

Pupil premium strategy statement – West Borough Primary School 2024/2025

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	Yr 1 - 2021/2022 Yr 2 - 2022/2023 Yr 3 - 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lisa Edinburgh, Headteacher
Pupil premium lead	Gemma Jury-Sofi /Frankie Kelly
Governor / Trustee lead	Reece Jacobs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,780
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£156,780

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our disadvantaged children achieve in line with non-disadvantaged children and make good progress, regardless of their starting points. We believe that all children are entitled to excellent teaching and learning opportunities that meet the needs of all learners. High quality teaching is at the heart of our approach because it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Our approach will be responsive to common challenges and individual needs that face our disadvantaged children: speech and language, early literacy and maths skills, opportunities and expectations. Intervention will be based on both common challenges and individual needs, which we are acutely aware of due to robust assessments and knowledge of our children.

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 ensure disadvantaged pupils are challenged in the work that they're set.
- Ensure early intervention - intervene at the point a need is identified.
- To adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.
- 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 the attendance of PP pupils, allowing consistent access to the full curriculum.
- To increase parental engagement with the school.

To ensure the approaches are effective, we will: ensure disadvantaged children are challenged in the work that they're set; act early to intervene at the point need is

identified and adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

Our strategies are informed by research and reflective practise. 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	Oral language and communication skills (including an understanding of vocabulary) for PP pupils in EYFS, Key Stage 1 and 2 are lower than those of non-PP children, impacting progress in reading, writing and maths. This is identified through the use of Speech & language link assessments screening tools. Research identifies that these pupils are likely to struggle across all areas of learning, including social & emotional development if not targeted early.
2	SEN (including SEMH needs) – low self-esteem and a lack of resilience can result in a child underachieving, hindering accelerated progress.
3	Behaviour for Learning – A higher proportion of our disadvantaged pupils face difficulties in relation to their emotional needs, which can be a barrier to learning.
4	Low attendance rates impacting on the progress and attainment of PP children.
5	Beyond the Curriculum – Limited enrichment and extra-curricular opportunities. This affects cultural, social and academic confidence. It can also affect pupil's aspirations for the future. Some disadvantaged children have exposure to less opportunities outside of school, hindering the development of their cultural capital compared to some of their peers.

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
<p>To continue to reduce the attainment gap between Pupil Premium children and non-PP children in reading, writing and maths.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • In school tracking data for each year group • Pupil progress meeting actions • National data 	<ul style="list-style-type: none"> • The percentage of pupils eligible for PP reaching at least national expectations for reading, writing and maths is closing in relation to their non-PP peers. • The attainment gap is reducing between PP pupils and non-PP pupils. • Targeted curriculum interventions for identified pupils are maintained.
<p>To increase self-esteem, emotional literacy and resilience of Pupil Premium pupils, enabling them to be ready to learn.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Leuven scales (entry and exit data) • Interventions tracking – entry & exit data. • Zones of regulation. • SEND drop-ins. • Play therapy questionnaires and record of input. • Boxall Profiles and the introduction of a whole school approach to Nurture UK. 	<ul style="list-style-type: none"> • Consistent whole school approach to emotional literacy and well-being support (Zones of Regulation). • Whole school approach to Nurture – part of UK Nurturing Schools Programme. • Nurture Groups for identified pupils. • Data gained 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 • Positive behaviour and behaviour for learning from PP pupils is observed. • Leuven scales are effectively used to improve children’s wellbeing and involvement.
<p>Provide high quality opportunities for curriculum enrichment that enable Pupil Premium children to develop a deep-rooted love of learning enabling them to learn more and remember more.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • In school assessments • Improved Club attendance • Pupil Voice – PP children. 	<ul style="list-style-type: none"> • Participation in extra-curricular activities and enrichment experiences is higher than previous years. • PP pupils will be financially supported to attend trips and activities linked to the curriculum and beyond.

