

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Weetwood Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	8.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2029
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Anna Ellison
Pupil premium lead	Anna Ellison
Governor / Trustee lead	Edward Langham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,240
Recovery premium funding allocation this academic year	£616.25
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£38,856.25</b>

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

### The Pupil Premium Grant

The Pupil Premium Grant (PPG) is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2013, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (EV6). Pupil Premium Plus is paid for pupils who were previously Looked After. It is up to schools to decide how the Pupil Premium is spent, since they are best placed to assess what their pupils need in terms of additional provision. However, schools are accountable for the Pupil Premium and details of how the money is spent must be published on the school's website.

### 3-year long-term pupil premium strategy

This document is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF). It will be reviewed and updated at least once per year.

### Our philosophy

We are relentlessly ambitious for all our children regardless of any disadvantage. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Improvement Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

### Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

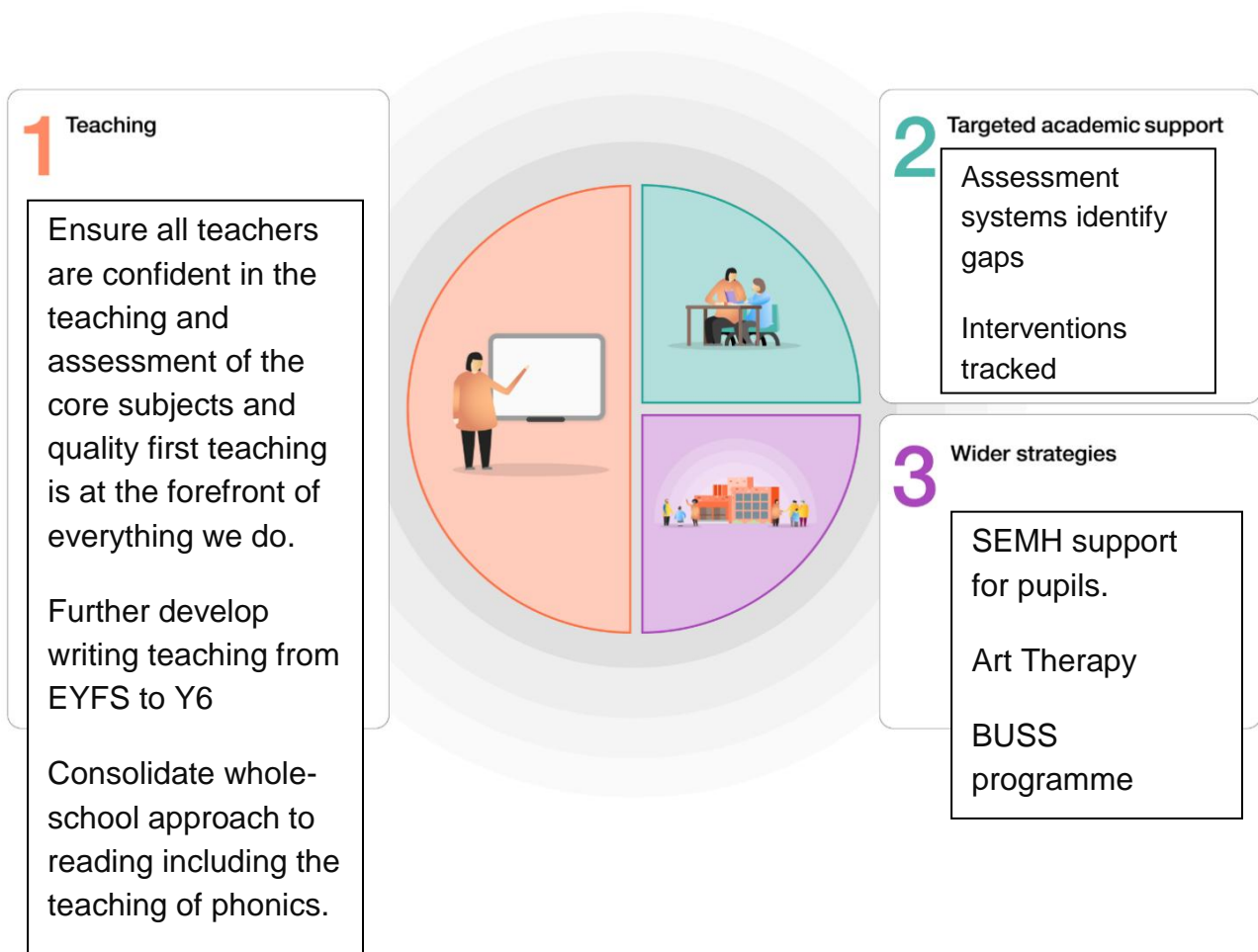
- Ensuring a high-quality education for every learner
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental health concerns.

