

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. This is year two of three.

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 Green Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	27.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Andrew Hodgson Head Teacher
Pupil premium lead	Sally Chapman Deputy Head Teacher
Governor / Trustee lead	Jill Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,635.00
Recovery premium funding allocation this academic year	£0 (to date)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£70,635.00

Part A: Pupil premium strategy plan

Statement of intent

At West Green, we want all pupils, regardless of their background or challenges they face, to make good progress and achieve well across all subject areas. We believe education should be built on the abilities and talents presented by each individual and unique child, respecting the values and traditions of our diverse community. We pride ourselves on providing a stimulating and safe environment where children are enthusiastic about coming to school, and go home at the end of the day happy and fulfilled. Our pupil premium strategy will support disadvantaged pupils to achieve; diminishing the difference between the attainment of disadvantaged pupils and their peers, including progress for those who are already achieving well.

Our percentage of families in receipt of pupil premium has risen this year to 27.7% from 25.4% which is above national and is a reflection of the socio-economic challenges that our families are facing. We are aware of the increasing number of challenges faced by our vulnerable families brought by the rising cost of living and energy bills taking a bigger percentage of family income. We are finding that the economic and social impact of the pandemic is still very evident on our families, as well as those who have a social worker, SEND and are learning English as an additional language. The activity in this statement is also intended to support their needs, regardless of whether they are classified as disadvantaged or not. The school continues to provide safety and stability for the children and has a strong working relationship with many families and the diverse community it serves.

High-quality teaching is at the core of our approach, with a clear 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.

Our school plans for education recovery has included tailored interventions and 1:1 tuition to ensure children make progress through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We are using the Academic mentoring programme to address gaps in learning brought about by the pandemic.

Support for our learners takes into consideration individual needs and challenges identified from standardised assessments, teacher assessment and teacher knowledge. This helps us to understand further the impact of disadvantage on our learners. This support will be identified through our strategic three-year school plan. In order for this to happen effectively we will:

- Ensure all children and in particular disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

At West Green our staff of work effectively as a team to continuously strive for improvement and take responsibility for all children's outcomes, including those that are disadvantaged 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>Our observations, work with other agencies, discussions with pupils and families have identified social and emotional issues for many of our pupils. These challenges particularly affect disadvantaged pupils, in terms of attendance and attainment.</p> <p>School referrals for support have shown some increase since the pandemic. Identified pupils, over half of whom are disadvantaged, currently require additional support with social and emotional needs, through outside agency support and our Yourspace counselling service.</p> <p>We have noted that the education and wellbeing of many of our disadvantaged pupils are still impacted by historic partial school closures to a greater extent than their peers. These findings continue to be supported by national studies.</p>
2	<p>Our assessments (Reception Baseline NELI) observations, and knowledge of 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. .This has an impact on comprehension reading skills and in particular our end of Key stage 2 reading achievement.</p>
3	<p>Assessments and teacher observations, suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This has a negative impact on their development as readers and ability to understand what they are reading. This affects their ability to learn and achieve well.</p>
4	<p>Early educational experiences have been impacted by the level of need in the family, or factors brought on by the pandemic. This includes lack of access to nursery provision and an increase in referrals made to agencies.</p>

	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic 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, especially in maths.</p> <p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, due a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	Our most recent internal assessments indicate that Maths attainment has been affected by the pandemic indicating gaps in mathematical knowledge. This has affected disadvantaged pupils as well as that of non-disadvantaged pupils
6	Levels of attendance for disadvantaged children are lower than those of their peers, although low attendance by a small number of individuals significantly skews this statistic.

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 remove social and emotional barriers to learning (readiness to learn) and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Continued referrals to counselling services and social care agencies.</p> <p>Student voice, student and parent surveys and teacher observations.</p> <p>An continued increase in participation in enrichment activities (after school clubs, educational residential visits ,music tuition and sports tournaments) particularly among disadvantaged pupils</p>
<p>Children to understand and use correct vocabulary to achieve well</p> <p>To address the vocabulary gap – using disciplinary literacy and explicit vocabulary instruction through subject specific literacy strategies</p>	<p>Achievement in comprehension assessments (internal and external)</p> <p>Improved vocabulary use seen in lesson observations, pupil discussion and work scrutiny</p> <p>End EYFS shows improvement in Communication and language achievement</p>