<p>Attendance of Pupil Premium children to be in line with non-PP pupils.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Attendance data – including Breakfast Nurture Club • Minutes from meetings • Attendance action plan • Daily attendance data shared with Headship Team and FLO. • Meetings with Headteacher and FLO for persistent absentees. • Penalty notices issued. 	<ul style="list-style-type: none"> • Levels of persistent absenteeism is lower in comparison to previous years. • Breakfast Nurture Club is in place for identified children to build self-esteem and responsibility, enabling them to be ready to start the school day. • Through regular contact, there are more positive relationships between the parents of PP children and the school. • Parents have an increased awareness of the importance of attendance and punctuality. National data is shared with parents. • FLO to attend TLC’s highlighting the need for increased attendance where appropriate.
<p>Improved relationships and engagement with PP families.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Parent voice and engagement in workshops. • The percentage of PP families engaging in TLC appointments is in line with non-PP families. 	<ul style="list-style-type: none"> • Consistent use of communication tools such as Parent Mail and Class Dojo. • All staff to continue to build positive relationships with PP families, led by FLO and PP lead. • Parent workshops.
<p>Improved oral language skills for pupils eligible for Pupil Premium.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • EYFS Profile • Key Stage 1 Results • Speech and language link data • Year 1 Phonics Check • Support for pupils with SLCN. • Increase skills for learning and life. 	<ul style="list-style-type: none"> • PP eligible pupils make accelerated progress by the end of Key Stage 1 and a higher percentage of PP children pass their phonics check in Year 1. • Children improved oracy skills can be identified through everyday conversations. • We are targeting support to those pupils identified with SLCN to enable them to better understand teaching and conversations in the classroom and enable them to participate fully and at an appropriate level of competence. • We have identified SLCN needs using Speech Link and standardised Language Link screening tools. Well used research identifies that these

	<p>pupils are likely to struggle across all areas of learning, social and emotional development.</p> <ul style="list-style-type: none"> We are aiming to reduce the SLCN in identified through Speech Link and Language Link screening.
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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

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Speech & Language Link whole school approach	Skills and competence of the teacher and teaching assistant in the way that they deliver information affects the language development of their pupils (Voice 21, Frontiers in Psychology)	1, 2, 4, 5
Teachers and teaching assistants are using classroom strategies that have been specifically identified as supporting pupils' speech, language and communication development. Strategies include wait time, pre-teaching vocabulary and opportunities to practise expressive language skills.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://www.teachertoolkit.co.uk/wpcontent/uploads/2018/10/Principles-of-InsructionRosenshine.pdf	1, 2, 3, 4, 5
<ul style="list-style-type: none"> Implementing a bespoke programme of staff cpd. Access to external CPD courses (covering a wide range of staff and subjects, including 	https://www.teachertoolkit.co.uk/wpcontent/uploads/2018/10/Principles-of-InsructionRosenshine.pdf	1, 2, 3, 4, 5,

<p>Metacognition, SALT etc)</p>		
<ul style="list-style-type: none"> • Continue to embed Little Wandle throughout the school. Annual training for all staff to ensure phonics teaching is high-quality and consistent throughout the school. • Little Wandle Phonics keep-up interventions for children in KS1 who are not meeting expectations. • Phonics catch-up sessions for children in KS2 who did not pass the phonics screening in Year 1. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Oral language interventions: Designated TAs to run interventions and liaise with Speech and Language therapists. PP lead and SENCO to oversee and monitor assessment and progress of Speech and Language Link Assessment which will be carried out to measure progress.</p> <p>Further referrals to NHS Speech and language link to be made and actions implemented to support pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf</p>	
<p>Key Skills in Maths and English focus:</p> <ul style="list-style-type: none"> • Embedding of Pathways to Write across the school to continue improving writing skills across the school. • Reading Skills – consistency in approach across KS2 • 1 specialist reading teacher to support children across the school. • 1 specialist dyslexia teacher to support children across the school. <p>Maths Focus:</p> <ul style="list-style-type: none"> • Whole school focus • Whole school review of Maths teaching and Learning 	<p>https://www.theliteracycompany.co.uk/pathwaysliteracy/pathways-to-write/</p> <p>https://assets.publishing.service.gov.uk/media/5a7da548ed915d2ac884cb07/PRIMARY_national_curriculum_-_Mathematics_220714.pdf</p> <p>https://www.gov.uk/government/publications/nationalcurriculum-in-england-english-programmes-ofstudy/national-curriculum-in-england-englishprogrammes-of-study</p> <p>https://www.ucl.ac.uk/reading-recovery-europe/readingrecovery/research/effectiveness</p> <p>https://www.bdadyslexia.org.uk/</p> <p>https://www.theliteracycompany.co.uk/pathwaysliteracy/pathways-to-write/</p>	<p>1, 2, 5</p>

