

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	Western Primary School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	47% (130 children)
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	K Leach, Headteacher
Pupil premium lead	R Baker
Governor / Trustee lead	Mr T Drinkell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 171,436.00
Recovery premium funding allocation this academic year	£ 21,920.00
Pupil premium funding carried forward from previous years	£ 0.00
Total budget for this academic year	£ 193,356.00

Part A: Pupil premium strategy plan

Statement of intent

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 high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those with post looked after arrangements and 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.

High-quality 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Disengagement</p> <p>Many of our children present with social/emotional issues including low aspiration, limited life experience and poor engagement in learning. Parents are sometimes disengaged and do not always see the value of education. They often lack the confidence and skills to support learning at home. This is seen through poor engagement in home learning, reading at home and attendance at events and meetings aimed at supporting parents with learning at home.</p>
2	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that overall attendance among disadvantaged pupils is generally in line with others (Despite the irregularities over the lockdown periods). Overall attendance also compares well with national data.</p> <p>In the 2 years prior to the COVID closures there was a 5% difference between school and national data in the percentage of children who were 'persistently' absent. Persistent absence has been more frequent in disadvantaged children over the years affected by COVID (An extra 17% last year).</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>The school needs to monitor persistent absenteeism, especially in disadvantaged children to bring them in line with national figures.</p>
3	<p>Attainment</p> <p>Summative data demonstrates that overall attainment in reading, writing and maths is low compared to previous years and to national data. This is especially marked in KS1 where the effect of the COVID closures has been felt the most. Disadvantaged children do not perform as well as their peers.</p> <p>On entry to Reception last year, almost all children were below age expectations in reading, writing, number and speaking. Where children did meet expected standards, the non-disadvantaged children performed better.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>
4	<p>Mental wellbeing</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. 56% of our referrals for mental health intervention from Compass Go were disadvantaged.</p>

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
To bring attainment of disadvantaged children in line with their peers.	Summative data in reading, writing and maths to demonstrate a reduction in the gap between disadvantaged children and others.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Data to show that the overall attendance of disadvantaged children does not differ from that of their peers. Reduce the gap in persistent absenteeism between disadvantaged children and others.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.

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

Budgeted cost: £162,874.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of class TA in every class to facilitate effective feedback and support to all children.	EEF teaching and learning toolkit rate effective feedback highly in terms of accelerated progress (+6 months) based on strong evidence.	3
Purchase of new book banded books to support the guidance around phonetically decodable books from the Reading Framework 2021.	EEF teaching and learning toolkit rate effective phonics teaching highly in terms of accelerated progress (+5 months) based on strong evidence.	3
Enhancement of our English and maths teaching (And EYFS provision) and curriculum planning in line with DfE statutory and non-statutory guidance. We will fund teacher release time to embed key elements of statutory and non-statutory guidance in school and to access Hub resources and CPD.	DfE guidance has been published in conjunction with the National Centre for Excellence, drawing on evidence based approaches. The Reading Framework (2021) is based on teachers' experiences, classroom observations, assessments and research, as well as advice from and the contributions of experts from the early literacy sector. It also reflects the experiences of many primary schools that excel in the teaching of reading, including those in the English Hubs programme, which is administered by the Department for Education.	3
Subscription to teaching resource subscriptions (Literacy Shed, Hamilton Trust, Twinkl)	High quality planning and resources. The teaching of reading comprehension strategies rates high on progress (+6 months) based on extensive evidence.	3
Purchase of online learning platforms (Bug Club and TTRockstars)	Provision of high quality, interactive phonically decodable books for use in school and at home via online platform. Supports guidance from the Reading Framework (2021)	3

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

Budgeted cost: £7,630.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English intervention sessions for identified children in KS2	Small group intervention rated highly in terms of accelerated progress by EEF teaching and learning toolkit (4 months). Effective feedback also well proven	3

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

Budgeted cost: £22,852.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide leadership and accountability for Pupil Premium spend.	Strategic leadership is needed to ensure the effective use of the Pupil Premium funding.	All
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Subscription to 'FSM online'. Identifies families eligible for Free School Meals allowing the school to encourage uptake and sustain Pupil Premium budget.	18 children were identified last year and granted Pupil Premium Funding following a successful application to the LA.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £193,356.00