

Pupil Premium Strategy Statement 2021-2022



West Borough Primary School

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 Borough Primary School
Number of pupils in school	498
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Ashley Crittenden, Headteacher
Pupil premium lead	Frankie Kelly, Pupil Premium Champion
Governor	Katherine Atkinson, Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,705
Recovery premium funding allocation this academic year	£ 14,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 6,173
Total budget for this academic year	£ 152,523

Part A: Pupil premium strategy plan

Statement of intent

School Context

West Borough Primary School is located in Maidstone, Kent.

The Index of Multiple Deprivation (IMD2019), the official measure of relative deprivation in England, identifies that “there are 901 Lower Super Output Areas (LSOAs) in Kent” and 51 of those are within the 10% most deprived LSOAs in England (The Index of Multiple Deprivation (IMD2019): Headline findings for Kent, Strategic Commissioning Statistical Bulletin, January 2020, Kent County Council).

Maidstone has a total of 95 LSOAs, 2 of which remain within the top 10% most deprived (The English Indices of Deprivation 2015 and 2019, Ministry of Housing, Communities and Local Government).

West Borough Primary School falls within the local authority district of Barming, which ranks within the 10th Index of Multiple Deprivation (IMD) Decile (The English Indices of Deprivation 2015 and 2019, Ministry of Housing, Communities and Local Government). This location neighbours more deprived areas.

The 2011 Census identified that ‘Maidstone’s migrant population is broadly in line with that for England & Kent with a marginally higher proportion having lived in the UK for less than 10 years at 54% compared to 49% for England and Kent’ and has the ‘third highest proportion amongst the Kent districts at 2.95% (1,871)’ of people where no one in the household speaks English. (Maidstone Borough Council, Census 2011 Briefing).

Kent Analytics report that Maidstone has a 4.2% unemployment rate, compared to the Kent average of 4.6%. Both are below the national average of 5%. (Unemployment in Kent, Kent Analytics, Kent County Council, 12th October 2021).

This results in a wide diversity in the pupils attending the school, both in relation to socio-economic status and ethnicity, with 24% of pupils eligible for Pupil Premium funding, 14% SEN and 33% EAL.

Strategy Intent

At West Borough Primary School, we believe all children, regardless of personal circumstance, should be given the opportunity to experience success. Our 5 Core Values underpin this belief:

- Equality
- Responsibility
- Respect
- Resilience
- Challenge

These values are shared by the whole school community and inform everything we do, including the development and implementation of our 3 year Pupil Premium Strategy.

The aims of our Pupil Premium Strategy are as follows:

- To raise the **attainment** of PP pupils, ensuring they achieve their full potential.
- To enhance the **well-being and emotional literacy** of PP pupils, reducing the associated barriers to learning.
- To increase **opportunities** for PP pupils, broadening their experiences and improving their self-esteem and sense of aspiration.
- To improve overall **attendance** of PP pupils, allowing consistent access to the full curriculum.
- To increase **parental engagement** with the school, allowing PP pupils to benefit from cohesive educational and well-being support.

Our intention is to focus on the controllable challenges that are having the most significant adverse impact on our disadvantaged pupils. We aim to provide support, strategies and opportunities for those children to develop their self-regulation and behaviour for learning to enable them to achieve to their full potential.

We take a tiered approach to supporting our disadvantaged pupils focusing on:

- Quality first teaching
- Targeted interventions
- Well-being and wider pastoral strategies

Our strategies are informed by research and reflective practise, and we follow a plan, do and review approach to ensure additional funding is having the desired impact on Pupil Premium children.

Challenges

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

Challenge number	Detail of challenge
1	SEN – including Social, emotional and mental health needs.
2	Emotional literacy – low resilience and poor self-regulation skills causing barriers to learning.
3	Language – including SALT and EAL needs, or having reduced exposure to language rich environments resulting in lower than expected understanding and language development.
4	Reduced exposure to wider life experiences – this can result in a lack of context for learning within the curriculum.
5	Self-Image – low self-esteem and low aspiration to drive on learning.

