



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	257
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£196,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£196,965</b>



## Part A: Pupil premium strategy plan

### Statement of intent

*Our Pupil premium strategy reflects our school and community context and is closely aligned to our School development drivers.*

*1) As a school we want to support disadvantaged children with their social and emotional needs and help build resilience, which will in turn help them to fully access the curriculum and develop skills needed for life-long learning and citizenship. This is connected to our career aspirations program, developing character by building essential skills in preparation for future career pathways and also through our commitment to developing oracy skills across school as we recognise the ability to express oneself clearly and effectively in spoken language, is a fundamental skill that supports cognitive, social, and emotional development. It plays a key role in helping children succeed both in school and beyond.*

*2) 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 along with extra-curricular activities 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.*

*3) We want to support all children to be successful and competent readers by the age of 7 and if not continue to delve deeper to understand why and ensure successful intervention strategies are in place.*

4) Teaching - Delivered in a way to help children to learn and remember more

We use research conducted by the EEF and recognised literature to support decisions made, ensuring that selected options have the greatest impact on outcomes for learners.

### Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"><li>Social and emotional needs and resilience to learning</li></ul>



	<ul style="list-style-type: none"> <li>Pupils enter school lacking in essential communication skills and with limited vocabulary and some speech and language needs</li> </ul>
2	<p>Retention of knowledge</p> <p>Reading</p> <ul style="list-style-type: none"> <li>Pupils encounter a range of specific reading barriers which impacts on their ability to decode with accuracy and increasing fluency.</li> <li>Pupils have limited vocabulary which impacts on their ability to understand and comprehend texts.</li> <li>Pupils have limited exposure at home to models of fluent and expressive reading.</li> <li>Pupils have limited wider experiences to draw upon which impacts comprehension.</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>Pupils have gaps in basic maths knowledge, including their vocabulary.</li> <li>Pupils have difficulty in explaining their reasoning and problem solving.</li> </ul>
3	<p>Persistent absence</p> <ul style="list-style-type: none"> <li>Impacts upon pupils' ability to follow the sequence of learning and remember their learning.</li> <li>Impacts on pupils' social and emotional development.</li> </ul>
4	<p>Limited Background Experiences</p> <ul style="list-style-type: none"> <li>Impedes pupils' ability to access learning, limits their vocabulary and negatively impacts their cultural capital.</li> <li>Some disadvantaged pupils lack background knowledge of the world around them and, as a result, have less clarity around career goals and how to achieve them, compared to non-disadvantaged.</li> </ul>

## 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	<ul style="list-style-type: none"> <li>The attainment gap will be reduced and disadvantaged outcomes will be on a par with peers and in line with national comparisons</li> <li>Improved outcomes in Problem Solving and reasoning</li> <li>Pupils are able to read by the age of 7 and those who can't will have made significant progress through targeted interventions</li> </ul>
Improve Social and emotional learning (SEL) offer and improve resilience to learning	<ul style="list-style-type: none"> <li>Wider range of therapies on offer, including counselling – extend offer to</li> </ul>



	<p>families (family therapy) work closely with external agencies to extend and promote services</p> <ul style="list-style-type: none"> <li>• school support systems and Opal helps improvements in pupils' ability to self - regulate and to attend to learning.</li> <li>• Disadvantaged pupils particularly in KS2 are able to articulate when their working memory feels overloaded and can locate support</li> <li>• Early family involvement in reading clubs / events etc</li> <li>• Pupils have high aspirations for themselves and have a deepened understanding of the careers available to them through our careers program and events</li> <li>• Pupils have improved oracy skills and therefore improved confidence and enjoyment in learning leading to better outcomes</li> </ul>
<p>Reduce persistent absenteeism</p>	<ul style="list-style-type: none"> <li>• PAs are reduced to less than the national figure for all pupils</li> <li>• Pupils ability to know and remember more against target memories/curriculum end points is demonstrated in free recall against the planned curriculum</li> </ul>
<p>Improve Pupil's wider knowledge through broadening learning experiences.</p>	<ul style="list-style-type: none"> <li>• Pupils will have access to bespoke interventions to support retention of knowledge and skills and close through in school tutor.</li> <li>• Pupils will be able to access a range of technology to support closing specific knowledge gaps.</li> <li>• Pupils will take part in / attend a range of essential learning experiences</li> </ul>



## 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: £113,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Smaller class sizes (average class size = 21)</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>            Reduction in class sizes is effective when under 25.            13 classes across school to make average class sizes smaller to support best possible outcomes for children</p>	<p>1,2</p>
<p><i>Employment of a Mental health and wellbeing lead in school who provides therapy and pastoral support for children in school</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>            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 all pupils            The wellbeing and pastoral lead offers a range of therapies to support wellbeing</p> <ul style="list-style-type: none"> <li>• ELSA</li> <li>• Legotherapy</li> <li>• Theraplay</li> <li>• Draw &amp; Talk</li> <li>• Sand play</li> </ul>	<p>1,2</p>



