

West Hill Primary School - 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 Hill Primary School
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	90 pupils 44%
Academic year/years that our current pupil premium strategy plan covers	2021-24 3 years
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anna Healy/Lisa Carmen
Pupil premium lead	Anna Healy/Lisa Carmen
Governor / Trustee lead	Nigel Rawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,778
Recovery premium funding allocation this academic year (Covid Catch up fund...£6,370.) (Recovery Premium £2,791) (First instalment of School led tutoring grant Gov fund 75% school funds additional 25% from PP fund £2,481)	£12,002
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	PP budget £ 118,780

Historic funding overview

Academic Year	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
No. on roll	322	321	307	252	223	203
Eligible for PP	119 & 1 service child	121 & 1 looked after child, 1 previously looked after child	122 & 1 adopted from care & 1 looked after child	116 & 3 looked after children	90 No looked after children	90
Pupil Premium %	37.3%	37.3%	40.4%	47.2%	40.4%	44%
Total Grant £	£161,393	£162,940	£163,340	£158,060	£118,360	£106,778
Differential	-£19,476	+£1,547	+£400	-£5,280	-£39,700	-£11,582

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered / qualify for free-school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

Ultimate Objective

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age-related expectations
- Learning is enhanced by providing behaviour and nurture support throughout the school day.
- Ensure children have first-hand experiences that enrich their learning.
- To offer all children in KS2 the opportunity to learn how to play a musical instrument.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	More frequent behaviour difficulties
4	Attendance and Punctuality issues
5	Chaotic family lives and Social Service involvement
6	Access to home learning support as a result of COVID 19

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and success criteria

Intended outcome	Success criteria
Progress in reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in maths	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve national average expected standard in PSC
Attendance	Ensure attendance of disadvantaged pupils is above 95%

Covid-19 – 2020/2021 school closures

During school closures the school supported Pupil Premium children in the following ways:

- Provided children with devices to access home learning.
- Provided children with paper packs of individualised work if preferred by parent/child
- Provided additional online lessons or breakout rooms for those that needed this.
- Check in phone calls every 2 weeks.
- Continued input from Pastoral Support Lead and Deputyhead/SENCO
- Continued to provide regular contact and sign posting to services for identified parents.
- Continued input virtually from social services / Educational Psychology service / SALT where applicable.
- Provision within the key worker groups for identified vulnerable children.
- Vouchers for FSM children prior to the launch of the national scheme

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: **£26,434**

Activity	Evidence that supports this approach	Challenge numbers addressed
Quality first teaching before, during and after school. CPD All teachers and teaching assistants to champion pupil premium pupils	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (The EEF Guide to Pupil Premium 2019) Improving Literacy in KS1 (EEF) and Improving Literacy in KS2 (EEF) both focus on the importance of developing good speaking and listening skills as vital, in order to improve reading and writing.	1,2,3,4,5

<p>Talk4W and Maths mastery embedded with good impact on progress</p> <p>Quality first targeted teaching for pupils with SEND resulting in good progress</p>	<p>When vocabulary is divided into 3 tiers (core, describing and specialised), it is the focus on the Tier 2 words (describing) that will accelerate the children’s vocabulary development. Significantly low starting points for N and R pupils. 95% start below expected. SALT greatest SEND need. Children have limited vocabulary in first and second language.</p>	
<p>Reception HLTA and additional KS1 TA. £26,434</p>	<p>Weak Language and Communication skills. Most children are working below age related expectations and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. On entry into the reception and nursery classes pupils require additional highly skilled support in order to access the provision. Parents require the support of highly skilled staff to ensure that they understand how best to support their children at home.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ **35,565.95**

