



Frodsham Weaver Vale Primary School

Achieve Believe Succeed

Pupil premium strategy statement

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	Frodsham Weaver Vale Primary School
Number of pupils in school	110 including Nursery and 2 Year olds.
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lindsay Gibson-Phillips
Pupil premium lead	Lindsay Gibson-Phillips Mel Burkey

Governor / Trustee lead	Christine Owen (Chair) Steph Cawte
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,355
Recovery premium funding allocation this academic year	£8,801
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Covid Catch Up premium Grant funding carried from previous year.	£5,633
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	£97,789

Part A: Pupil premium strategy plan

Statement of intent

At FWVPS our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already working at a higher attaining level.

We will consider the challenges faced by vulnerable pupils, which include children who have a social worker, are looked after and are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At FWVPS we aim to reduce language and social development across the school but particularly in Early Years. This is an in-school barrier which has been massively affected due to Covid-19, the impact of Lockdown as well as the lack of specialist input for Speech and Language programmes. Within KS1 and 2, there are a group of disadvantaged children who are currently not on track to make expected progress despite achieving GLD in EYFS which again has been impacted on with Covid-19 and lockdown. To support the children to achieve across the wider curriculum including an increased focus on pastoral, mental health and being safe.

FWVPS will work towards by increasing support for disadvantaged children, improve staff knowledge and specific SALT programmes, Phonics development. Children will have access to a wider based curriculum but with Mental Health and Wellbeing being at the heart of everything that we do.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Spending on developing high quality teaching with investment in professional development to ensures high quality teaching throughout the school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme offering both School led and tutor led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils. Targeted academic support will focus on academic support through small group interventions within a number of specific curriculum areas.

Our approach is responsive to common challenges and individual needs, through analysis within Pupil Progress meetings as well as diagnostic assessment, which does not make assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

A wider strategy which is a significant factor within FWVPS relates to non-academic challenges including attendance, behaviour, social and emotional support which does impact upon academic attainment.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Provide high quality teaching and interventions which can be accessed in school and through remote education if necessary.
- To adopt a whole school approach to support all families particularly disadvantaged families to raise expectations of behaviour, develop consistent approaches to social and emotional interventions as well as gaining a further understanding of emotional based non- attendance within school.

Challenges

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

1	A number of children eligible for Pupil Premium have poor attendance.
2	A number of our disadvantaged children have non- academic challenges which have an impact on their learning.
3	A number of PP children are supported by wider agencies across the authority

4	A number of children who are eligible for PP have also an SEND need.
5	As a school we have had a number of GRT children start this academic year who are eligible for PP and due to their legal right to travel, may have low attendance alongside any other significant needs.
6	A number of children eligible for PP have limited or poor speech and language on entry to school. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
7	A number of children eligible for PP have low attainment on entry to the school despite having some EYFS experiences. Link to RWM
8	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
9	A number of children who are eligible for PP have also received an exclusion. As a school we have had a high % of children excluded in 2019 and 2020.
10	Deprivation in the home environment and delayed development contributes to poor social skills, aspiration and work ethic, resulting in poor learning behaviours

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>To have access to high quality first teaching and curriculum which is fit for purpose.</p> <p>To achieve and sustain improvement in children's knowledge and application of skills taught across the curriculum.</p>	<ul style="list-style-type: none"> • To access a high quality teaching and progressive curriculum. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment observations, monitoring and external validation of curriculum. • The percentage of children meeting age related expectations, working at the expected standard to increase to at least 70% across the curriculum. • The children who are receiving targeted interventions and support through NTP to make at least expected progress across targeted areas and for 50% to make better than expected progress.

<p>To achieve and sustain improved spoken language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Through assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • For all children to have a Baseline using BPVS assessment. • The children who are receiving targeted interventions and support through Nellie and SALT to make at least expected progress across targeted areas and for 50% to make better than expected progress. • To increase children’s language, vocabulary and knowledge of words through a daily specific whole class intervention.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To understand attendance issues through Emotionally Based Non-attendance and trauma enforced practice.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 50%. • the percentage of all pupils who are persistently absent being below 10 % and the figure among disadvantaged pupils being no more than 5% difference than their peers. • Improved understanding and knowledge of how to support families within the community through Emotional Based Attendance CPD for staff and development of practices within school. • Use ‘Team around the School’ initiative to support attendance of pupils within school • Effective transitions from KS2 to KS3 High school
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To sustain and improve social and emotional difficulties in our school particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • To reduce the number of exclusions • To have a consistent approach to behaviour and use of restorative practice to de-escalate situations. • This is evident when triangulated with other sources of evidence, including engagement in learning, book scrutiny and pupil voice as well as external validation of curriculum.