- Ensuring that the PPG reaches the pupils who need it most and that no child is disadvantaged at school regardless of their background.

## Tiered Approach

As per the model advocated by the Education Endowment Fund, we have adopted a tiered approach to define our priorities and achieve a balanced approach. The three categories of our tiered approach are:

1. Teaching
2. Targeted academic support
3. Wider strategies



## Challenges

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

Challenge number	Detail of challenge
1	SEND. Some pupils have complex SEND needs which impacts their ability to meet the expected standard.
2	Poor language and communication skills. These are a barrier to children accessing the breadth of our curriculum as they do not always the vocabulary and prior understanding of their peers.
3	Limited progress in line with their peers. Low prior attainment and slow progress rates in core subjects. Retention and retrieval of prior knowledge that requires additional skill and time to be activated.
4	Social, emotional and mental health difficulties which get in the way of attending school and achieving well. (This can be the children, their parents/carers or other family members.)
5	Behaviour for learning. Some children's life experiences mean that they are not ready to learn in a classroom setting without significant support.

## 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
Children are supported to make the best possible progress in the core subjects so that their attainment is in line with children nationally and they are achieving well.	<p>Children will make at least good progress from their previous starting points and some will make accelerated progress. (i.e. they will attain at least as well as their last key stage data or the highest recorded data we have in school where end of key stage data is not available.)</p> <p>School records show the impact of intervention groups, pre-teaching and other academic interventions and their effectiveness. BSquared/Stages not Ages is used to track the progress of children with complex SEN needs. We are using evidence-based interventions for children with SEND and therefore use the outcome measures that are part of the programme to measure progress. Insight will be used to track the attainment and progress of individuals</p>

	and groups. The attainment gap between children in receipt of Pupil Premium and their peers will continue to narrow.
Disadvantage plays no part in progress of SEND pupils.	SEND pupils make good or better progress, relative to their starting point, at the end of KS1/KS2.
Children will be able to access and use our broad and balanced curriculum to make good progress in all subjects.	Our curriculum is planned to ensure that all children can access and engage with the curriculum well, whatever their prior understanding. This will include pre-teaching, visits, visitors and other enhancement activities.
Children with social, emotional and mental health difficulties are correctly identified and supported.	<p>School's records show that the correct children have been identified and are receiving appropriate support inside and outside school which is enabling them to attend well and to achieve in school.</p> <p>(Records include Thrive support, CPOMS, art therapy. Support includes, but is not limited to, Early Help Plans, pastoral interventions, access to cluster provision, e.g. counselling)</p> <p>Pupils can keep themselves emotionally regulated despite challenges they might face.</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: £ 7590.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure the good teaching of phonics and spelling throughout school. Continue to embed accredited phonics scheme (FFT Success for All) supported by quality CPD with a key focus on new Year 2 materials.</p>	<p>See <a href="#">EEF Guide</a> to the Pupil Premium, Tier 1 and Tier 2. EEF PP Guide and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a></p>	<p>1,2,3,5</p>
<p>CPD and continued whole school improvement work on the teaching of writing particularly a writing sequence based on the use of quality texts and real-life experiences.</p>	<p>See EEF Guide to the Pupil Premium, Tier 1, Tier 2 and Tier 3. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">Teaching and Learning Toolkit   EEF</a></p>	<p>1,2,3,5</p>
<p>Continued CPD and consolidation on an effective graduated approach, writing SEND plans using the new online toolkit and understanding continuums of provision and quick guides to conditions and needs. Additional time given to teaching staff for planning and resourcing for children with SEND. Whole school training on neurodiversity.</p>	<p>See <a href="#">EEF Guide</a> to the Pupil Premium, Tier 2 EEF PP Guide and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a></p>	<p>1,2,3,5</p>
<p>Subject leaders are developing their curriculum areas to ensure that the progression in subjects is well understood and</p>	<p>See <a href="#">EEF Guide</a> to the Pupil Premium, Tier 2 EEF PP Guide and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a></p>	<p>1,2,3,5</p>

