

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 209 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Sally Chapman Head Teacher |
| Pupil premium lead | Sally Chapman Head Teacher |
| Governor / Trustee lead | Jill Wilson |

Funding overview

| Detail | Amount |
|---|------------|
| Pupil premium funding allocation this academic year | £73,610 |
| Recovery premium funding allocation this academic year | £1776.25 |
| 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 | £75,386.25 |

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 26% 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.

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 Your Space 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. This has been exacerbated by the rising cost of living crises. 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 are. 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 do. 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 continue to be impacted by the level of need in the family, or factors brought on by the pandemic and cost of living crisis. This includes lack of access to nursery provision, increase in referrals made to agencies and long waiting times for appointments.</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</p> |

| | |
|---|--|
| | <p>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 writing attainment is lower than national averages. 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. |
| 7 | The percentage of children with SEN has grown .The needs are more complex and the number of children with an EHCP has increased including those that are also disadvantaged. |

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 of 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 writing and mathematical achievement for all learners particularly for disadvantaged pupils To continue to improve End of Key Stage 2 results from 2023</p> | <p>Key stage 2 outcomes have shown improvement from 2019 data particularly for disadvantaged learners however, this dipped in 2024. Writing attainment was much lower in 2024. Writing ,writing and maths attainment to continue to increase and be in line with national percentages</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: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Training for new staff for NELI program | 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 | 2 |
| 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 |
| precision teaching | 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 |
| Purchase of Kapow Curriculum scheme and vocabulary progression tool | EEF toolkit highlights that 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. Using research from Alex Quigley 'Closing The Vocabulary Gap' | 4 |

| | | |
|---|--|-----------|
| Working with the WSCC write way forward project to improve writing outcomes for all learners including those that are disadvantaged. | Using an evidence informed approach from Professor Teresa Cremin and West Sussex pilot schools | 5 |
| Training for new staff on Power Maths' Scheme. INSET for all staff from Maths lead on problem solving and reasoning and basic skills Purchase of 'Power Maths' scheme individual practice books, online subscription resources including teacher CPD tutorials. | Evidence formed approaches developed with the National Centre for Excellence in the Teaching of Mathematics Non Statutory maths Guidance KS1 and 2 EEF improving mathematics in Key stage 2 Recommended by Mastery Maths Hub lead teacher | 5 |
| Continue to use Real PE Scheme and continuing Staff CPD | Evidence through locality schools project feedback. Transferable skills social, personal, cognitive, creative and physical application | 6, 1 |
| Trained Senior Mental Health Lead (SENCo) from DFE grant training | EEF toolkit highlights that being able to effectively manage emotions will be beneficial to children and young people | 1 |
| Lunchtime play initiative providing a range of activities to widen lay experience Structured activities | Play enables development of social skills Professor Stuart Brown. In school data shows children who have better experiences of playtimes are more ready to learn. | 1,7 and 4 |
| Additional training for SEND provision and increase in SENCo hours | EEF toolkit highlights that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact In school evidence shows that adults who have more understanding of SEN are able to support more effectively | 1 ,7and 4 |

| | | |
|---|---|---|
| Therapeutic Thinking training for SLT to disseminate to all staff | West Sussex initiative to improve emotional and well being and engagement in learning | 1 |
|---|---|---|

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

Budgeted cost: £ 52,886.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>RWI phonic teaching Daily 20 minute phonic lessons delivered by trained staff</p> <p>Targeted interventions for children who are not at expected level/not making progress</p> | <p>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.</p> | 2 4 |
| <p>EYFS Nuffield early language intervention (NELI)</p> | <p>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.</p> | 2 3 4 5 7 |
| <p>Purchase of termly NFER standardised tests for reading, spelling, grammar and maths</p> | <p>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</p> | 3,4 |
| <p>Regular reading comprehension teaching</p> | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is</p> | 3 |

| | | |
|---------------------------------------|--|-------------|
| | a crucial component of early reading instruction. | |
| 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 7 |
| EYFS small group support | <p>+ 4 months impact Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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</p> | 2,37 |
| Maths support small group support KS2 | <p>4 Months impact EEF Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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.</p> | 2 5 |
| English small group support KS2 | <p>+ 4 months impact Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>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.</p> | 2 |
| Reading individual | <p>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.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> | 2 37 |