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Quality targeted Intervention Additional EP package to meet the needs of SEND pupils £10,600</p> <p>Benchmark reading project</p> <p>Learn to love to read project – Y2 £1,500</p> <p>TT Rock stars/ Numbots</p> <p>Subsidised clubs (£1826.45)</p> <p>Target tracker (£1419.70)</p> <p>B Squared (£300.00)</p> <p>Phonics reading books (£620.00)</p> <p>Dyslexia screening (£72.00)</p>	<p>xxx% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care. Significantly low starting points for N and R pupils. xxxxx% start below expected. SALT greatest SEND need. Children limited vocabulary in first and second language. Some children are almost non-verbal in English or home language when starting Nursery.</p> <p>Accurate assessment ensures pupils get targeted support when required.</p> <p>Targeted to pupils most at need of support in Year 1 and Year 2. Those who have limited home support or access to quality texts.</p> <p>Support for home learning. TT Rocks stars easy to access for all pupils on a mobile device.</p> <p>Wide variety of clubs to enrich learning in the classroom. Targeted at year groups with most need. Opportunities for PP pupils to access clubs.</p> <p>Accurate tracking and analysis provides school leaders and governors with accurate picture of the attainment and progress of all groups.</p> <p>Accurate tracking of personalised steps for SEND pupils ensures that the needs of pupils with complex needs are met.</p> <p>An audit of decodable phonics texts allowed us to identify gaps and address any areas needing further resourcing. This ensures that pupils are supported after they have moved “off” of the RWinc programme.</p> <p>Assessment of pupils needs is vital to ensure that needs can be met.</p>	<p>1,2,3,4,5,6</p>

<p>Rising stars NTS assessments (£888.80)</p> <p>Suffolk reading tests (£136.00)</p> <p>Maths.com (£289.00)</p> <p>Spag.com (£199.00)</p> <p>White rose texts books (£715.00)</p>	<p>Accurate pupil assessment and tracking will ensure any gaps in pupils knowledge/ progress will be addressed swiftly.</p> <p>Homework programmes which can be accessed on a variety of devices ensures that parents are able to support their children at home. Homework is relevant and targeted at skills which need further development.</p> <p>Quality resources ensure that pupils are challenged and knowledge extended. Use of the text books enables teachers to free up planning time to plan for the improving group and the greater depth groups of pupils.</p>	
<p>School led tutoring for groups that have been highlighted as most effected from COVID lockdowns Y1 Y2 Y3 Y4 Y6 (£12,000) EST Fig as grant that funds 75% of cost not allocated to schools yet (Sept 2021)</p> <p>1:1 Targeted tuition for Y6 pupils Targeted maths and English interventions for specific children. N to Y6.(Precision teaching, toe by toe, DH targeted reading groups, RWInc) (£5,000)</p>	<p>The ‘headline’ attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 48% of pupils achieved the combined standard this year, compared to 68.6% of the school’s KS1 cohort in 2019, and 65% of pupils nationally in 2019.</p> <p>School led tutoring should focus on providing tuition to disadvantaged pupils. This can include pupils eligible for pupil premium but could also include pupils with types of disadvantage or additional needs. However if a school or academy trust feels that a pupil who doesn’t fall into these categories would benefit from catch-up tutoring, the funding can be used to provide this.</p> <p>School led tutoring expect that a 15 hour package of tuition to cost £270 per pupil, which is an average of £18 per hour. In academic year 2021/22 the grant has been calculated to cover 75% of the cost of tuition, based on the average cost of £18 per hour, which is £202.50 per 15 hour package of tutoring. Schools and academy trusts are expected to cover the remaining £67.50 from other budgets such as the recovery premium or pupil premium</p> <p>School led tutoring will provide a maximum of £13.50 per hour for tutoring and schools will be required to contribute the remaining £4.50 from other budgets.</p>	1,2,3,4,5

	<p>Schools can offer the provision at a higher rate than £18 but they will need to cover the costs beyond £13.50 per hour from other budgets.</p> <p>Pupil progress, target setting meetings, behaviour monitoring and focused learning walks show needs in Y1, Y2, Y3, Y4 and Y6 following Covid lockdowns and remote learning.</p> <p>Effect of pupils not supported at home evidenced in their progress/ attainment on return to “normal” school sessions.</p> <p>School-led tutoring grant - GOV.UK (www.gov.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£ 44,777.80**

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Full time learning mentor (£28,543.80)</p> <p>Learn to love to read project</p> <p>Nurturing school approach</p> <p>Staff CPD directly linked to school strategic plan priorities, inc supply costs</p> <p>Time to talk</p> <p>Therapeutic sessions</p> <p>Play therapy sessions</p> <p>Classroom support</p>	<p>The EEF Toolkit shows that behaviour interventions can have an impact on academic achievement.</p> <p>A number of children and families have complex issues.</p> <p>This impacts on well-being and ultimately on attainment and progress.</p> <p>A number of children with complex SEMH needs require support to regulate emotions and attend to learning.</p> <p>Children need to have their emotional needs met in order to be able to concentrate on their learning.</p> <p>Support positive emotional regulation and wellbeing for all stakeholders.</p> <p>Behaviour incidents are monitored and show a steady if not declining pattern.</p> <p>Pupils with complex SEMH are supported and over time incidents are showing a general decline in intensity.</p>	<p>1,2,3,4,5,6</p>