<p>Reading age is equal to or above chronological age and standards in comprehension achievement improves</p>	<p>Phonic screening results show that they are at or above national average especially for disadvantaged pupils Regular Standardised reading tests show children are at or above reading age especially disadvantaged children Key stage2 reading outcomes show improvement on last end of National data especially for disadvantaged</p>
<p>To improve mathematical achievement for all learners particularly for disadvantaged pupils To improve End of Key Stage 2 results from 2019</p>	<p>Key stage 2 maths outcomes show improvement from 2019 data particularly for disadvantaged learners.</p>
<p>Further improve the attendance of disadvantaged pupils</p>	<p>Disadvantaged pupils attendance is 95.5% or more</p>

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Word Blaze LSA training and training for new staff	EEF toolkit highlights that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	3
RWI (Systematic Synthetic Phonics Programme) training for new staff. Continued training support for existing staff	EEF toolkit highlights that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact Phonic approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged pupils.	4
INSET by Marc Roland via Durrington research project	EEF Durrington teaching school alliance using Evidence approaches to inform Pupil Premium strategy. Research shows effective delivery of CPD can retain good teachers and impact on the quality of teaching and learning for all children, in particular those that are disadvantaged.	1 2 3 4
Staff INSET on how to explicitly teach tier 1,2,3 vocabulary	EEF toolkit highlights that	4

within curriculum planning	<p>Oral language interventions can have a positive impact on pupils 'language skills .Approaches on speaking and listening and a combination of the two shows positive impact on attainment.</p> <p>Using research from Alex Quigley 'Closing The Vocabulary Gap'</p>	
<p>Strengthening our maths teaching through the Developing mastery programme accessed through locality maths hub</p> <p>Teacher release time funded to engage in programme and embed new strategies</p>	<p>Evidence formed approaches developed with the National Centre for Excellence in the Teaching of Mathematics Non Statutory maths Guidance KS1 and 2</p> <p>EEF improving mathematics in Key stage 2</p>	5
<p>Staff training and INSET on 'Power Maths' Scheme.</p> <p>Purchase of 'Power Maths' scheme individual practice books, online subscription resources including teacher CPD tutorials.</p>	<p>Evidence formed approaches developed with the National Centre for Excellence in the Teaching of Mathematics Non Statutory maths Guidance KS1 and 2</p> <p>EEF improving mathematics in Key stage 2</p> <p>recommended by Mastery Maths Hub lead teacher</p>	5

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

Budgeted cost: £ 50,635.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI phonic teaching</p> <p>Daily 20 minute phonic lessons delivered by trained staff</p> <p>Targeted interventions for children who are not</p>	<p>EEF toolkit phonic strategies</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	2 4

at expected level/not making progress		
Word Blaze reading intervention KS2	EEF toolkit phonic strategies Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	2 3
EYFS Nuffield early language intervention (NELI)	EEF impact +5months Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.	2 3 4 5
Purchase of termly NFER standardised tests for reading, spelling, grammar and maths	Standardised tests can provide reliable information into specific strengths and weaknesses of each pupil. This will ensure that they receive the correct additional support through teaching and targeted interventions. EEF – standardised tests	3,4
Regular reading comprehension teaching	Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.	3
In class targeted support by LSA	EEF toolkit highlights that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact	1 2 3 4 5
EYFS small group support	+ 4 months impact Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic	2,3

	assessment can be used to assess the best way to target support	
Maths support small group support years 3,4,5	4 Months impact EEF Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	2 5
English small group support years 3,5,6	+ 4 months impact Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	2
Reading individual tutoring years 3,4,5	EEF impact +5 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.	2 3

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yourspace counselling	EEF toolkit highlights that being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to.	1.

Preference for after school club opportunities (1 term)	Increase in enrichment activities that children missed during pandemic Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment reading or maths scores	1 2 4
Purchase school uniform, PE kit, school lunchboxes for school trips	From our own knowledge of our children and families this can be a barriers for school attendance and participation in school trips.	1
Payment for school visits and workshops	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment reading or maths scores	1 2 4
Individual music tuition	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment reading or maths scores	14
Copies of Power of Reading bought to be kept at home	Children are able to access quality text at home. Pre reading text or re reading text worked on at school can improve engagement and achievement in English lessons	1 2 3 4
Regular liaison with Early Help and social care to support attendance issues and well being	Our assessments show that a 'joined up' approach to support is more successful in improving attendance. When attendance is a target on any social care plan, it is a driver for improvement. Embedding DFE's 'improving school attendance' guidance.	1 4 6

Total budgeted cost: £ 70,635.00

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 2021 to 2022 academic year.

