



# Webheath, Academy Primary School

## Pupil premium strategy statement 2021 – 2022

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	Webheath Academy Primary School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022 – 2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Janine Burton - Head Teacher
Pupil premium lead	Jayne Woodward
Governor / Trustee lead	Glenn Mellor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,315.00
Recovery premium funding allocation this academic year	£ 8,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0,000
<b>Total budget for this academic year</b>	<b>£44,585.00</b>

# Pupil premium strategy plan

## Statement of intent

At Webheath Academy Primary School we have high expectations for all children. We provide a stimulating, caring and happy environment, and believe that with excellent Quality First Teaching at the heart of our approach, personalised learning opportunities and targeted support, all children can reach their full potential. In addition, key interventions and approaches are adopted on a whole school level and are not only restricted to children with additional needs or those eligible for the pupil premium grant.

We believe that these approaches are the key to improving outcomes for our disadvantaged children as well as benefitting all children at Webheath Academy Primary School.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation.

## Challenges

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

Challenge number	Detail of challenge
1	Low baseline in literacy, communication and language and gaps in phonics in Early years and Key Stage 1.
2	Poor oracy and language skills, including speech and language difficulties and a lack of exposure to a wide range of vocabulary.
3	Trauma from adverse childhood experiences, influencing learning behaviours and affecting children physically and emotionally.
4	Metacognition and self-regulation managing emotions, thoughts, and feelings. Lack of belief in themselves and what they can achieve.
5	Lower attendance, particularly during Covid lockdowns and higher rates of persistent absenteeism of PP/disadvantaged children.

## 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
<p>Disadvantaged pupils make progress from low Reception baselines.</p> <p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading and Writing) and previous Key Stage.</p> <p>Those disadvantaged pupils who have fallen behind due to the impact of COVID19 make accelerated progress and 'catch up' or exceed prior attainment standards.</p>	<p>End of year data will show that 95 – 100% of disadvantaged children have made expected progress.</p> <p>End of year data will also show that 10-15% of disadvantaged children for whom the gap has widened following National trends and impact of lockdowns will have made accelerated progress.</p> <p>Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p>
<p>Improved oral language and communication skills.</p>	<p>Assessments and observations indicate significantly improved oracy, communication, and language skills.</p> <p>50% of PP children in Reception move from Emerging to Expected in Speaking. 27% of PP children in Years 1–6 move from WTS to EXS and 5% of PP children in Years 1–6 move from SBLW to WTS. 21% of PP children in Years 1-6 move from EXS to GDS.</p>
<p>Pupils experiencing trauma from adverse childhood experiences, have affected learning behaviours or social and emotional needs are supported in school, so that needs are addressed.</p>	<p>Identified children are supported by Social and Emotional HLTA, who will meet/work with them regularly to provide support and alleviate barriers.</p> <p>School measurement and assessment system in place to measure effective impact on pupils.</p> <p>Provision maps show demonstrable impact.</p>
<p>Pupils have a breadth of experiences that enable them to contextualise their learning.</p>	<p>Children will be exposed to a wide range of academic, social, cultural, and sporting experiences within and outside the school day. Level of engagement will demonstrate 75% uptake by PP children. 100% of PP children in Years 5 and 6 will have access to 1:1 device scheme and IT at home.</p> <p>Pupil questionnaires will show that 95-100% of disadvantaged children enjoy school and are enthused to learn. We have instilled a love of learning in all children.</p>
<p>All disadvantaged pupils will meet national expectations for attendance / persistence absence.</p>	<p>Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%)</p> <p>Persistent absenteeism will reduce for PP children to always meet National and local data for this demographic group.</p> <p>Monitoring of attendance by Senior Leaders.</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: £17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ol style="list-style-type: none"> <li>1. Deputy Head Teacher to work with Phase Leaders, to monitor our non-negotiable functional expectations for all areas of the curriculum and ensure that these are embedded in teaching and learning so that pupils are reaching ambitious standards in all areas of the curriculum.</li> <li>2. Head Teacher and Deputy Head Teacher working with subject leaders to improve/enhance teaching and learning within every subject.</li> <li>3. Continuing professional development (CPD) for all teachers and teaching assistants in key areas for effective learning</li> <li>4. Investment in personalised CPD through 'The National College' and Teacher 'buddy' programme</li> <li>5. Allocation of funds for Phonics, reading and writing initiative, subscriptions, and high-quality texts.</li> <li>6. Termly Pupil Progress meetings with all key stakeholders.</li> </ol>	<p style="text-align: center;"> <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>   <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>   <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>   <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>   <a href="https://publishing.service.gov.uk">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a> </p>	<p>1 2 4</p>

