

Pupil premium strategy statement St Weonards Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	40
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Alison Taylor
Pupil premium lead	Angela Clarke
Governor / Trustee lead	Gordan Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2,960
Pupil premium funding carried forward from previous year	£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	£2,960

Part A: Pupil premium strategy plan

Statement of intent

We aspire for every child to be happy, confident, independent and also resilient in a setting which nurtures positive attitudes underpinned by our values. Our school motto is: 'Growing together, learning together'

Together Everyone Achieves More

Together we – Read

Together we – Learn

Together we – Think

Together we – Play

Our aim at St Weonards Academy is to provide all children with the opportunity to achieve their potential and for our children to be excited and motivated to learn. We employ strategies and interventions to remove any barriers which can be caused by either personal circumstances or learning gaps. We allow all students to have full access to extra-curricular activities offered at St Weonards Academy. This ensures we develop well-rounded individuals who achieve their ambitions and flourish in life.

Common barriers to learning for disadvantaged pupils may include:

- Less support at home.
- Weak language and communication skills.
- Lack of confidence.
- More frequent behaviour difficulties.
- Attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' plan for support.

Our ultimate objectives are:

- To eliminate the attainment gap between disadvantaged and non-disadvantaged children.
- For all disadvantaged children in school to meet or exceed nationally expected progress.
- For all disadvantaged children to access extra-curricular activities.

We aim to do this through:

- Frequent monitoring of data to ensure accurate and timely identification of children in need of support.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils and that where pupils have specific needs, these are addressed through high quality, evidence-based interventions led by appropriately trained staff.
- Close monitoring of attendance at extra-curricular provisions along with promotion and support to increase the attendance of PP learners.
- Ensuring that vulnerable children have access to high quality pastoral and mental health support.
- When making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged and that not all children who are socially disadvantaged are registered or qualify for free school meals.

Achieving these objectives:

The range of provisions available at St Weonards Academy include but are not limited to:

- Frequent monitoring and intervention of progress and needs.
- Numeracy and literacy support which includes class support/small group work.
- Tracking and monitoring attendance to provide intervention and support where a need is identified.
- Frequent contact and support with parents regarding uniform, equipment, extra-curricular activities and trips.
- Providing laptops to support with access to homework and remote learning.
- Allocating high quality teaching assistants to support learning and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Staff awareness of PP learners and strategies for success- including wellbeing.
2	Lack of basic skills in numeracy and literacy- notably oral language skills and reading attainment.
3	Limited parental engagement in school and learning resulting in reduced homework completion, a lack of readiness for school and, for some, reduced ambition.
4	The involvement of FSM and services children in extra-curricular activities and trips.
5	Overall progress of PP 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>Progress in Maths PP learners achieving at least in line with, or above national progress.</p>	<ul style="list-style-type: none"> Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention. Evident increase in knowledge of key skills in numeracy shown in class assessments and vocabulary evident in responses. Effective use of basic skills starters in numeracy lessons.
<p>Progress in English PP learners achieving at least in line with, or above national progress.</p>	<ul style="list-style-type: none"> Disadvantaged achieve at least in line with national. Rigorous testing process in place to identify any needs for intervention. Evident increase in knowledge of key skills in literacy shown in class assessments. Effective use of basic skills starters in literacy lessons. Improve reading attainment
<p>Attendance PP attendance meets the school's attendance target of 97%.</p>	<ul style="list-style-type: none"> The attendance of PP learners meets the school target of 97%.

	<ul style="list-style-type: none"> • Head of School to have a clear plan in place for children with low attendance. • Staff are aware of difficulties that may impact PP learners and have plans in place to support these.
<p>Mental Health To achieve and sustain improved wellbeing for pupils</p>	<ul style="list-style-type: none"> • Student voice and student surveys
<p>Extra-curricular PP learners are fully engaged and participating in after-school clubs and trips.</p>	<ul style="list-style-type: none"> • Places are available on trips for PP learners to ensure fair access. • Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP. • Teachers are aware of the need to promote PP attendance and prioritise PP children.
<p>Uniform and equipment PP learners are punctual, equipped and ready for school.</p>	<ul style="list-style-type: none"> • Affordable uniform with financial support available to PP children. • Equipment provided to PP children where needed. • PP parents are aware that they have access to financial support to assist with purchasing equipment and resources. • Teaching staff are quick to liaise with Head of School to ensure that any lack of equipment is quickly resolved.
<p>Parental Engagement Parents/carers of PP children are engaged in school, aware of their child's learning and understand how to support their child.</p>	<ul style="list-style-type: none"> • The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. • Parent/carers surveys show engagement and satisfaction with school and school life.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (Monitor progress and SEN)