End of Key stage 2 National results from 2022 shows that the disadvantage gap index has increased from 2.91 in 2019 to 3.21 in 2022. The index has increased in 2022 to the highest level since 2012, suggesting that disruption to learning during the COVID-19 pandemic has had a greater impact on disadvantaged pupils. Attainment has fallen compared to 2019 for both disadvantaged pupils and other pupils at the expected and higher standards in all subjects except for reading. However, the attainment of disadvantaged pupils has fallen further than for other pupils, increasing the disadvantage attainment gap.

End of key stage two tests show that the national percentage of disadvantaged children to reach the expected standard in reading was 62%. Our school data shows that 83% of our pupil premium children with no SEN achieved the expected standard (56% including SEN) Nationally, in writing, attainment fell to 55% for disadvantaged pupils where as our pupil premium without SEN was 83% (56 %inclusive of SEN). In maths, national attainment fell to 56% for disadvantaged pupils. Our results show 83% without SEN (67% inclusive of SEN).

Standardised assessment results show that the impact of Covid was greatest amongst our younger children. Our results show that 59% children achieved GLD compared to the national average of 65.2%. Nationally 49% pp achieved GLD compared with a school percentage of 13%. As a result, targeted support from an additional EYFS teacher was given to the September 2022 EYFS cohort.

Nationally a higher percentage of children not known to be eligible for free school meals had a good level of development than children eligible to receive them the difference was almost 20 percentage points.

In the Year 1 phonics test, 75% of our pupil premium achieved the pass mark, which shows that our targeted support is working. Nationally attainment of the expected standard in the phonics screening check in year 1 fell from 71% to 62% for disadvantaged pupils. Our pupil premium results 75% exceeded national. This is due to the rigorous teaching of phonics and targeted interventions.

Key stage 1 Teacher assessments national data shows that attainment has fallen in 2022 compared to 2019 for both disadvantaged pupils and all other pupils at the expected and higher standards in all subjects. However, the attainment of disadvantaged pupils has fallen further than for other pupils in all subjects, increasing the disadvantage attainment gap.

Our results show that we are below national percentages but this is inclusive of those children who have SEND. National attainment in reading was 51% for disadvantaged pupils, our results show 34%. In writing, nationally attainment was 41% for disadvantaged pupils our results show 34%. In maths, attainment was 52% for disadvantaged pupils our results show 34%

The proportion of year 2 pupils classified as disadvantaged decreased from 25% in 2016 to 21% in 2019, before increasing again to 25% in 2022.

Our internal assessments during 2021/22 also suggested that the impact of Covid measures were quite complex. As evidenced in schools across the country, historic school closures was most detrimental to our disadvantaged pupils. We are continuing to use NFER standardised tests to give an accurate measurable achievement data in maths, reading, spelling and grammar as well as providing diagnostic data to inform gaps in learning and next steps.

Termly Salford reading tests provided us with a record of progress of reading ages in order to select children for appropriate reading intervention. Our results show that there has been an increase in children whose reading age matched or is higher than chronological age. This shows that Key stage 2 Word Blaze interventions are having an impact on decoding skills and comprehension. There has been initial work carried out on specific vocabulary teaching but this needs to be continued and remain a focus.

Phonics teaching and screening in EYFS and Key stage 1 has enabled us to ensure children made progress in decoding skills and this has been reflected in our phonic screening results.

Disadvantaged pupil's attendance sits at 89.8% and as this is smaller group of pupils is affected much more by individual pupils. Within this group, there are several individuals with very low attendance for reasons such as medical needs. This group is more likely to take term time holidays, and this was a major factor at the start of the year in pushing a significant group of pupils into the 'persistent absence' category. Pupil premium attendance continues to be monitored very closely and we continue to work with outside agencies to support this

A focus on teaching assistant and teacher CPD enabled high quality support for targeted interventions such as Word Blaze and RWI phonics. Maths mastery maths Hub training delivered by specialist teacher on variation and representations this will be continued and developed this year. We are now on the second phase of Embedding

Mastery program and this will be supported by the introduction of Power Maths scheme.

We found that small group tuition enabled children to address gaps in learning and impacted on our internal and external results.

As our understanding of the impact of Covid and the current cost of living crisis on our children and families grows, it shows that pupil wellbeing continues to be important to all our children at West Green particularly for our disadvantaged learners. We use pupil premium funding to provide wellbeing support for all our children and targeted support when needed. This continues to be a focus for us.

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.