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. HLTA and Grade 3 TAs providing targeted, structured interventions to children across the whole school. Interventions monitored by Access and Inclusion Lead. (Intervention support for Social and Emotional needs, Maths, Reading Phonics, Developmental coordination Difficulties and Speech and Language)</p> <p>2. NELi intervention implementation in Early Years</p> <p>3. SENDCo (non-class based) to support targeted interventions</p> <p>4. Additional Educational Psychology service purchased when required to support</p> <p>5. Additional TA support in classrooms to support progress.</p>	<p><a href="#">The Pupil Premium - How schools are spending the funding.pdf</a> (<a href="#">publishing.service.gov.uk</a>)</p> <p><a href="#">Small group tuition   EEF</a> (<a href="#">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a> – identified by EEF as a promising project.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: £6000

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

<p>1. Head Teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%</p> <p>Embedding principles of good practice set out in the DfE's <a href="http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Improving_school_attendance_support_for_schools_and_local_authorities_-_GOV.UK.pdf">Improving school attendance: support for schools and local authorities - GOV.UK</a> (<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p>With the aim that all disadvantaged pupils will meet national expectations for attendance / persistence absence. Currently 85% for disadvantaged pupils.</p> <p>2) School staff includes Behaviour Lead, DSL team, Mental Health First Aiders and HLTA (Social and emotional support) with the aim that there are improved oral language and communication skills for disadvantaged pupils, that pupils experiencing trauma from adverse childhood experiences, have affected learning behaviours or social and emotional needs are supported in school, so that needs are addressed. In addition, pupils have a breadth of experiences that enable them to contextualise their learning and have improved attendance.</p> <p>3) Experiences and visitors planned for all PP Pupils across the year at reduced cost. Extra-curricular activities provided to allow children to participate in experiences not otherwise provided to support those pupils' experiencing trauma from adverse childhood experiences, have affected learning behaviours or social and emotional needs are supported in school, by their peers and the feeling of inclusion.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p><a href="http://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/442222/Improving_school_attendance_support_for_schools_and_local_authorities_-_GOV.UK.pdf">The Pupil Premium - How schools are spending the funding.pdf</a> (<a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p><a href="http://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="http://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="http://educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="http://educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="http://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>3 4 5</p>
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**Total budgeted cost: £70,500**

## 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.

Pupils came back into school in September 2020, however following the national school closure, national testing was cancelled in July 2021. Since reopening school has had numerous 'bubble closures' of year groups across the year. Pupil premium numbers have increased as a direct result of the impact of COVID and we predict that this number will continue to increase during the forthcoming years. Engagement of Pupil Premium children during lockdown was 75%. Pupil premium families were consistently supported throughout lockdown with weekly phone calls, support with accessing meals, seeking benefits, and offering well-being support. Social distanced doorstep visits were completed as part of wellbeing checks.

Pupil Premium families had access to a laptop for use at home, to access home-learning.

Our priorities and the evaluation of them, for the 2020-2021 academic year were: -

#### **Priority 1) All phonics teaching is judged to be at least good or better.**

Phonics teaching is judged to be good, following an intense training programme, which we are continuing to buy into this year. Last year 67% of PP children achieved the expected mark in the Year 1 Phonics screening.

#### **Priority 2) Excitement, engagement and positive attitudes to learning are evident across the school**

Pupil voice and classroom observations tell us that pupil premium children have returned to school with positive attitudes, and they have engaged with their learning. Their attendance has improved since lockdown.

#### **Priority 3) Covid recovery plan is implemented, and regularly monitored and evaluated.**

The covid recovery plan has been implemented and forms part of our School Development Plan. It is regularly monitored and evaluated, including regular RAG rating by senior leaders.

Specifically, pupil data is accurate and matches SWOT by the English lead with identified actions to support the weaknesses. Learning walks and triangulation of data demonstrate the impact of the English lead and the shared vision. We have a new approach to daily reading which is evident across the school and guided reading for Early years has been successfully rolled out and shared with parents. The phonics plan has been shared with all staff and we are continuing to work with Alex Finn.

### 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
Sound Start Phonics	Alex Finn