Budgeted cost: £1,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Head of School & Executive Headteacher closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners.	<p><i>“Evidence consistently shows the positive impact that targeted academic support can have.”</i></p> <p>Leaders promote positive engagement and teaching strategies with PP children.</p> <p>Leaders track PP children’s progress and liaise with each other to help signpost need for targeted intervention.</p>	1, 2, 5
SEN services from HMFA SEN Leader and Head of School work together to identify any staff who would benefit from further CPD to support the learning of vulnerable children, whilst also supporting PP children.	<p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i> EEF guide to the Pupil Premium.</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>Adults becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p>	1, 2, 5

Targeted academic support (IT licences and TA interventions)

Budgeted cost: £213

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Century Tech • 1,2,3 Maths • TT Rockstars • Dyslexia Gold • Nessy • White Rose Maths • Jigsaw Education <p><i>to be prioritised to lower ability children.</i></p>	Where pupils made regular use of the resources last year, it led to improved confidence in class and a more secure basis in numeracy and literacy.	1, 2, 3, 5
Interventions/small group support.	Previous tracking shows significant gains in numeracy, literacy and reading for the children supported.	1, 2, 5
Additional phonic sessions in collaboration with English Hub.	Targeted phonic interventions have a positive impact on pupils.	2

Wider strategies (Attendance, My Concern, Pastoral and Wellbeing)

Budgeted cost: £1,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support in place.</p> <p>Trained ELSA practitioner</p>	<p><i>“Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.”</i> EEF teacher toolkit.</p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners. Improve the quality of social and emotional learning</p>	1, 2, 3, 5
PSHE assemblies and activities throughout the school	<i>“There is strong international evidence to suggest that a whole school approach is vital in effectively</i>	1, 2, 3, 5

	<i>promoting emotional and social competence and wellbeing.” (Weare and Gray 2003)</i>	
Educational visit support.	<i>“Findings from previous research suggest extra-curricular activities are important in developing social skills as well as being associated with a range of other positive outcomes (e.g. achievement / attendance at school)”. Social Mobility Commission research.</i>	1, 2, 4, 5
Attendance officer closely monitors and supports PP attendance.	<i>“... when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour”. EEF framework.</i>	1, 2, 3, 5
Safeguarding services from HMFA <ul style="list-style-type: none"> • MyConcern Behaviour / Safeguarding Leader and Head of School to work together to identify and support. 	MyConcern allows anyone responsible for the protection of children, young people and adults at risk to easily manage and record all safeguarding and wellbeing concerns.	1, 2, 3, 5

Total budgeted cost: £3,109

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Desired outcome	Impact
Improving children’s access to technology by purchasing specific IT equipment.	The PP children were engaged in the lessons and all have made progress with individualised programmes.
Enhance the numeracy and literacy skills through support/intervention groups led by TAs.	TA support and intervention groups have enabled PP children to access all areas of the curriculum, regardless of their level of ability, whilst in school. All Year 6 pupils were working at least at age-related expectations in Maths and Reading.
Funding for extra-curricular visits.	Children have attended trips alongside their peers.
Employment of a Family Support Worker for welfare and attendance, including early help.	Children and their families have been successfully supported by the FSW both in and out of school in order to overcome any barriers to their learning. Practical ideas and advice have been implemented to ensure this.
Improving self-esteem, resilience and motivation for children in Key Stage 2.	Moving Targets has had a significant impact on improving children’s self-esteem, resilience and motivation.
Purchase of Dyslexia Gold, Times Table Rockstars, 123 Maths and Century Catchup intervention programmes.	Through regular monitoring, staff were able to identify and target areas of weakness. The game-like programmes had a positive impact on pupil motivation and sense of achievement. The Century intervention was so successful, that all pupils in KS2 now have access.

Externally provided programmes N/A