

West Heath Primary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	West Heath Primary School
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	51.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	31st August 2023
Statement authorised by	Michelle Hooper
Pupil premium lead	Lucinda Foster
Governor / Trustee lead	Ella Colley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 290,850.00
Recovery premium funding allocation this academic year	£15,080.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£ 305,930.00

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 any-thing 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	Most children enter school well national expectations those classed as disadvantaged are generally well below. This means that these children need to make accelerated progress in order to meet the end of key stage expectations.
2	Maths results at the end of KS1 are broadly in line with national average, but are we below at the end of KS2. There is also a significant gap between the attainment of those children classed as disadvantaged and those who are not.
3	Internal assessments and observations show that many children enter our school with impoverished language.
4	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.

5	Our observation of our children shown that they have a lack of emotional resilience and are unwilling to tackle things that may be challenging, which is having a negative impact on their learning.
6	Wider welfare issues causing safeguarding concerns. 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.

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
The percentage of disadvantaged children achieving the expected standard in end of key stage assessments is in-line with the national average.	Published data for EYFS, KS1, KS2, Phonics screen and is in line with national average for disadvantaged pupil
The progress measure at the end of KS2 for all children is at least 0 for disadvantaged pupils.	Published data for KS2 shows progress for disadvantaged pupils is 0.
The percentage of disadvantaged pupils meeting ELGs in Communication and language will be at least in line with national standards and will therefore impact on increased attainment of other related ELGs	The percentage of disadvantaged pupils meeting ELGs in Communication and language will be at least in line with national standards and will therefore impact on increased attainment of other related ELGs
Improved wellbeing and resilience in our school and particularly amongst our disadvantaged pupils.	Improved wellbeing and resilience demonstrated by: <ul style="list-style-type: none"> • Pupil voice and observations • Pupil work • Assessment results.

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths coordinator to be non-class based to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2</p>
<p>Enhancement of the teaching of reading and writing in line with the school's curriculum map. We will fund teacher release time to embed key to focus on improving teaching and learning through support and monitoring to ensure that all teachers have a clear understanding of the expectations and high-quality teaching and learning needed to improve outcomes for all.</p>	<p>The EEF state that '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'.</p>	<p>1</p>
<p>Implement the curriculum developed by subject leaders to improve pupil's knowledge and skills in</p>	<p>The EEF state that '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</p>	

all areas of the curriculum. Leaders will monitor planning, lessons and books to ensure that it is coherently planned and has appropriately sequenced content that engages the children and meets the expectations of the national curriculum.	high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantage among them’.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 explain the impact.	1,2
Embed the ‘WELLCOMM’ programme to improve speech and language skills.	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 supported 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.	3

Teaching assistants 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 deployment of teaching assistants in everyday classroom environment Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2
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

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure the mental health and well-being of all is embedded into the school's ethos. This will involve training for all staff and a senior mental health lead.	Mental Health and Well-Being training provided to all staff. Strategies to be implemented whole school on how to support children in promoting positive attitudes towards their learning and behaviour through a values led curriculum. Online safety package supports staff, parents and children in understanding the safe use of social media and technology. The comprehensive programme addresses the impact it can have on the mental health and well-being of pupils and covers the statutory safeguarding and curriculum requirements.	5
Family Support worker to work to improve	The DfE guidance has been informed by engagement with schools that have	5

<p>school attendance. The principles of good practice set out in the DfE's 'Improving School Attendance' advice will be embedded.</p> <p>The Family Support worker will lead targeted family interventions leading to improved attendance, well-being and engagement of disadvantaged children.</p>	<p>significantly reduced levels of absence and persistent absence.</p> <p>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</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	
<p>All classes to have access to arts-based experiences that are delivered by specialists. This is in line with the school's SDP</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It has been proven to improve academic performance by an average of 3 months by the EEF.</p>	6
<p>Disadvantaged children in our school are not always able to make connections between areas of learning due to their lack of cultural experiences. We aim to ensure our children are given the opportunity to take part in a range of experiences they may not otherwise get.</p>	<p>Part-fund curriculum enhancement of trips, residential, visitors, music sessions and extra-curricular activities to ensure all of our children benefit from a broad and balanced curriculum that supports and engages the children's learning opportunities. Ofsted specifically mention the importance of ensuring children are able to build their cultural capital.</p>	6

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Last year we recorded our intended outcomes and progress against each of these is detailed below.

1. The percentage of disadvantaged children achieving the expected standard in end of key stage assessments is better than the national average.

EYFS

The number of disadvantaged children achieving a good level of development was 40.9% this was below the LA figure of

Y1 Phonics

The percentage of Year 1, children entitled to pupil premium funding, meeting the national standard was 90% This is above the local authority average of 69%. We are awaiting national figures for 2022 although we expect this to be well above the national average.

Y2 SATS

Disadvantaged Pupils

	Expected standard and above %		Greater Depth %	
	School	LA	School	LA
Reading	56.3	57	18.8	9.1
Writing	53.1	48.4	9.4	3.6
Maths	62.5	57.7	12.5	8.2

Attainment in all areas was broadly in-line or in most cases above the local authority figure. We are currently awaiting national figures.

Y6 SATS for Disadvantaged Pupils

Despite intervention throughout the year, the results in year 6 were not in line with national average. We believe that this is an anomaly in our results and are confident that next year's results will once again be inline or above national average. Results are given below for disadvantaged children.

	Expected standard and above %	Greater Depth%
Reading	48.3	17.2
Writing	48.3	13.8
Maths	44.1	3.4
GPS	48.3	10.3

2. The progress measure at the end of KS2 for all children is at least 0.

This was not achieved all progress measures were below zero.

KS2 Progress for disadvantaged pupils

	Progress
Reading	-4.24
Writing	-1.87
Maths	-4.03

3. Parental engagement with reading increases.

Reading meetings were held for all children in KS1 and EYFS explaining the focus on early reading. The new readings scheme was explained to parents and has been well received. As a result of the investment in early reading phonics results for this year are over 90%.

Passport parties have been well attended throughout the year with around 90% of children being invited to the party. This shows that 90% of our parents are engaging with reading at home.

4. Parental engagement with maths increases

Despite being a priority in the school development plan, more work is needed in this area. The school is in the early stages of adopting the mastery approach to maths and will continue its focus in this area in the next academic year. At KS2 the maths results were well below national average, however at KS1 the results were in line with national average. We will continue to seek the support of the Maths hub.

5. Improve attendance so that it is in line with National average.

Attendance for 2021/22 stands at 92% This is in-line with national average.