• TT Rock Stars and Spelling Shed to be used systematically in KS2		
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Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Speech Link and Language Link assessments and groups/programmes to assess and support pupils' speech and language development	<p>Speech and Language Link assessments identify barriers to Communication and Language (EFF Early years Intervention – moderate impact).</p> <p>A well-balanced approach to developing early Literacy skills which gives pupils the opportunities to enjoy a language rich environment in the indoor and outdoor provision. (EFF Early Literacy approaches- moderate impact).</p> <p>There is a strong evidence base that suggests oral language interventions, including high quality classroom discussion, and small group support, are inexpensive to implement with high impact on reading, comprehension and speaking and listening skills.</p> <p>Early language EEF www.educationendowmentfoundation.org.uk Study of language support for children up to five years.</p> <p>Oral language interventions EEF www.educationendowmentfoundation.org.uk Without closing the gaps in children's understanding and use of language, they will not be able to make progress or access the curriculum.</p>	1
Additional Support Staff	<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</p>	1, 2, 5

	accordingly to enable pupils to access the curriculum at an appropriate level.	
Introduction of a Private Speech & Language Therapist (twice per term)	Private Speech Therapist to carry out assessments on children with moderate/severe language needs in EYFS, KS1 and KS2 (12 days during the year) so that support/intervention is carried out more rapidly in order to close gaps more rapidly.	1, 2, 5
Language Link Assessments to be done in Term 2 for lowest 30% of Year R children.	Targeted support for lowest 30% in Year R. Parents supported with activities to try at home.	1, 2, 5
Reading Recovery Teacher	The EEF Teaching and Learning Toolkit, July 2021	1, 2, 5
Online and paper curriculum subscriptions (including but not limited to Times tables rock star, Clicker 8, Story Time, Now Press Play)	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 - 5

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
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, 4, 5,
Forest School	Reduced exposure to wider life experiences is a common barrier for PP pupils, leading to low aspiration and poor self-	1, 2, 3, 4, 5

	esteem. Access to Forest School increases life experiences and supports well-being.	
Review of whole school Behaviour Policy and introduction of targeted behaviour interventions where appropriate	<p>The EEF Teaching and Learning Toolkit, July 2021 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>	1, 2, 3, 4, 5,
Introduction of Targeted Parent Support	<p>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>	4
Subsidies for Breakfast/ After School Club, uniform and meals	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme?utm_source=/projects-and-evaluation/projects/national-school-breakfast-programme&utm_medium=search&utm_campaign=site_search&search_term=break</p>	2, 3, 4
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. Access to trips and curriculum activities increases life experiences and well-being as well as introducing wider language and context for learning. Subsidising is the fairest way to ensure all pupils participate in educational visits. Subsidies include provision of extra staffing.</p>	2, 3, 4
Subsidies for Holiday Clubs	<p>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>	1, 2, 3, 4
External agencies/s support (e.g. STLS Service)	<p>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.</p>	1 - 5
Class Dojo	Children's Learning, The EEF, Dec 2018	4

<p>Qualified ELSA TA AND Nurture TAs employed to support children with social and emotional needs</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1 - 5</p>
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Total budgeted cost: £156,780

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

For the 2023/2024 academic year, 70% of all EYFS pupils achieved a GLD. This was above the national average of 68.6%.

In KS1 pupils continued to perform well, with 81.7% of all pupils meeting expected standards in Phonics. This was above the national average 80.9%.

Although KS2 data as a whole is below national average, 75.3% of all pupils achieved expected standards for Reading and 62.9% of all pupils achieved expected standards for Maths. This continues to be an area of focus moving forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nurture	The Nurturing Schools Programme (Nurture UK) https://www.nurtureuk.org/
X Tables Rockstars	https://trockstars.com/
Speech and Language Link	https://speechandlanguage.info/
Clicker 8	https://www.cricksoft.com/uk/clicker/winmac/special-needs
Literacy Shed	https://www.literacyshed.com/
Numberstacks	https://www.numberstacks.co.uk/
EAL	https://flashacademy.com/