teachers plan for children to build on their prior knowledge and the curriculum is scaffolded and adapted for all children to be successful.		
To purchase and use Insight tracking to correctly target individuals and groups for academic support.	See <a href="#">EEF Guide</a> to the Pupil Premium, Tier 2 EEF PP Guide and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	1, 3
Analyse and tweak the text based curriculum which provides opportunities to develop pupils understanding and provide a context for learning.	See <a href="#">EEF Guide</a> to the Pupil Premium, Tier 2 EEF PP Guide and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	1,2,3,4

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

Budgeted cost: £ 25,806.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all subsequent interventions are tracked, costed and reviewed	See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">Teaching and Learning Toolkit   EEF</a>	1,2,3
Ensure targeted interventions are in place for children who have fallen behind due to disadvantage and/or disrupted education due to the coronavirus pandemic	See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">Teaching and Learning Toolkit   EEF</a>	1,2,3
Deputy head to deliver targeted interventions to identified pupils.	See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">Teaching and Learning Toolkit   EEF</a>	1,2,3
KS2 English leader to deliver targeted reading and writing interventions.	See EEF Guide to the Pupil Premium, Tier 1 and Tier 2. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">Teaching and Learning Toolkit   EEF</a>	1,2,3



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

Budgeted cost: £5460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and ad-hoc pastoral support via the learning mentor for pupils who are experiencing trauma, loss or turbulence	See EEF Guide to the Pupil Premium, Tier 2 and Tier 3. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	4,5
All children in school given the opportunity to enjoy a broad and balanced curriculum and a wide range of extra-curricular activities, regardless of parental ability to pay. This is achieved through school day activities, music lessons as well as subsidised or free activities, trips and residential (e.g. Lineham Farm, Y4 and Edale Y6). These are planned with the needs (academic, social, emotional, spiritual and physical) of the children in mind, particularly those for whom outside school experiences are limited.	See EEF Guide to the Pupil Premium, Tier 2 and Tier 3. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	1,2,3,4
To provide a therapeutic intervention to support children's SEMH.	See EEF Guide to the Pupil Premium, Tier 2 and Tier 3. <a href="#">EEF PP Guide</a> and analysis of strands in <a href="#">EEF T&amp;L Toolkit</a>	4

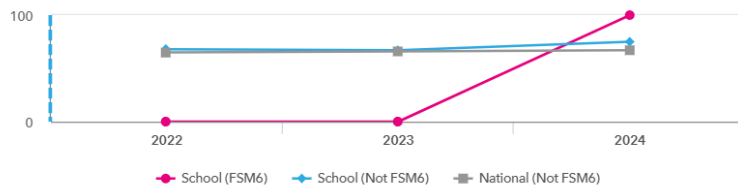
**Total budgeted cost: £ 38,856.25**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

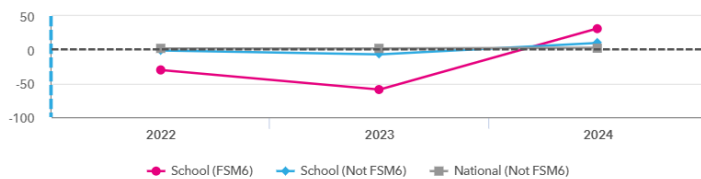
KS2 attainment for disadvantaged pupils 2024

% Expected standard+ (Re, Wr, Ma)  DfE



KS2 progress for disadvantaged pupils 2024

% Expected standard+ (Re, Wr, Ma)  DfE



## 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
Speech and language therapy and support	Interactions SLT
Reading, writing and spelling intervention programme	Nessy

## 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.*