Improved Maths attainment for disadvantaged pupils at the end of KS2.

KS2 Maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.

- To access a high quality teaching and progressive curriculum through White Rose Maths, and Math Hub. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment observations, monitoring and external validation of Maths curriculum.
- The percentage of children meeting age related expectations, working at the expected standard to increase to at least 70% across the curriculum.

The children who are receiving targeted interventions and support through NTP to make at least expected progress across targeted areas and for 65% to make better than expected progress

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- The percentage of children meeting age related expectations, working at the expected standard to increase to at least 70% across the curriculum.

The children who are receiving targeted interventions and support through NTP to make at least expected progress across targeted areas and for 50% to make better than expected progress

Improved Reading attainment among disadvantaged pupils.

KS2 Reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.

- To access a high quality teaching and progressive curriculum through a range of high quality text and progressive reading skills taught across the curriculum.
- To have a solid foundation for early reading skills through our Read Write Inc scheme. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment observations, monitoring and external validation of curriculum.
- The percentage of children meeting age related expectations, working at the expected standard to increase to at least 70% across the curriculum.
- The children who are receiving targeted interventions and support through NTP to make at least expected progress across targeted areas and for 50% to make better than expected progress

Improved Phonics attainment and application among disadvantaged pupils.	<p>Yr 1 Phonics screening check outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard in Phonics</p> <ul style="list-style-type: none"> • To access a high quality teaching and progressive curriculum. This will be supported through Read Write Inc to support early phonics development and to ensure rapid progress towards Y1 expected standards. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment observations, monitoring and external validation of curriculum. • The percentage of children meeting age related expectations, working at the expected standard to increase to at least 70% across the curriculum. • The children who are receiving targeted interventions and support through NTP to make at least expected progress across targeted areas and for 50% to make better than expected progress
To have improved provision and therapy sessions for Speech and Language among disadvantaged pupils.	<ul style="list-style-type: none"> • To access a high quality teaching and therapy sessions through specialist support and TA intervention. This is evident when triangulated with other sources of evidence, including reviews from Speech Therapist and input from class teachers and teaching assistants. • The percentage of targeted children for SALT intervention will reduce. • The children who are receiving targeted interventions and support through specialised interventions to make at least expected progress across targeted areas and for 50% to make better than expected progress.

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>To ensure that the children have access to improved SALT therapy and interventions.</p>	<p>5,6,7 and 10</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Strong focus on developing Vocabulary across the school using Mrs Wordsmith as a whole class- with a Word of the day approach.</p> <p>Nelli- Intervention to be completed with children in EYFS</p> <p>SALT interventions to be completed with children who require therapy.</p> <p>Funding to be used to become an enhanced school to offer weekly SALT therapy sessions.</p>
<p>Embedding Quality First Teaching to support pupils to access the curriculum.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>2,4, 6 and 8</p> <p>Embedding and supporting teachers to deliver high-quality sessions through a broad curriculum offer, development of skills and knowledge as well developing long-term retention.</p> <p>We will purchase resources and CPD training to support curriculum development.</p> <p>Ed Shed- Maths and Spelling programs to support the development of long term retention, developing knowledge and fluency.</p>

		<p>Purple Mash- Curriculum offer and developing of knowledge and skills.</p> <p>White Rose Maths - premium resources - to support the development of long term retention, developing knowledge and fluency.</p> <p>Seesaw- learning platform- to promote communication and feedback about learning.</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<ul style="list-style-type: none"> Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Phonics Audit undertaken by English Hub Purchasing the scheme from RWI to ensure stronger, focused teaching for all pupils. Specific academic interventions for children who didn't pass the phonics screening in Y1 and on the Y2 resit 	<p>2,4,6,7 and 8</p> <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>To purchase RWI as a Phonics Scheme to secure stronger phonics teaching and improve children's phonics knowledge as well as CPD for Teachers and Teaching Assistants.</p> <p>To use English Hub as a CPD lead within the school to enhance and secure stronger phonics teaching across the school.</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by</p>	<ul style="list-style-type: none"> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk) To complete Emotionally Based Non Attendance training and improve systems Team around the school- supporting transitions from KS2- KS3 Restorative practice CPD and embedded within School 	<p>1,2,3,4,5,9 and10</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>ELSA support network for supervision, additional dedicated ELSA sessions across school to target more disadvantaged children and improve children's mental Health.</p>

