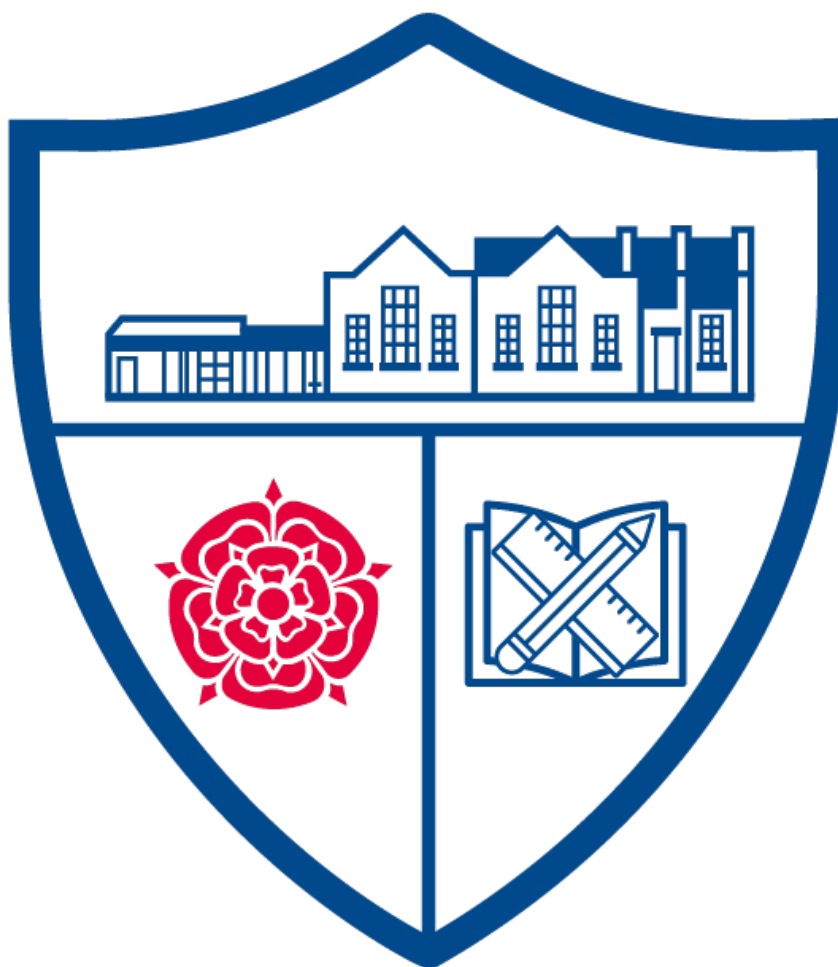


West End Primary School



Pupil Premium Strategy 2022-25 (December 2023 Update)

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	HT and LGB
Pupil premium lead	HT
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,875
Recovery premium funding allocation this academic year	£4,495
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£53,370

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 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

A limiting factor for West End is that the value of the funding received limits our ability to invest in significant staffing or resourcing. A key approach that we have decided to adopt is to use this funding to supplement our existing staffing levels to ensure that children in receipt of PP funding are supported through whatever means are necessary.

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Challenges

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

Challenge number	Detail of challenge
1	Due to the existence of UIFSM our families do not always apply for the PP entitlement until they reach KS2. This does limit the schools ability to target the support in EYFS and KS1. This is despite repeated communications and attempts to improve application rates.
2	Size of groups in each year group can be varied and of such small size that developing any meaningful statistical analysis is challenging.
3	Children with SEND are more likely to be eligible for PPG and this must be carefully considered to ensure that they make sufficient progress .
4	Attendance Data Analysis shows that there are issues around attendance for children who are classed as PP however this is varied and our attendance levels are higher than national averages
5	20% of children are PP+ Post looked after or in care

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
Increase sign up rate.	All children who are eligible are receiving their entitlement
Ensure that statistical analysis is used appropriately.	PP data is made use of where appropriate and where it is not then case studies are used to plot the journey of a child.
SEND and PP	Close monitoring of children with SEND and ensuring that any PP entitlement is used to support their learning.
Attendance data	Attendance data for PP children to be more closely monitored to narrow the gap between PP and non-PP
20% of children are PP+	Ensuring that children who are post adoption are making progress in line with those who are not.

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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Ongoing purchasing of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2 and 3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	2, 3 and 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2, 3 and 5

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to specialist services such as IDL and Nessy	No specific evidence to support this area other than these services have shown to impact upon children's learning and progress.	3
1:1 support provided as determined by need	1:1 support is provided where appropriate to ensure that children are able to make good progress. The nature and delivery of this support will vary case by case basis and is very much at the discretion of the class teacher.	2, 3, 4, 5
Counselling Support services as required	Where children (regardless of PP status) are in need of support with	2, 3, 4, 5

	<p>their mental health then support is provided either internally through the Pastoral Lead or via our Professional Counselling Services provided by LET Trust or External provider.</p> <p>Our evidence to support this practice is based on a number of years of providing this help to children to overcome barriers to their learning and it has been very successful.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour and positive playtimes	<p>There is a range of evidence available around developing more positive playtimes and this will be reviewed as part of this development.</p> <p>Where behaviour issues do occur they tend to be at lunchtimes and can impact upon learning in the lessons.</p> <p>This will be a whole school approach and will require CPD for staff and development training for the children.</p>	2, 3, 4, 5
Development of the school's approach to social and emotional learning.	<p>Improving Social and Emotional Learning in Primary Schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Using the school's counsellor, mental health lead and PSHE co-ordinator the school will ensure that a focus is placed upon explicit teaching of emotional learning.</p> <p><i>"this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates."</i></p>	4 and 5
Whole school SEND review following change in leadership.	<p>Whilst not a specific intervention the whole school review and change in approach to the identification, provision and monitoring of learners with SEND will have a significant impact upon the quality of our provision.</p>	3

	<p>Using the Special Educational Needs in Mainstream Schools research from the EEF the school will have a far more effective graduated approach to supporting learners with SEND.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All

Total budgeted cost: £ 53, 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In March 2022 the school converted to an Academy and joined the LET Education Trust. This development led to the effective closure of the previous setting and the establishment of a new setting. 2022-23 marks the first complete year of operation under the new framework as an Academy and as such this is the first strategy document.

Prior to conversion the school made use of the PP funding in the same manner as that planned for this 5 year approach. However, due to limited funding and other budgetary constraints our ability to effect change was limited. The school was not able to invest significantly in the provision of high quality CPD for staff and this was impacting directly upon staff confidence.

As part of our conversion and joining the LET trust we are now in a better position to invest in this CPD and will see the impact of this upon outcomes for all children, including those who are in receipt of PP.

The first year of this plan has been successful in establishing the groundwork and the proofs of concepts for the subsequent years that this will be in place for.