

Pupil premium strategy statement

Marie Weller Primary School

This statement details our school's use of pupil 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	Marie Weller Primary School
Number of pupils in school	110
Proportion (%) of pupil premium eligible pupils	5.45
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Ms Andrea Curtis CEO
Pupil premium lead	D Cox Head of School
Governor / Trustee lead	Karen Falvey Chair of Trust

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3825.75
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£5825.75

Part A: Pupil premium strategy plan

Statement of intent

Marie Weller Primary School is a brand new school located in Towcester, Northants. We have high aspirations and ambitions for our pupils, and we are determined to ensure that all our pupils are given every chance to realise their full potential. At Marie Weller we have a small percentage of disadvantaged pupils on roll and Pupil Premium funding represents a very small proportion of our overall budget; however, we are committed to providing personalised targeted support to ensure that it is spent to maximum effect for identified pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress, including progress for those who are already high attainers. We recognise each pupil as an individual and as a result consider that there is no “one size fits all”, so it is essential that we identify individual barriers so that our pupils can flourish by working as a team of teachers, other professionals and families to create a plan for each individual.

Our key objective in using the Pupil Premium grants is to narrow the achievement gap between pupil groups. High quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Through direct class teaching, alongside targeted interventions we are working to eliminate barriers to learning and progress and our aim is to ensure that they make accelerated progress in order to reach age-related expectations or above as they move through the school. We do our utmost to ensure that teaching and learning opportunities meet the needs of all the children at Marie Weller Primary School.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. This analysis is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other so that we can help pupils to excel. Early intervention means a better chance of success. Success leads to motivation.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with oral language and phonics than their peers. This negatively impacts their relationships and development as readers. We know that learning to read means reading to learn.
2	On average, lower attainment and slower progress rates made by pupil premium/disadvantaged children. Research shows that disadvantaged children may have knowledge gaps or limited background knowledge and find it difficult to retain/recall prior knowledge. This may be impacted by COVID-19.
3	Observations and monitoring shows that disadvantaged children are 20% less likely to access as many clubs as other children.
4	Research shows that some disadvantaged pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve.
5	Parental engagement can be limited for some disadvantaged children who may have low attendance due to misconceptions around the importance of consistent learning.
6	Pupils may have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc). Families may have financial struggles with uniform and school related equipment.

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
Disadvantaged pupils make at least expected progress in phonics. A higher percentage of disadvantaged pupils to achieve the phonics screening test standard.	<ul style="list-style-type: none"> Pupils who have fallen behind in acquisition of phonics skills are quickly identified and tracked closely to ensure accelerated progress. Regular intervention to close gaps is in place and reviewed regularly.
Disadvantaged pupils make at least expected progress from their individual	<ul style="list-style-type: none"> Those pupils who have 'fallen behind' are supported and tracked closely to

<p>starting points in all areas of the curriculum and especially in Reading, Writing and Maths.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children.</p>	<p>ensure they make accelerated progress and 'catchup' or exceed prior attainment standards.</p> <ul style="list-style-type: none"> • Pupils who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. • Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and number. Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data where available
<p>Equal access to extra-curricular clubs and wider opportunities in and out of school; inclusion and access to sports and music along with curriculum and residential trips.</p>	<ul style="list-style-type: none"> • Increased participation from disadvantaged children in extra-curricular clubs, taking on wider responsibilities and representing the school at key sports and other events. • Participation in clubs and events tracked and closely monitored by senior leaders.
<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</p>	<ul style="list-style-type: none"> • Children know and understand the meaning of our 'Golden Rules' 'Learning Behaviours' and understand 'the power of yet...'. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. • Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.

<p>Increase attendance rates for pupils eligible for PP.</p>	<ul style="list-style-type: none"> Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96+%). Monitoring of attendance by Head teacher brings about an increase in PP pupils' attendance.
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum</p> <p>All children have access to appropriate technology at home.</p> <p>Parents directly informed about provision and engaged with supporting learning at home. School works closely with parents to identify any additional barriers.</p>	<ul style="list-style-type: none"> The THLT curriculum will provide pupils with an exciting, varied curriculum. Teachers and support staff will plan a wide range of visits, events and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Any appropriate home learning will be offered to children who need support during class time so that they can use the internet and devices that are available in school. Provision shared directly with parents by class teachers when necessary and specifically at parents' evenings.

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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD	The best way to support PP children is known to be high quality teaching. This will positively affect children's attainment.	1, 2 & 4
Pupil Premium Leader Time	Monitoring and evaluation of PP ensures that children receive entitlement and strategy is met.	ALL
Senior Leader Time		ALL

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA/ HLTA interventions: <ul style="list-style-type: none"> - 1:1 or small group phonics - Daily reading - 1:1 or small group Maths - 1:1 or small group letter formation - EYFS Speech and Language assessment and resources 	Increased achievement shown in key data points and analysis.	1, 2 & 4

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips and Visits	Ensuring equity of access and participation to build sense of belonging and engagement.	6
Uniform		6
Enrichment Clubs		3 & 6
Parent / wellbeing meetings	Support for families – 1:1 basis	

Total budgeted cost: £5000

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 2022/23 academic year.

Interventions for phonics in particular were successful, with specific targeted guidance from both the Reader Leader and RWI consultant at regular points throughout the year to ensure appropriate targets were set. 82% of our Y1 cohort passed the phonics screening. Many of our Pupil Premium children were enrolled in physical activity clubs which enhanced their personal development, confidence and enjoyment in school.

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
Extra-curricular activities: Gymnastics Dodgeball Football	Freestyle Sports Academy

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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