6	Attendance – poor attendance resulting in gaps in learning (impacted by engagement with families).
7	Covid – reduced access to curriculum and well-being support along with increased levels of anxiety and uncertainty during previous academic year.

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
1. Improved and sustained attainment for all Pupil Premium pupils.	<ul style="list-style-type: none"> - Reduced gap between PP pupils and non PP pupils. - Increased percentage of Pupil Premium pupils meeting national expectations for Reading, Writing and Maths. - Targeted curriculum interventions for identified pupils maintained.
2. Improved and sustained well-being, self-esteem and emotional literacy for PP pupils, enabling them to be ready to learn.	<ul style="list-style-type: none"> - Consistent whole school approach to emotional literacy and well-being support with the introduction of Zones of Regulation. - Additional targeted well-being interventions in place for identified pupils, including but not limited to 1:1 or small group mentoring, Thrive sessions and additional learning support. - Improvements evidenced in qualitative data from student voice, student and parent surveys and teacher observations - Improvements evidenced by a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
3. Equal access to extra-curricular activities and enriching experiences for all pupils, supporting improved aspiration and increased exposure to language.	<ul style="list-style-type: none"> - Participation of extra-curricular activities and enriching experiences is higher than previous years. - PP pupils will be financially supported to attend trips and activities linked to curriculum. - PP pupils will be financially supported to attend enriching activities linked to well-being and wider life experiences.
4. Improved attendance for PP pupils.	<ul style="list-style-type: none"> - Levels of persistent absenteeism is lower compared to previous years. - Mentoring sessions for identified pupils building self-esteem and responsibility to allow them to be ready for the school day.

	<ul style="list-style-type: none"> - PP parents to engage in positive relationships with school and have an increased awareness of the importance of attendance and punctuality.
<p>5. Improved relationships and engagement with PP families.</p>	<ul style="list-style-type: none"> - Consistent use of imbedded communication tools such as Parent Mail and Class Dojo. - FLO and Pupil Premium Champion to continue to build positive relationships with PP families. - Introduction of Parent workshops to share positive strategies to support PP pupils learning and well-being.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching	'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' (The EEF Guide to the Pupil Premium, June 2019)	1 - 7
Quality internal CPD programme led by CPD leader (leading whole School CPD to introduce and embed Rosenshine's Principles of Instruction) Access to external CPD courses (covering a wide range of staff and subjects, incl. Metacognition, SALT etc)	<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> (Effective Professional Development, The EEF, October 2021) West Borough Primary School is committed to providing quality CPD for all staff. High quality staff CPD is essential to follow EEF principles, achieve a consistent approach across the school and ensure staff retention.	1 - 7
Rigorous performance management for all staff	The 2013 Ofsted report found schools that were successful in spending their PP funding to improve achievement had <i>'clear and robust performance management system for all staff, and included discussions about pupils' eligible for the Pupil Premium in performance management meetings'</i> . (The Pupil Premium – How schools are spending the funding successfully to maximise achievement, Ofsted, 2012)	1 - 7

Targeted academic support

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TIGs (Targeted Intervention Group)	<i>'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'</i> (The EEF Teaching and Learning Toolkit, July 2021)	1, 3, 5, 7

	Positive outcomes in relation to improved pupil attainment in previous years of the scheme.	
Metacognition & Self-regulation mentoring groups	<p><i>'The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</i></p> <p><i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.'</i> (The EEF Teaching and Learning Toolkit, July 2021)</p>	1 - 7
SALT support staff, assessment and interventions including Language Link.	<p><i>'There is evidence to suggest that pupils from lower 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.</i></p> <p><i>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.'</i> (The EEF Teaching and Learning Toolkit, July 2021)</p> <p>Speech and Language is a significant barrier to learning across the school with 33% EAL and 14% SEN.</p> <p>PP pupils have been identified to be significantly less likely to have the breadth of vocabulary, knowledge and skills required to access the full curriculum than their peers.</p>	1, 3, 7
Phonics Counts Teacher	<p><i>'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.'</i> (The EEF Teaching and Learning Toolkit, July 2021)</p> <p>West Borough Primary School places great importance on a secure knowledge of Phonics and the impact this has on a pupil's progress across the curriculum.</p>	1, 3, 7
Online and paper curriculum subscriptions (including but not limited to Times tables	A wide range of supporting resources are used across the school in order to make the curriculum accessible, engaging and with appropriate levels of challenge for all abilities.	1 - 7

