

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Weston Turville CE School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Victoria Gibbs
Governor lead	Anthony Geraghty

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49080
Recovery premium funding allocation this academic year	£1124
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£50204

# Part A: Pupil premium strategy plan

## Statement of intent

Inspire, Believe, Achieve - Together

At Weston Turville our vision for all children includes...

“In partnership with our families and local church we foster strong, caring relationships based on mutual respect and kindness. Through these we nurture our children to become confident, independent lifelong learners who are resilient and resourceful; learners who persevere in the face of challenge. We aim for our children to see mistakes as opportunities to grow, and take joy in their own achievements as well as those of others.

We want our children to be physically and mentally healthy and happy. We want them to grow into young people who know how to care for their bodies, spirits, minds and hearts, and those of others. We want them to experience true equity within our walls and foster it with others long after they leave us. We want them to be grateful for their gifts and for the world around them. Young people who understand and appreciate their rights, and also recognise their responsibilities as citizens of their local, national and global communities.”

*Weston Turville CE School Vision Statement*

However, some of our children need more support than their peers to reach this vision because of disadvantages that they suffer, such as family financial hardship, disability, being in care or being adopted, being in a Forces family or caring for family members. Founded by Sir Arthur Isham, Rector of Weston Turville, in 1873, the school's central purpose was set out in its original trust deed - to educate the poor of the parish. We therefore work extra hard to support these children, and the funding provided by the DfE enables us to provide additional resources, adults and experiences.

These additional resources enable our children to make accelerated progress from their starting points, and catch up with their peers in reading, writing and maths, as well as other areas of the curriculum. They are used to build confidence and skills by enabling the children to take part in a wide variety of curricular and extracurricular activities. They also enable us to care for the children’s mental health and prepare them for secondary school.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Accessibility to resources & learning
3	Community network
4	Long term health conditions *
5	High mobility
6	Low Income

## 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
Attendance is good for all pupils	Disadvantaged children attendance is in line with school target of 96% Parents engage well with school strategies Relationships with parents, pupils and staff are secure.
Children can fully access learning	Resources are available for families, including EAL resources Pre-teaching takes place across the school to target gaps in learning Basic needs are met - children are ready to learn
Progress is in line with whole school and Attainment and Progress	Disadvantaged children achieve their potential, including Greater Depth in core subjects. Interventions are targeted to close the gaps in learning.

## 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: £13,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Manager (teacher) oversees provision for disadvantaged across the school for one day per week	Using best qualified and most effective teachers to support disadvantaged pupils has proven to have the greatest impact.	1-6
Inclusion Manager supports disadvantaged pupils with their emotional needs and learning during her day per week.	Using best qualified and most effective teachers to support disadvantaged pupils has proven to have the greatest impact.	2,3,5,6
CPD - Inclusion/ GRT / Disadvantaged	Ongoing professional development enables staff to have a better awareness of needs	1-6
Musical opportunities provided by an external organisation	Building Cultural Capital for all pupils and a training opportunity for staff	2, 6

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

Budgeted cost: £28,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA learning support, interventions (£25,974) Specific support for phonics, reading, writing and maths skills development.	Where TAs are overseen effectively by qualified teachers and their support is specifically targeted for finite periods of time they can help children make up lost ground in specific areas, such as phonics.	1-6
Intervention resources (£2,390)	A highly targeted phonics scheme where all staff in Years R-2 are well trained and teach	1-6

Specifically to contribute to an update of the school's phonics scheme	<p>consistently has been proven to lead to significant improvements in numbers of pupils reaching the expected standard in phonics. Phonics intervention is provided for children in KS2 who have not met the expected levels of phonics in KS1 to rapidly catch up in their learning.</p> <p>A robust spelling programme is implemented in support of the phonics programme</p> <p>Spelling Shed and Mathshed for the whole school to improve fluency in spelling and mathematics.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8143

Activity	Evidence that supports this approach	Challenge number(s) addressed
Financial support for trips/swimming (£1128)	Pupils are known to build team working skills and independence when taking part in trips.	4,6
ELSA/nurture support (£4185)	Pupils experiencing mental health difficulties benefit from talk therapies.	4,6
Breakfast Provision (£100)	Having basic needs met helps to ensure children are ready to learn.	6
EBSA support (£500)	Emotional well-being is crucial to ensure children are in a good place to learn.	1-6
Attendance support collecting children (£1500)	Enabling children to attend school supporting educational development and wellbeing.	1,2,3
Family Support - writing application forms/ liaising with external agencies (£1,000)	breaking down barriers for families who cannot read or write	2,3
Health support - blood spot checks for medical conditions/catch-up sessions	Health and well-being enables children to increase attendance and reach their full potential.	2-6

**Total budgeted cost: £50,204**

# 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 2023 to 2024 academic year.

### Inclusion Manager Impact:

Building trusting relationships and support has been a key factor in increasing attendance with target families. By increasing pupil voice for targeted pupils, we have seen attitudes to learning improve.

### ELSA support

ELSA/nurture support during the year has had a positive impact on children's behaviour, attendance, emotional well-being and mental health.

4 pupil premium children in Year 6 had ELSA sessions to support the transition to their next school. Worries were discussed and along with additional transition visits, their mind was put at ease. They were more confident about moving to their new school and took a 'toolbox' of ideas to support them in making new friendships. New skills such as tying a tie were supported. They have been reported to have settled in well to their settings.

### Social support/resilience - KS2

6 pupils attend a group session to develop their social skills and to help build up their resilience. They developed their new skills in the sessions and have been observed as coping, sometimes with support on the playground. There have been less falling outs reported.

### Nurture/Time to talk - KS1

This small group intervention, including 2 children who have pupil premium has helped children in KS1 to develop effective communication skills. They have been reported as using the skills learned in the sessions through the school day.

### Family illness

2 pupil premium children have been supported through family illness. The sessions have provided a safe space to talk and a toolbox to take away was provided.

### Worries and anxiety

10 bespoke ELSA packages have been provided for children to help them deal with their worries to support a happier home and school life. For two children this is a second package of support to have been provided.

EBSA

EBSA support for two pupils has enabled one child's attendance to rapidly improve and through strategies employed at school, her mental health has also improved.

#### TA support

Pre-teaching and interventions have enabled children to participate in classroom learning. Staff have received training and mentoring in delivering the new phonics scheme and progress for all pupil premium children has been as expected. The children on the SEN register have also made progress. Rapid catch up phonics sessions have helped children in Years 3 and 5 to catch up with their reading, providing more independence in their learning and raising their confidence and esteem.

#### Academic levels

There were 33 disadvantaged children last year 12 of which have special educational needs.

#### EYFS

50% made at least the expected progress in reading

33% made at least the expected progress in maths

33% made at least the expected progress in writing

#### Years 1-6

39 % made at least expected progress in maths with 12% exceeding the expected level

39 % made at least the expected level in reading, with 12% exceeding the expected level

31% reaching the expected level in writing.

#### Breakfast provision

This was taken up by eight families. Using this facility meant transition to school was easier for some families and those children who used the facility were more able to engage in the school day.

#### Support with paperwork

4 applications were made in support of families to access services, which were successful and made the lives of those families more comfortable.

#### Support with medical matters

Liaising with medical teams and with medical matters ensured children received the best medical attention, keeping them healthy and safe.

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Teaching Assistant allocation to both pupils for additional support in class, including pre teaching. Additional emotional support provided for one child and also transition support as the child moved to the next school
What was the impact of that spending on service pupil premium eligible pupils?	Children were more prepared for and able to access and participate in lessons. Transition was more comfortable for one child.