricular learning opportunities. • After school clubs • School participation in borough and national competitions and initiatives. • Live theatre experiences	Extra - curricular activities outside of the classroom can inspire and challenge children and support the development of their academic and social skills. Broaden their experiences and enjoyment of school.	3,
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 133,541

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.

Leaders' relentless commitment to inclusion is evident. Whatever a pupil's background expectations are high."

"Leaders are insistent that disadvantaged pupils and those with English as an additional language are not assumed to have a special educational need"

The impact of a "no excuses "culture is evident in that fact disadvantaged pupils often out perform their non-disadvantaged peers."

Challenge Partners Report January 2021

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils at the end of KS1 were in line with non- disadvantaged pupils in key areas of the curriculum. However disadvantaged pupils 'progress in maths and writing out performed non disadvantaged pupils. In Year progress of disadvantaged children in Year 1 suggested writing was in line with non-disadvantaged pupils and significantly higher in reading and maths.

At the end of KS2, our internal assessments suggested that the progress of disadvantaged pupils in reading was in line with that of non- disadvantaged pupils and above in writing and maths. Disadvantaged pupils gaining greater depth in reading and writing was in line with non – disadvantaged pupils.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and The Write Stuff.

The overall attendance of disadvantaged pupils 2020/21 was 94%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was in line with non-disadvantaged pupils, however attendance was lower than in previous years, which is why attendance for all pupils is a priority.

Assessments, observations and discussions with pupils indicate the education and wellbeing of many of the disadvantaged pupils have been impacted by partial school closures, limited facilities in the home and a lack of enrichment opportunities outside school. The school recognised that some issues, faced by some disadvantaged are beyond the school's power to change, however it was possible to address how they impacted on learning and pupils'

wellbeing and motivation. Therefore we used pupil premium funding to provide wellbeing support for all pupils, enrichment opportunities, digital support and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

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

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.