# 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

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| Detail | Data |
| School name | Western Community Primary School |
| Number of pupils in school | 444 |
| Proportion (%) of pupil premium eligible pupils | 26% (whole school)  29% (R-Y6) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | November 2021 |
| Date on which it will be reviewed | January 2022 |
| Statement authorised by | Sarah Dixon |
| Pupil premium lead | Shereen Walton |
| Governor / Trustee lead | Lorna Nicoll |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £98,898 *\*not full year allocation* |
| Recovery premium funding allocation this academic year | £16,168 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £115,066 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Western, we endeavour to strategically use Pupil Premium funding to help achieve our whole school vision and ensure that all of our disadvantaged pupils are equipped with the tools that they need in order to reach their full potential and acquire the necessary skills required for the next stage in their life. We draw from national research alongside analysing individual and group school data to identify barriers towards learning and ensure money is used appropriately to work towards overcoming these barriers.  All members of staff and the governing body accept responsibility for disadvantaged pupils and are fully committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We aim for all of our disadvantaged pupils to leave Western as confident, well-rounded individuals, with life-long aspirations, ready to achieve their goals. |

## Challenges

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

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| Challenge number | Detail of challenge |
|  | **Internal Barriers** |
| 1 | **Attainment of Entry**: Speech and Language delay on-entry to school affects learning generally in all areas. Disadvantaged families are less likely to have access to quality early childhood education, therefore by the time they start school they are already behind their peers and lacking basic skills like counting and letter recognition. |
| 2 | **School Context:** School Context of Deprivation indictor (IDACI) is 0.2 (decile 3) We have an IMD of 3 (score: 28.0). Based on the IMD decile: 56% of our children live the 4 most deprived areas of North Tyneside and 31% of our children live in the 20% most deprived areas nationally. |
| 3 | **SEND:** 17% of children are currently on the SEND register. 23% of our Pupil Premium pupils have Special Educational Needs. Speech and language delay on entry is addressed on-entry to school and referrals are made swiftly. This number can fluctuate across the year. As a school, we are seeing an increasing number of children requiring referrals and support from external agencies. A higher proportion of families are seeking CAMHS referrals and an increased number of pupils are requiring support with their mental health and well-being. |
|  | **External Barriers** |
| 4 | **Social Care Needs:** Complex family circumstances mean that many families in school are supported by outside agencies including social care and family support workers. They require support from school to help them address their children’s learning. Due to this some of our children show little resilience in their learning and a of lack aspiration. In addition, many of our children do not receive frequent parental support with their reading or spelling homework/activities. |
| 5 | **Enrichment:** Children have a lack of rich educational experiences and resources outside of school. As well as a lack of enrichment opportunities such as dance, music, sport, museum visits etc. This can impact on children’s ability to access the curriculum and can inhibit vocabulary and comprehension. A significant proportion of our families rely on school support to further enhance their child’s academic journey. |
| 6 | **Attendance:** Attendance data indicates that the gap between PP attendance and NPP attendance has continued to narrow. We have worked hard to narrow this gap and aim to maintain our successes by ensuring that attendance remains a high priority. |
| 7 | **Covid-19 Pandemic:** Due to school closures in academic year 2019-20 and 2020-2021 (and ongoing periods of absence due to isolation), children have missed a large amount of face-to-face teaching time. This has a direct and serious impact upon the academic and emotional progress of our children, especially our children eligible for Pupil Premium. |

## 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.

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| Intended outcome | Success criteria |
| Vulnerable pupils and families are identified on entry into EYFS. This will provide immediate support and early intervention with the aim of narrowing the language and communication gaps between pupil premium pupils and their peers. | The attainment gap between PP and NPP achieving GLD will have narrowed. |
| Continue to improve the progress and therefore the attainment of pupil premium pupils across school so that progress rates are at least in line with National Expectations at the end of KS1and KS2 for Reading, Writing and Maths. | An increased proportion of pupil premium pupils, who do not have a cognitive SEND need, will reach ARE in R, W, M in KS1 and KS2. |
| SEND Lead to ensure that all PP children, who are on SEND register, receive correct support through interventions tailored targets set out in their SEND files. | SEND children who are eligible for PP will make progress based on their personal targets and from their own starting points. Some SEND children will achieve ARE. |
| Cultivate opportunities for enhancing ‘cultural capital’ through enrichment and experience. | Progress and therefore attainment of PP pupils in foundation subjects is in-line or closer to that of NPP pupils. |
| Maintain attendance of PP pupils across school and support children and families with their well-being. (Frequently monitored by Learning Mentor, Care, Guidance and Support Lead/Pupil Premium Lead/SLT) | Overall attendance rates will remain high. Attendance of PP pupils is in-line with NPP pupils and continues to be better than the National Average. Families and children will report feeling supported by school and identified children will receive appropriate emotional intervention. |