<p><i>High quality CPD delivered regularly throughout the year.= skilled subject leads in school all subject areas are taught equally well</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a> 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. Retention of knowledge is key and this will be the main driver for teaching and learning. The use of Video enhanced observations (VEO) will support this as teacher will have the opportunity to reflect on teaching and learning. Lesson structure will be adapted to ensure children have planned opportunities to develop oracy skills and formative assessment techniques that will support retention of knowledge and skills. Teaching staff will follow the Gold Standard teaching approach to ensure consistency.</p> <p>All staff have access to CPD provided by the LA though the SLA agreement</p> <p>Skilled staff provide in house training that is subject specific – weekly staff meetings</p> <p>Outside agencies provide bespoke support for staff</p> <p>Any training attended is logged and timely evaluation and feedback is provided and shared.</p> <p>Outcomes are monitored closely through our rigorous monitoring system.</p>	<p>1,2,4</p>
<p><i>Careful deployment of TA's</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a></p> <p>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.</p> <p>We currently have 11 children in mainstream school with EHCP's who require one to one support. We ensure these children's needs are met through high quality intervention and training for TA's.</p>	<p>1,2</p>



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

Budgeted cost: £ 57,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>In school Intervention</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>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.</p> <p>Tutoring has targeted literacy and maths including children working at greater depth level.</p>	<p>1,2,3</p>
<p><i>In school intervention teacher</i></p> <p><i>Purchase of evidence based interventions</i></p> <p><i>Reading plus Century</i></p> <p><i>Sendco and non teaching deputy</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>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.</p> <p>The school intervention tutor has supported children in phonics, reading intervention in year 6 with a strong focus on our disadvantaged children.</p>	<p>1,2,3</p>
<p><i>Employment of a speech and language therapist</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>An in house speech and language therapist works with a range of targeted children across the school for specific and focused speech and language intervention. The therapist also advises and supports staff and parents with targeted action plans and activities.</p>	<p>1</p>

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

Budgeted cost: £ 25,140



Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance lead</i>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>The attendance lead monitors attendance closely and ensures actions to support parents are in place. Daily reports are sent to SLT and interventions put in place. The attendance lead also monitors the initiatives in place for good attendance and punctuality.</p>	1,2,3
<i>School trips</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>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</p>	1,2,3,4
<i>Commando Joes</i>	<p><a href="https://commandojoes.co.uk/">https://commandojoes.co.uk/</a></p> <p>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</p> <p>Life skills are assessed termly and progress celebrated.</p>	1,2,3,4
<i>REACH week / parent Reading club</i>	<p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/</a></p> <p>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</p>	1,2,4
<i>Opal Play</i>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Opal play scheme has been purchased and is in the process of being implemented. The OPAL Primary Programme provides a structured process, with mentored support and resources, to enable schools to permanently change both their environment and their culture to enable provision of amazing playtimes</p>	1,2,3,4





	<p>every day. It improves core skills development, rapidly developing creativity, imagination, cooperation, resilience, stamina and confidence. OPAL promotes team work and relationships and therefore makes for an all-inclusive environment. OPAL playtimes will support pupil's wellbeing through happier and more productive sessions. Pupils will engage more with learning and want to attend school therefore improving overall attendance.</p>	
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**Total budgeted cost: £200,225**



## 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.

*Through targeted intervention strategies such as Reading Plus and Century have supported year 4 and 5 children in closing the learning gap. In particular, Year 4 times tables screening results have been very positive with a strong proportion of pupils achieving full marks. Our year 6 disadvantaged pupil combined results were below LA average and NA. On analysis, these results are cohort specific as this year group had a large amount of children with EHCP's and a high level of need.*

*Our enhanced social and emotional learning (SEL) provision has led to improvements in pupil resilience and self-regulation. A wider range of therapies, including counselling and some family therapy, providing targeted support in collaboration with external agencies. School support systems and Opal play initiatives have fostered greater emotional regulation, allowing pupils to focus on learning. Notably most children can articulate when they feel cognitively overloaded and confidently access support*

*Additionally, pupils have benefitted from a broader range of learning experiences, including tailored interventions, increased access to technology, and participation in enriching activities. These initiatives have supported knowledge retention and skill development, ensuring that disadvantaged pupils are fully engaged in a well-rounded, high-quality education.*

*A robust CPD offer has been in place throughout the year to support teachers with high quality teaching and learning specifically focused on strategies to support knowledge retention. Lesson observations, work scrutiny, subject leader checks, learning walks and pupil voice has shown that more children are remembering more about their learning over time and can talk with subject specific vocabulary and in depth knowledge of the curriculum. Training has been provided by the LA Literacy Advisor for both whole staff and to support the school Literacy Lead.*

*Attendance is showing an upward trend over time, with a significant reduction in persistent absenteeism.*

*2022/23*

*Average overall attendance = 92.18*

*Persistent absence = 29.45*

*2023/24*



Average overall attendance = 93.25  
Persistent absence = 20.45

## 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*

<b>Programme</b>	<b>Provider</b>
RWI	Oxford Owl
Reading Plus	Dreambox
Century	Century Tech LTD
Opal Play	Outdoor play and learning .org