

# Pupil premium strategy statement – West Heath Primary School

This statement details our school's use of pupil premium (and recovery 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	406
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	22/9/2023
Date on which it will be reviewed	September 2024
Statement authorised by	Michelle Hooper
Pupil premium lead	Lucinda Foster
Governor / Trustee lead	Amanda French

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,370
Recovery premium funding allocation this academic year	£15,225
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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.	£0
<b>Total budget for this academic year</b>  <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>	£326,595

# Part A: Pupil premium strategy plan

## Statement of intent

At West Heath there is a collective understanding that children learn best when they are inspired by their learning; when they are active and when they are physically and emotionally healthy. We have worked hard to develop an inspiring curriculum that equips our children with the skills and knowledge necessary to live as responsible citizens in modern Britain, we truly want our pupils to believe that anything is possible! We pride ourselves on our ability to create a happy, safe and stimulating ethos where children are motivated to learn together. By maintaining high expectations of each other and ourselves, West Heath Primary School children are equipped to encounter opportunities and challenges with resilience and determination. Our agreed aims are:

- Through Values Education, empower all children to become respected citizens who make valuable contributions to society.
- By paying attention to the whole child, make sure that children understand the importance of being physically active and living a happy, healthy life.
- Ensure that all children leave our school with reading fluency.
- Ensure children are given opportunities to gain cultural capital.

In addition to this we also aim for the following to be achieved:

- The percentage of disadvantaged children achieving the expected standard in end of key stage assessments to be better than the national average
- The progress score for all disadvantaged children to be at least zero in all subjects.

In order to achieve our aims, we intend to rigorously monitor the progress and attainment of all pupils and take steps to overcome each child's individual barriers to learning. This may be through the use of quality first teaching, small group interventions using evidence-based resources or through targeted support for families.

## Challenges

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

Challenge number	Detail of challenge
1	Children in reception enter school working below national expectations. Those classes as disadvantaged are often well below. This means that accelerated progress has to be made to meet the end of key stage expectations.
2	Internal assessment and observations show that many children enter school with impoverished language.
3	Our school has a high number of SEN pupils currently 21 % ( 86 children). Of these 63% (54 children) are pupil premium children. In school we have 17 EHCP and of these 65% ( 11 children) are entitled to pupil premium.
4	Standards in writing are poor. Children lack the basic skills to structure a coherent piece of work. This is related to the children's skills in language.
5	A significant number of our children have had adverse childhood experiences (ACES). As a result, many disadvantaged children have heightened social, emotional and behavioural needs
6	Observation and discussions with our children and families have identified a lack of enrichment opportunities which will now be exacerbated by the current economic climate.

## 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
Achieve and sustain improvements in academic attainment and progress for PP children.	Published data for EYFS, KS1, KS2 and phonics screen is in line with the national average for disadvantaged pupils
Consistent and effective quality first provision for all pupils in our school, particularly the disadvantaged.	Quantitative and qualitative data shows that teaching and learning is highly effective across all areas of the school.
Pupil premium children are fully integrated and benefit from all aspects of school life.	Demonstrated by: <ul style="list-style-type: none"> <li>- High levels of participation in clubs, trips and other experiences that are on offer</li> <li>- Qualitative data from pupil voice, parent voice and staff observations</li> </ul>
Ensure all children are able to access a language rich environment.	The percentage of disadvantaged pupils meeting ELGs in communication and

	<p>language will be at least in line with national standards and will therefore impact on increased attainment of other related ELGs.</p> <p>Standards of literacy increase due to improved communication and language</p>
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## 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: £ 130,651

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Quality first teaching: Training</b></p> <p><i>To implement instructional coaching across each phase to improve the quality of teaching.</i></p> <p><i>Varied forms of support with planning, pedagogy, teaching and meeting needs.</i></p> <p><i>Early Career teacher support</i></p> <p><i>NPQs for middle and senior leaders.</i></p>	<p>The EEF publication Effective Professional Development, clearly states that, '<i>high-quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i>'</p> <p>The Rosenshine principles of instruction present 10 research-based principles for classroom practice. These principles have been used to develop the teaching walkthrus, a customisable framework for delivering high-quality continuing professional development for staff aimed at improving the quality of teaching and learning in the classroom. This will be implemented across the school.</p>	1 2 3 4
<p><b>Quality First Teaching: People</b></p> <p><i>Recruitment of additional excellent teachers to support other staff.</i></p>	<p>The EEF states that, 'Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils.'</p> <p>By providing additional teachers we can ensure that staff are able to engage in the NPQ and ECT programmes effectively and ensure that subject coordinators are</p>	1 2 3 4