## 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: £ 52,163.80

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Quality First Teaching with clear strategies for support and differentiation and use of formative and summative assessment.  CPD Focus – R,W,M retrieval strategies (school improvement priorities). | Rationale: Improving teacher confidence and subject knowledge to ensure quality first teaching in all classrooms.  Evidence:  Research shows that in school variance can have a negative impact on progress, especially for disadvantaged children. Building staff confidence and focussing of the schools key priorities will have a positive impact on pupils’ learning. The use of coaching and mentoring supports staff and ensures consistency and quality first teaching across school. | 1,2,3,7 |
| Pupil Premium Lead (TLR) | Rationale: An experienced teacher and member of SLT to have oversight Pupil Premium – interpret data, analyse interventions, liaise with staff, champion PP pupils, develop the PP strategy and examine results of PP spending.  Evidence: Leading the management and delivery of provision for Pupil Premium is a key role in school. The PP lead is responsible for overseeing progress and attainment of children eligible for Pupil Premium. | All |
| To continue to improve the phonic abilities of all, from Nursery throughout KS1, so that each year we have improved outcomes for phonics - High-quality phonics teaching and grouping across all of KS1. Additional RWI resources. | Rationale: To maintain our strong phonics data – Year 1.  Evidence: Teaching and Learning Toolkit suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading, though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. | 1,2,7 |

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| Additional TA in Reception | Rationale: Early Years is a crucial stage in the children’s learning journey. Our most vulnerable children have limited opportunities and low starting points on entry. This cohort have a significant proportion of disadvantaged pupils and we feel that additional support will benefit this year group greatly.  Evidence: The Teaching and Learning Toolkit suggests that if TA’s are deployed effectively, they can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. | 1,2,3,4,7 |
| Additional LKS2 teacher to support catch-up within the phase *(a proportion of PP funding is paid towards this)* | Rationale: This cohort have a significant proportion of disadvantaged children. We have identified that a high percentage of the phase require additional catch-up support to move forward with their learning. The teacher will liaise closely with class teachers to ensure learning is sharply focussed on the child’s individual need.  Evidence: The Teaching and Learning Toolkit suggest that small group tuition has an average impact of four months’ additional progress over the course of a year. And that small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. | 2,3,4,7 |

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

Budgeted cost: £23,118.94

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading Plus  (Year 4-6) | Rationale: formative and summative assessments across KS2 have shown that children need to develop their fluency in Reading. Research shows that 70% of non-proficient readers process the text inefficiently. Reading Plus is unique in that it is the only IT- based program that explicitly teaches silent reading fluency to develop comprehension and vocabulary  Evidence: Teaching and Learning Toolkit suggests on average, reading comprehension approaches deliver an additional six months’ progress. Reading Plus integrates the three domains of reading: physical, cognitive and emotional. | 2,3,7 |
| Times Table Rockstars  Whole School | Rationale: We have trialled Times Table Rock stars for the last two years and have seen great success with progress. This was particularly useful during school closures as pupils could access the app from home and teachers could track and monitor progress. We will continue to promote the use of the app both in school and at home.  Evidence: Teaching and Learning Toolkit suggests the use of digital technology to support the progress of children provides moderate impact, based on extensive evidence. | 2,3,7 |
| PiRA Reading Assessment Tool | Rationale: Last year we trailed the PiRA assessments as we wanted to improve the robustness of our school assessment. Teachers found the assessments a very useful tool and made great use of the gap analysis feature.  We feel that this system will improve year on year progress comparisons and help identify any small steps made by a pupil.  Evidence: The assessments supported teachers’ judgements, were child friendly, and provided a consistency across school. | 2,3,7 |
| Accelerated Reader – to encourage a passion for reading which is at the appropriate level for all children (KS2).  Annual Fee, plus refresher training for 2x staff | Rationale: We have previously trialled Accelerated Reader, and found the books engage and enthuse our pupils. This year, we would further like to develop the use of quizzes and activities to help hone students’ reading skills with authentic **practice**—encouraging **growth**.  Evidence: The EEF found that reading comprehension interventions and approaches have a very high impact for low cost, which is based on extensive research. | 2,3,7 |
| Ensure all pupils have good phonic knowledge - Read, Write, Inc ‘Fresh Start’ programme for Literacy in KS2. | Rationale: New admits to school with phonic difficulties or unfamiliar with RWI scheme struggle with reading and basic skills**.** In addition, due to school closure, Phonics learning in KS1 was disrupted significantly and some children will have gaps in their learning that need to be identified and taught.  Evidence: Teaching and Learning Toolkit states that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. | 1,2,3,7 |
| Catch-up Tutoring  3x Tutors from NTP –KS1, LKS2 and UKS2  Ratio 1:3. | Rationale: In school data analysis highlights attainment gaps between PP pupils and their peers. Many children have gaps in their knowledge and understanding that have been exacerbated by covid-19 and school closures. Small group tuition will target PP pupils to make accelerated progress in the coming academic year in order to narrow the gap.  Evidence:Teaching and Learning Toolkit suggests that small group tuition holds moderate impact with moderate costs, however, it has limited evidence. It states an impact of most children improving by 4 months compared to +5months with one-to-one tuition which is moderate impact but with high costs. | 1,2,3,7 |
| NELI | Rationale: The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap. EEF trials demonstrate effectiveness. We feel that this intervention will play a key role in boosting early language and communication.  Evidence: EEF – The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. This was true for both the more expensive, 30-week version, starting in nursery, and the 20-week version, delivered only in school. Children receiving the 30-week version experienced the equivalent of about four months of additional progress, compared with about 2 months additional progress for the 20-week version. They suggest, both results are unlikely to have occurred by chance, though results for the 30-week version are more secure. | 1,2,3,7 |
| Bespoke Literacy and Maths Interventions across KS1 and KS2, led by highly trained support staff.  Ongoing training and support for teaching assistance to ensure high quality interventions.  Small group and 1:1. | Rationale: To further facilitate targeted intervention to support catch-up tutoring.  Evidence:Teaching and Learning Toolkit suggests that small group tuition holds moderate impact with moderate costs, however, it has limited evidence. It states an impact of most children improving by 4 months compared to +5months with one-to-one tuition which is moderate impact but with high costs. It also states that individualised instruction offers moderate impact for very low cost, providing on average an additional 3 months progress. | 1,2,3,7 |