<p>professional development and training for staff.</p>	<ul style="list-style-type: none"> • Elsa based school • Pastoral lead including Safeguarding and Attendance. 	<p>Restorative Practices to be used within school and embedded within the behaviour policy.</p> <p>ELSA approach to mindfulness, mental health and emotional literacy to be embedded into the curriculum offer.</p> <p>My Happy Mind to be consistently delivered across the school.</p> <p>Training for Pastoral Team and HT to embed practices within school.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,000 including Forest School, Nurture and Elsa support, Boxall Assessments.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Pupils who need to catch up, mobile pupils will be discussed as part of Pupil Progress meetings and have an intervention provision map</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Nelli- Targeted SALT intervention for children in EYFS- Nuffield foundation, closing the language gap</p> <p>Salt- targeted provision and intervention for children, school to buy in enhanced package to support children's development.</p> <p>Mrs Wordsmith- Word of the day to increase and develop Children's range of vocabulary.</p>	<p>5,6,7,10</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics</p>	<p>2,5,6,7,8</p>

support. This will be delivered in collaboration with our local English hub.	<p>interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>NTL - tutor 2 sessions weekly for Y1/2 Support sessions through TA supported interventions for Y1/2 and any Y3 children who didn't meet the expected standards for Phonics.</p>	
Additional Maths sessions targeted at disadvantaged pupils who require additional support to meet ARE	<p>Maths tutoring - targeted interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Y3/4 children Y5/6 children</p>	5,6,7,10

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Consistent approach to behaviour strategies which support all children within school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour strategy and restorative practice embedded within School</p> <p>Using the work of Paul Dix to support the development of the behaviour policy within School.</p>	2,3,9,10
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2,3,10

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>CPD for staff on: - Esbn, Emotional School Based None attendance as well as Our Ways of Working (LA based) (HT, Pastoral Lead, SENDCO, DHT and ELSA) Developing a clear strategy and approach to engage the community and parents for improving School attendance and offer any necessary support if required.</p>	
<p>Social Interactions for all disadvantaged pupils To attend/participate in a variety of extra-curricular clubs and experiences. To have experiences of part funded trips and residential. To have the opportunity to complete Raising Aspirations program.</p>	<p>Nuffield Foundation - after school clubs DFE- The importance of Music Music in School-school partnerships Arts Ed Research SEL-EEF</p>	<p>2,1</p>

Total budgeted cost: £ 97,000

Monitoring and Implementation

Area	Challenge	Mitigating Action
Teaching	<p>Ensuring that Staff CPD is prioritises to focus on quality Teaching and learning experiences. Do interventions and programs which have the most impact driven by professional research and in-house expertise whilst balancing workload.</p>	<p>Flexible approach to CPD focusing on core purpose and development of good Teaching Learning principles, subject knowledge, excellent leadership and curriculum development. Use Professional Communities and extend learning beyond school through CPD- NPQLT, NPQSL courses, English hubs and Maths Hubs to support Teacher and TA development.</p>

		<p>Ensure Appraisal process has an opportunity to build in research outcomes</p> <p>New Teachers Standards.</p>
Targeted Support	<p>Ensure that the pupils receive additional targeted support in a timely manner, it is evidenced well and each individual needs are clearly identified on provision map.</p>	<p>Half Termly discussions with SENDCO, DHT and HT to monitor impact.</p> <p>Termly Pupil Progress Meetings with SENDCO, DHT, HT and CT.</p> <p>Focus on individual pupils for Targeted support through Tutoring.</p>
Wider Strategies	<p>Engaging families and communities who are typical hard to reach.</p>	<p>HT, SENDCO, Pastoral Lead and ELSA to use Our Ways of Working approach and supervision half termly meetings to champion and engage different families</p>

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

(New HT appointed in Sept 2021 to the 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
NTP	Conexus
Elsa	CWAC

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?	£310
What was the impact of that spending on service pupil premium eligible pupils?	ELSA intervention, Interventions to support English and Maths.

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.

- *As a School we able to offer further support our disadvantaged pupils through HAF funding supported by the LA and Edsential. The Holiday Activities Fund provide families with enriching acitivites, delicious nutrituous meals and a change for children to meet new friend in a safe and fun environment. The activities range of health and fitness for all the family, activities throughout the holidays, cookery clubs, arts and crafts to name a few. Each family are given a food hamper and activities for the children to go over the holiday period as well as a supermarket voucher to support them of the School holidays. Family trips and events locally are also arranged including a Pantomine trip at Christmas.*
- *As a School, we support our disadvantaged pupils with discounted trips and use the support from the local Rotary Club to assist us.*
- *As a school we are able to support our disadvantaged pupils be offering the children an opportunity to learn a musical instrument and additional swimming lessons.*