rock star, Clicker 8, Story Time, Now Press Play)		
Additional Support Staff	<p><i>'Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</i></p> <p><i>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.'</i></p> <p>(The EEF Teaching and Learning Toolkit, July 2021)</p> <p><i>'A number of studies indicate that teaching assistants can support individualised approaches effectively.'</i></p> <p>(The EEF Teaching and Learning Toolkit, July 2021)</p> <p>Additional support staff allows flexibility of learning. Teachers can utilise skilled staff to support disadvantaged pupils' needs, both in relation to curriculum and well-being. Interventions can be delivered consistently and whole class tasks can be adapted accordingly to enable pupils to access the curriculum at an appropriate level.</p>	1 - 7

Wider strategies

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation implementation and resources	<p><i>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic</i></p>	1, 2, 3, 5, 6, 7

	<p><i>attainment.</i> ' (The EEF Teaching and Learning Toolkit, July 2021)</p> <p>Poor self-esteem, language skills and emotional literacy often presents as behaviour difficulties resulting in missed learning and/or a reluctance to engage in learning. Embedding Zones of Regulation across the school, with additional targeted support for identified pupils, will support them in identifying, communicating and managing their emotions. Self-regulation can, in turn, reduce missed learning. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life including improved academic performance, attitudes, behaviour and relationships with peers.</p>	
Well-Being & Aspiration Mentoring	<p><i>'While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.'</i> (The EEF Mentoring Guidance 2021)</p> <p>Low self-esteem, reduced access to wider life experiences and poor aspiration leads to a lower drive to succeed for PP pupils. Well-being mentoring will support targeted individuals to develop self-esteem and self-management skills, allowing them to better access the curriculum.</p>	1, 2, 3, 5, 6, 7
Review of whole school Behaviour Policy and introduction of targeted behaviour interventions where appropriate	<p><i>'Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate.'</i> (The EEF Teaching and Learning Toolkit, July 2021)</p>	1, 2, 3, 5, 6, 7

	<p><i>'Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole-school level.'</i> (The EEF Improving Behaviour in Schools, Sept 2021)</p> <p>More frequent behaviour difficulties result in PP pupils being more likely to have periods of time in which they are unable to access the classroom or curriculum. This negatively impacts on their academic progress. Targeted behaviour interventions, tailored to meet the needs of individual pupils will support them in decreasing the out of class periods.</p>	
FLO	<p><i>'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.'</i> (The EEF Parental Engagement Guidance, December 2018)</p> <p>For disadvantaged families, a strong, positive relationship with a trusted named staff member ensures communication is open and school can identify and implement personalised and meaningful support where required, particularly in relation to attendance, a known factor in academic outcomes.</p>	1, 2, 3, 5, 6, 7
Introduction of Targeted Parent Support	<p><i>'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.'</i> (The EEF Teaching and Learning Toolkit, July 2021)</p> <p>Targeted Parent Support will offer an inclusive environment to support parents/carers in developing their knowledge of the current curriculum and school well-being offering to encourage further support for disadvantaged pupils at home.</p>	
Forest School	<p>Reduced exposure to wider life experiences is a common barrier for PP pupils, leading to low aspiration and poor self-esteem. Access to Forest School increases life experiences and supports well-being.</p>	1, 2, 3, 5, 6, 7
Thrive Practitioner	<p><i>'Grounded in established neuroscience, attachment theory and child development, the Thrive Approach has</i></p>	1, 2, 3, 5, 6, 7

