



Pupil premium strategy statement

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 Boldon Primary School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Linsey Garr
Pupil premium lead	Linsey Garr
Governor / Trustee lead	Sara Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,195
Recovery premium funding allocation this academic year	£19,285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£219,480



Part A: Pupil premium strategy plan

Statement of intent

*As a school we want to support disadvantaged children with their social and emotional needs which will in turn help them to fully access the curriculum and develop skills needed for life-long learning and citizenship. We want to provide them with exciting and creative opportunities through our broad and balanced curriculum. We will enhance learning opportunities with trips and visitors and experiences they may otherwise not have the chance to be involved in. We want **all** our children to have high aspirations and will achieve this through our carefully planned curriculum, matched to children's needs and through continual high expectations. We will work with parents to support children who may be at risk of falling behind and create strong partnerships to ensure the best outcomes for children in our school.*

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs
2	Resilience to learning
3	Retention of knowledge
4	Parental engagement
5	Low aspirations
6.	Access to home learning technology

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
Improve outcomes for disadvantaged children	The attainment gap will be reduced and disadvantaged outcomes will be on a par with peers
Improve Social and emotional learning (SEL) offer	Wider range of therapies on offer, including counselling – extend offer to families (family



	therapy) work closely with external agencies to extend and promote services
Reduce persistent absenteeism	Persistent absenteeism will be consistently below 9%
Purchase additional software to enhance our ICT and foundation curriculum	Chromebooks are being used successfully by children in lessons to support the curriculum and enhance learning. This will be shown in learning walks, evidence files, lesson observations and teacher/child feedback



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: £149,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Smaller class sizes (average class size = 18)</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Reduction in class sizes is effective when under 25. Employment of another teacher to ensure 2 classes per year group this gives children the best possible chance at closing any covid gap</p>	1,2,3,5
<i>Employment of a Mental health and wellbeing lead in school who provides therapy and pastoral support for children in school</i>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and Emotional support available to children in school will support their wellbeing and help children manage their emotions more effectively, it can also enable them to access learning more effectively and therefore make more progress. The Covid pandemic has affected some children's wellbeing and social skills and carefully planned therapies and activities will benefit pupils</p>	1,2,3,4,5
<i>CPD = counselling Pastoral and wellbeing lead training to be a level 5 counsellor</i>	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>Those children for who 'lighter touch' therapies are not appropriate will have access to a trained counsellor in school who will be able to support children's emotional wellbeing and also help to support families. Access to this will support positive outcomes for children</p>	1,2,3,4,5
<i>High quality CPD = skilled subject leads in school all subject areas are taught equally well</i>	<p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/ Expert teachers develop a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impact upon learning. The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19</p>	1,2,3,5



	pandemic and it will continue to be vital throughout this academic year	
<i>Purchase of New foundation curriculum 'Learning means the world'</i>	https://www.gov.uk/government/publications/teaching-a-broad-and-balanced-curriculum-for-education-recovery Children need access to a curriculum that is broad and balanced and priorities should be made to teach missed content through Covid. An effective curriculum should be planned and sequenced carefully and focus on knowledge skills and vocabulary and links between concepts.	1,2,3,5,
<i>Careful deployment of TA's</i>	https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ Effective use of teaching assistant support is key and TA's should be used to add value to what teachers do in the classroom. TA support should focus on children accessing high quality teaching and through the delivery of short, structured interventions that are evidence based. Effective TA support builds on children's independent learning skills and offers social and emotional support where needed to allow children to manage their own learning.	1,2,3,5

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

Budgeted cost: £ 41,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>In school Tutor through national tutoring partnership</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition One to one tuition is very effective in improving pupil outcomes and works best when the person leading the intervention is well trained and if tutoring links to learning in class. It is very effective for children who have low prior attainment and those who are struggling in a particular area.	1,2,3,5
<i>In school intervention teacher Purchase of evidence based interventions Clicker 8 / reading plus</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition is very effective in supporting disadvantaged and low attaining children. Small group work is best delivered by trained staff and greater benefits are seen when the group work is regular	1,2,3,5



Purchase additional software to enhance our ICT and foundation curriculum	EEF Digital Technology Summary of Recommendations.pdf (educationendowmentfoundation.org.uk) The use of technology has the potential to increase the quantity and quality of practice inside and outside of the classroom and it can engage and motivate children. It can also enable teachers to adapt their practice and can increase the level of challenge for children. Technology can provide new concepts and support children in the application of new skills. Use of technology can be very effective in retrieval practice and retention of knowledge and improve assessment and feedback	5,6
<i>Design and implementation of the outdoor classroom in EY</i>	https://literacytrust.org.uk/blog/the-benefits-of-outdoor-learning-in-the-early-years/ The pandemic and the fact that parents have less opportunities to access outdoor space highlights the importance of access to quality outdoor areas outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding, It can also increase children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning	1,2,3

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

Budgeted cost: £ 29000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance lead</i>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,4,5
<i>School trips</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation There is intrinsic value in pupils taking part in creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips	1,2,3,5
<i>Commando Joes</i>	https://commandojoes.co.uk/ The Commando Joe program teaches and embeds life skills through the RESPECT program. Children take part in mini-missions learning specific skills to support them becoming well rounded individuals	1,2,3,5
<i>Parental events</i>	https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/	4,5,



<i>Masterclass and reach weeks</i>	Parental involvement is important to support children's learning. Providing practical strategies for parents e.g. promoting shared reading time can make a big difference as does parents supporting children to manage time and offer emotional support to children. Communication with parents and celebrating successes helps to engage parents in school life. In some cases more intensive support may be beneficial	
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Total budgeted cost: £ 219,480



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, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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



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.