	able to access training relevant to their role.	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 75,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small group tuition</b> Ensuring that Year 6 are split into four groups for maths and reading and have high quality interventions from senior, consistently good quality teachers	The EEF found that overall, small group tuition is effective - the smaller the group the better. Studies suggest that greater teacher feedback, the opportunity for sustained engagement in small groups and/or work more closely matched to learners' needs increases pupil progress.	1
<b>Speech and language provision</b> <i>Embed the 'WELLCOMM' programme to improve speech and language skills.</i>	Speech & language champion to support staff in delivering the WELLCOMM programme to all EYFS children and targeted pupils in KS1 & KS2, as an intervention for improving communication. Oral language interventions can have a positive impact on pupils' language skills. There is supporting evidence on the EEF to suggest that pupils from more challenging socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	2
<b>Small group interventions</b> Teaching assistants are deployed to provide one-to-one or small-group interventions and address gaps in learning and misconceptions.	EEF guidance states that TAs trained to deliver an intervention to small groups or individuals have a higher impact on pupil attainment than the deployment of teaching assistants in everyday classroom environments. Small group tuition has an average impact of four months' additional progress over the course of a year.	1 2 3 4
<b>Easter School</b> Additional small group tuition from experienced teachers in reading, writing and maths during the Easter holidays for year 6.	The EEF reports that summer school can improve attainment by, on average, 3 months. Although this provision will not take part in the summer holidays, the principles remain the same. Intensive teaching in small groups or on a 1:1 basis.	1 2 3 4

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

Budgeted cost: £ 120,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Inclusion in wider school life</b> Disadvantaged children in our school are not always able to make connections between areas of learning due to their lack of cultural experiences and wider opportunities for extra-curricular activities. We aim to ensure that our children are given opportunities to take part in a range of experiences they may not otherwise get.	Subsidised after-school clubs provided by external providers.  Subsidised Wellbeing Wednesdays evenings for children.  Subsidised trips and visits to support the development of cultural capital.  Several case studies in this area point to this being a good use of pupil premium funding.  <a href="https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education">https://www.anewdirection.org.uk/blog/using-pupil-premium-to-enrich-cultural-education</a>	6
<b>Attendance and family support</b>  Family support worker to improve school attendance. The principles of good practice set out in the DfEs 'Improving school attendance' advice will be embedded.  The family support worker will work directly with parents to improve the attendance, well-being and engagement of disadvantaged children	The DfE guidance has been informed by engagement with schools that have significantly reduced their levels of absence and persistent absence.  The EEF found that there is extensive evidence linking childhood social and emotional skills with improved school outcomes and in later life, in relation to physical and mental health.  Parents play a crucial role in supporting their children's learning. High levels of parental engagement are consistently associated with better academic performance. Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months.	5
<b>Contingency Fund –</b> For acute needs and respite provision e.g. Breakfast or after-school provision.	As a school, we know that, at times, families need additional financial support with school uniforms or respite provisions in terms of breakfast or after-school clubs.	5 6

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### EYFS OUTCOMES

Areas	Exit % All Children	Exit % PP
PSED	79.2	77
C & L	83	72
PD	91	95
Lit - R	73 R-77 W-75	59 R-63 W-63
Lit - W		
M	83	68
UTW	81	72.7
EAD	84	77.3

The impact of wellcom can be seen in the data for the number of children achieving the prime area of learning- communication and language. The percentage of children achieving this was 72%.

#### PHONICS SCREENING OUTCOMES

	PP%	NATIONAL %
Phonics	81.8	2022/23 unavailable 2021/22 62.2

Performance of the disadvantaged children at West Heath in the phonics screening check is significantly above the national average for the same group of children in 2021/22.

**KS1 OUTCOMES ATTAINMENT**

	Exp+ ( PP) School	Exp+ ( PP) National 2021/22 20/23 unavailable
Reading	71	51
Writing	50	63
Maths	82.1	73

Performance for disadvantaged children at West Heath is significantly above the national average for same group of children in reading and maths. The performance in writing is significantly below. As a school we have identified writing as an issue and this will be a major focus of the schools school development plan (SDP) in 2023/2024 and also in the next pupil premium statement.

**KS2 OUTCOMES ATTAINMENT**

	Exp+(PP) School	Exp+ (PP) National
Combined	44	44
Reading	71	60
Writing	51.6	58
Maths	54	59

Disadvantaged pupils at West Heath did better than the national average in both reading and maths. However in writing they performed significantly below the national average. As mentioned earlier writing is a major focus for this academic year.



## **KS2 OUTCOMES PROGRESS**

	Progress PP
Reading	+0.99
Writing	-1.09
Maths	+0.52

As a school we aim to ensure that all children make good progress during their school journey. Progress measures of above zero indicate that is happening. In maths and reading scores are above zero. Again writing is the area for improvement.

The above data has been analysed and use to inform the schools priorities for the academic year 2023/24. The priorities listed in the school's SDP are as follows.

- Professional development
- The writing curriculum
- Pupil progress.