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

Budgeted cost: £10,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Your Space counselling | EEF toolkit highlights that being able to effectively manage emotions will be beneficial to children and young people | 1. |
| Access the West Sussex Thoughtful Program | EEF toolkit highlights that being able to effectively manage emotions will be beneficial to children and young people | 2. |
| 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 barrier 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 | 1 4 |

| | | |
|---|--|---------|
| | particularly affect disadvantaged pupils, including their attainment reading or maths scores | |
| 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: £ 75,386.25

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 2023 to 2024 academic year.

| | | |
|--|------------------------------|----------------------------|
| <p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.</p> <p>These statistics cover the attainment of year 6 pupils who took assessments in summer 2023. These pupils experienced disruption to their learning during the pandemic, particularly at the end of year 2 and in year 3.</p> <p>Our disadvantaged learners comprised of 71% SEN (29% with an EHCP) with 71% who joined the school after their reception year. Initial End of key stage 2 data shows that our disadvantaged children achieved well below the cohort and national data in all areas.</p> | | |
| Disadvantaged pupils | West Green % at age expected | National % at age expected |
| Reading | 28 | 62 |
| writing | 50 | 58 |
| Maths | 14 | 59 |
| Grammar | 14 | 59 |

| | | |
|----------------------------------|----|--------------------------|
| Reading, writing, maths combined | 14 | 45.5.(35.4 West Sussex) |
|----------------------------------|----|--------------------------|

Attainment of our disadvantaged learners with no SEN were closer to national percentages (50% achieved the expected standard in each subject and combined) . Based on all the information above, the performance of our disadvantaged pupils in Key stage 2 has highlighted the areas that we need to develop, in particular writing attainment. As a result, the school has joined the West Sussex Write Way Forward project to address this as stated in the Intended Outcomes section above.

We have also drawn on school data and observations to assess wider issues affecting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that for our disadvantaged learners that are they are working, but did not have the desired impact on our end of keystone 2 results. Improving writing standards across the school will be our new focus across the school with phonics at Key stage 1 remaining a priority.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Standardised assessment results show that the impact of Covid was greatest amongst our younger disadvantaged children. Disruption to early years provision and family life and the limiting of social contact with peers during the pandemic is likely to have affected EYFS assessment outcomes. Early years settings were closed to all but vulnerable children and children of critical workers between March and June 2020, when the children taking the EYFS assessment in 2023/24 would have missed some early years setting provision and many settings will have faced ongoing disruption of varying degrees - for example due to staff absence. In addition, social contact with peers was limited for much of 2020 and some of 2021.

The percentage of our disadvantaged learners in Reception achieving GLD rose from 13 % in 2022 to 29% in 2024. However this is below the national percentage of 52.1% We will continue to use the NELI intervention to support language in the Early Years.

In the Year 1 phonics test, 50% of our disadvantaged learners achieved the pass mark, which is well below the national figures of 68%. However this is an increase from last year of 29% .57% of our disadvantaged learners reached the expected level for the phonics re check in year 2. This shows that our targeted support for children in year 2 who were below the expected level in year 1 is beginning to make an impact.

The MTC multiplication check showed that 71% Of our disadvantaged learners achieved the maximum of 25/25, which was above the % achieved by the cohort as a whole.

Our internal assessments during 2023/24 also suggested that the impact of Covid measures continue to be 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 has had an impact on decoding skills. As a result, the Word Blaze will stop being used as an intervention in the year 24/25 as we move towards precision teaching and comprehension activities .There has been initial work carried out on specific vocabulary teaching but this needs to be continued and remain a focus supported by the purchase of the Kapow curriculum scheme .

Phonics teaching and regular screening in EYFS and Key stage 1 ensured children made progress in decoding skills .Although this was not enough to reach national expected levels at the year 1 screening test .These children will be a focus this academic year. However the success of our phonics teaching has led Word Blaze to no longer needed as an intervention.

Disadvantaged pupil's attendance currently sits at 92.19 % which is an increase from 90.49% . This shows the impact of monitoring and use of attendance support plans that we have introduced using 'Working together to improve school attendance ' DFE document .As this is smaller group of pupils it 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 precision teaching and RWI phonics. Maths training delivered by math lead will be continue and developed this year. We have also undertaken training for Precision Teaching to ensure that children continue to make progress with phonics .We are continuing to use the Mastery Approach and this continues to be supported by the Power Maths scheme.

We found that small group tuition enabled children to address gaps in learning and made some impact 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 |