	<p><i>been developed over the past 25 years and draws on a wealth of experience in social work, psychotherapy and education.</i> (Thriveapproach.com, October 2021)</p> <p>Thrive is a nationally recognised strategy for supporting well-being, implementing nurture and building on the self-regulation skills required to ensure consistent access to the curriculum.</p> <p>Thrive provides you with the tools, skills and insights needed to help children and young people become more emotionally resilient and better placed to engage with learning and life.</p>	
Subsidies for Breakfast/After School Club, uniform and meals	<p>Supporting disadvantaged families and PP pupils to ensure their basic needs are met will ensure the foundation is in place to allow for learning to take place. (Maslow's Hierarchy of Need.)</p> <p>Access to wraparound clubs has also been proven to significantly improve attendance for disadvantaged pupils in previous years.</p>	1, 5, 6, 7
Subsidies for trips and curriculum activities	<p>Reduced access to wider life experiences is a common barrier for PP pupils, leading to reduced exposure to rich language, low aspiration and poor self-esteem.</p> <p>Access to trips and curriculum activities increases life experiences and well-being as well as introducing wider language and context for learning.</p> <p>Subsidising is the fairest way to ensure all pupils participate in educational visits.</p> <p>Subsidies include provision of extra staffing.</p>	3, 4, 5, 6
Subsidies for Holiday Clubs	<p><i>'Including additional non-academic activities such as sports, arts or cultural enrichment are valuable in their own right and can offer opportunities to pupils from low-income households who may not otherwise be able to afford them. A mix of activities may also help to promote engagement and take up of summer schools.'</i> (The EEF Teaching and Learning Toolkit, July 2021)</p> <p>Access to Holiday Clubs increases life experiences and well-being as well as allowing trusting relationships to build with staff.</p>	3, 4, 5, 6
Therapy (Art, Play)	<p><i>'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'</i> (Promoting and</p>	1, 2, 3, 5

	<p>Supporting Mental Health and Wellbeing in Schools and Colleges, DfE, June 2021)</p> <p>Poor self-esteem and emotional literacy often presents as behaviour difficulties resulting in missed learning and/or a reluctance to engage in learning. Therapy for targeted individuals will support them in identifying, communicating and managing their emotions. Self-regulation will then allow them to reduce missed learning.</p>	
External agencies/support (e.g. STLS Service, Elsa)	Where events of behaviour are having a significant impact on the access to learning, external agencies can be called upon to assist in supporting the pupil to be ready to learn.	1 - 7
Class Dojo	<p><i>'Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.'</i> Working with Parents to Support (Children's Learning, The EEF, Dec 2018)</p> <p>Teaching staff have reported that use of Class Dojo to share news, updates, reminders and praise with families has resulted in improved communication.</p>	5, 6

Total budgeted cost: £150,000

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 to 2021.

Throughout the year, and especially during periods of home learning, the school supported Pupil Premium students to ensure they had access to learning and sufficient resources, including technology, stationary and other similar day to day essentials as well as face to face learning where appropriate. Additional small group and 1:1 tutoring sessions were also put in place for 35 identified pupils, with 27 sessions taking place each week. Students were also supported emotionally via mentoring systems including Thrive, nurture and counselling.

Unfortunately, due to restrictions schools were unable to complete external visits or extra-curricular experiences, however this will be an area of focus during the coming year.

Since the beginning of the 2021-2022 academic year, a range of formative and summative assessments have been carried out across the school and a range of interventions put in place as a result. For example, highlighted pupils are now receiving interventions in relation to Literacy, Maths and/or Speech and Language. Counselling, Thrive and Mentoring sessions are also ongoing for pupils where a need has been highlighted.

Externally provided programmes

Programme	Provider
Thrive	Thrive, Fronting the Challenge Projects Ltd
X Tables Rockstars	TT Rockstars
Speech and Language Link	Speech Link Multimedia Ltd
Clicker 8	Cricksoft

Service pupil premium funding

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

In order to develop our PP Strategy, we explored a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils and about the socio-economic context of our setting.

We used the EEF's research and guidance to help us develop our strategy and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will implement a robust evaluation framework for the duration of our three-year approach and will continue to review and adjust our plan over time to secure better outcomes for pupils.