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

Budgeted cost: £67,540.84

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Care, Guidance and Support Team to support families in challenging circumstances and monitor attendance of PP pupils. | Rationale: We have worked hard to diminish the attendance gap between PP pupils and Non-PP pupils. Current procedures will remain in place to ensure we maintain the same standards in the coming year. In school individual case studies continue to provide strong positive evidence for the impact of this role. Maintaining our CGS team roles means that families receive support quickly. Early Help Assessments are carried out. Child protection issues are followed up swiftly and barriers to learning are addressed where possible with behaviour and emotional support programmes and social skills groups.  Evidence:  The Teaching and Learning Toolkit states that parental engagement has a positive impact on avg of 4 months’ additional progress. | 1,2,3,4,6,7 |
| CPOMS software to enable staff and SLT to track and monitor incidents across school to ensure a joined up approach. | Rationale:  All members of staff are now familiar with the software and can record incidents relating to children in school and parental contact. This has become a key safeguarding tool in school.  Evidence: CPOMS enables schools to improve their management of child protection and similar incidents and actions. CPOMS also enables us to track CAMHS, NHS referrals. | 4,6 |
| Therapeutic Thrive approach/intervention  X3 trained staff members | Rationale: A significant proportion of our disadvantaged children have social and emotional difficulties. It has also been widely reported that disadvantaged children are **at greater risk of poor mental health due to rising poverty and growing inequality caused by the Covid-19 pandemic.**  Thrive applies the latest research about neuroscience, attachment, creativity, and child development to equip pupils with the skills that they need to reengage in life and learning.  Evidence: Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. | 4 |
| Additional provision for out of school clubs to enable PP pupils to access high quality art, music, life skills and performing arts enrichment workshops. | Rationale: All PP pupils will have the opportunity to access free clubs after school to aid enjoyment, enrichment and additional skills.  Evidence:Disadvantaged pupils do not have access to additional clubs. Research shows that children from low income families have a Lack of enrichment opportunities such as dance, music and sport etc. This can lead to low aspirations. | 5 |
| Specialist music teacher to teach guitar – subsided costs for PP pupils. Small group/1:1 tuition. | Rationale: Our disadvantaged pupils lack opportunities to participate in extracurricular activities. Music tuition can be expensive, therefore we offer to cover the costs for those PP children interested in learning guitar.  Evidence: Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months progress in all core subject areas. | 5 |
| To ensure children get a filling and nutritious start to the day and are therefore ready to learn. Morning breakfast bagel offer - Partly by Magic Breakfast - school to fund for summer term | Rationale: After taking part in a Poverty Proofing Audit, it came to our attention that some children, including children from disadvantaged families, do not eat breakfast before coming to school and as a result often feel hungry across the school morning.  Evidence: Research demonstrates that eating breakfast will increases your energy levels, help you concentrate. The EEF found that breakfast clubs that offer a free nutritional breakfast to primary school children before school can boost RW,M outcomes for pupils. | 1,2,4,7 |

**Total budgeted cost: £142,823.58**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

**Statutory Data**

2019 data – Most recent data due to Covid 19 Pandemic

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|  | *Pupils eligible for PP (school)*  *(national average)* | *Pupils not eligible for PP (school)(national average)* |
| **% achieving Expected standard in Year 6 for Reading** | **62% 62%** | **54% 78%** |
| **% achieving Expected standard in Year 6 for Writing** | **48% 68%** | **68% 83%** |
| **% achieving Expected standard in Year 6 for Maths** | **71% 68%** | **73% 83%** |
| **% achieving Expected standard in Year 6 for GPS** | **57% 68%** | **73% 83%** |
| **% achieving Expected standard in Year 2 for Reading** | **83% 62%** | ***90% 72%*** |
| **% achieving Expected standard in Year 2 for Writing** | **72% 55%** | **79% 73%** |
| **% achieving Expected standard in Year 2 for Maths** | **72% 63%** | ***83% 79%*** |
| **% achieving a Good Level of Development in EYFS (Reception)** | **50% 56%** | **78% 74%** |