

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Green Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	2021
Date on which it will be reviewed	January 2022
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	£56490.00
Recovery premium funding allocation this academic year	£1558.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£58,048.75

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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.

We are aware of the increasing number of challenges faced by our vulnerable families brought by the impact of the pandemic. Over half (52%) of pre pandemic employment was provided by Gatwick airport. This has had a significant impact, 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 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 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 increased during 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 have been impacted by partial school closures to a greater extent than for other pupils. These findings are 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>Lack of early educational experiences either at home or because of school closures due to the pandemic.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures 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>

	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.
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.	Sustained high levels of wellbeing from 2024/25 demonstrated by: Continued referrals to counselling services and social care agencies. Student voice, student and parent surveys and teacher observations. An continued increase in participation in enrichment activities (after school clubs, educational residential visits ,music tuition and sports tournaments) particularly among disadvantaged pupils
Children to understand and use correct vocabulary to achieve well To address the vocabulary gap – using disciplinary literacy and explicit vocabulary instruction through subject specific literacy strategies	Achievement in comprehension assessments (internal and external) Improved vocabulary use seen in lesson observations, pupil discussion and work scrutiny End EYFS shows improvement in Communication and language achievement
Reading age is equal to or above chronological age and standards in comprehension achievement improves	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
To Improve mathematical achievement for all learners particularly for disadvantaged pupils To improve End of Key Stage 2 results from 2019	Key stage 2 maths outcomes show improvement from 2019 data particularly for disadvantaged learners.
Further improve the attendance of disadvantaged pupils	Disadvantaged pupils attendance is 95.5% or more

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: £ 7,500.00

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
Durrington research project (pupil premium lead); <ul style="list-style-type: none"> • developing an effective primary curriculum using research based evidence 	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

<ul style="list-style-type: none"> Mitigating success 		
Staff INSET on how to explicitly teach tier 1,2,3 vocabulary within curriculum planning	<p>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.</p> <p>Using research from Alex Quigley 'Closing The Vocabulary Gap'</p>	4
<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

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

Budgeted cost: £ 43,088.75

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 at expected level/not making progress</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
<p>Word Blaze reading intervention KS2</p>	<p>EEF toolkit phonic strategies</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an</p>	2 3

	important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	
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
Maths support small group support years 1-6	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 yrs 1-6	+ 4 months impact Small group tuition has an average impact of four months' additional progress over the course of a year.	2

	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.	
reading individual tutoring yrs1-6	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: £7460

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: £ 58,048.75

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 2020 to 2021 academic year.

Due to Covid-19 performance measures have not been published for 2020-21 and 2020 to 2021 results will not be used to hold schools to account.

Our internal assessments during 2020/21 suggested that the impact of Covid measures were quite complex. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Despite the fact that some children were offered places in school, high standard of home learning provided through Class Dojo ,the DfE laptop scheme , reading books bought and sent home, regular contact with teachers through phone calls ,they were not able to benefit from our pupil premium funded teaching and targeted interventions as intended. As a result, our outcomes that we were hoping to achieve did not happen .NFER standardised tests were used to give an accurate measurable achievement data in maths, reading, spelling and grammar as well as providing diagnostic data to inform 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. Phonics teaching and screening enabled us to ensure children made progress in decoding skills.

Attendance particularly for disadvantaged was particularly affected through class bubble closure especially towards the end of the school year. This continues to be monitored and is included in the current plan.

As our understanding of the impact of Covid on our children and families grew, it showed that pupil wellbeing continued to be important to all our children at West Green particularly for our disadvantaged learners. We used 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
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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.