<p>Worry boxes Emotional regulation barometers Positive behaviour management Lovely lunchtimes Soft start/ early work MHP NHS trailblazer project Therapy dog Pupil voice Coffee mornings for parents about how to help with learning at home, parenting workshops, mental health workshops. (£12,000)</p> <p>Regular monitoring of attendance. Casework undertaken by pastoral lead and SLT Weekly well-being/ attendance meeting</p>	<p>Engaging with parents to create a cohesive and supportive community ensures that parents engage in their child's education. Children make the best progress when supported by parents in their home.</p> <p>Attendance of a small number of children remains a barrier. A small number of children are persistent absentees. Improve attendance and punctuality - Consistently above 95% Numbers of persistent absentees will drop. 86% of pupil premium pupils have attendance over 90% 14% of pupil premium pupils are persistent absent, below 90%. These pupils make up 50% of all PA pupils.</p>	
<p>Subsidised theatre groups (£1840, £600) Transition workshops Free Rock Steady places Music provision for KS2, recorders, trumpets and singing £8,104 (WCET/Singing Strategy) Music provision for KS1 singing project Subsidised trips Subsidised visitors (£500.00) High quality resources (£5,190)</p>	<p>Children have limited experiences which impacts on their vocabulary, their attainment and progress and ultimately their mental health and well-being. Broadening children's cultural experiences. Improved progress and attainment. Every child has the right to play a musical instrument. To be involved in performances as participants.</p>	1,2,3,4,5

Total budgeted cost: £106,777.75

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.

How well do Pupil Premium children at West Hill do?

A three-year comparison shows that the Pupil Premium cohort at West Hill has consistently had a much higher mix of SEN pupils than the non-Pupil Premium cohort.

In 2019 48% of the PP cohort were SEN compared to 16% in the non PP cohort and 5 pupils had EHCPs, 4 of whom did not take the test (16%). This was the highest level of SEN pupils since the new tests were introduced in 2016 which has resulted in a drop in all areas and across both cohorts.

In 2020 61% of the PP cohort were SEN compared to 19% in the non PP cohort and 3 pupils had EHCPs. This is the highest level of SEN within the PP cohort over the last 3 years yet despite this the figures show some improvement against 2019. Attainment overall has been affected by the lengthy school closure between March and June.

In 2021 47% of the PP cohort were SEN compared to 13% in the non PP cohort and 1 pupil had an EHCP. Attainment overall has been affected by the lengthy school closure between January and March and in 2020, notably in Reading and Writing. Combined attainment has lifted due to more consistent results in the non-SEN cohort which is a larger proportion of the PP cohort than in 2020.

Attainment (July 2021)

KS2 Pupil Premium 17/32 pupils (1 pupil = 5.9%) National data is 2019. No national data for 2020 or 2021 due to Covid

		2016	2017	2018	2019	2020	2021	2021 Non PP	Nat Av	Nat Av PP	Nat Av Non PP
Reading	EXP+	33%	57%	77%	40%	61%	71%	80%	73%	62%	78%
	H	11%	7%	36%	8%	17%	18%	40%	27%	17%	31%
Writing	EXP+	44%	71%	68%	48%	50%	59%	80%	78%	68%	83%
	H	11%	14%	9%	0%	22%	18%	27%	20%	11%	24%
Maths	EXP+	56%	50%	82%	48%	50%	71%	80%	79%	67%	84%
	H	11%	36%	14%	4%	17%	12%	40%	27%	16%	31%
RWM	EXP+	22%	43%	64%	24%	33%	59%	60%	65%	51%	71%
	H	11%	0%	5%	0%	11%	6%	13%	11%	5%	13%

KS1 Pupil Premium 11/29 pupils (1 pupil = 9.1%) National data is 2019. No national data for 2020 or 2021 due to Covid

		2016	2017	2018	2019	2020	2021	2021 Non PP	Nat Av 2019	Nat Av PP 2019	Nat Av Non PP 2019
Reading	EXP+	67%	86%	80%	77%	75%	64%	78%	75%	62%	78%
	H	25%	36%	0%	15%	13%	9%	6%	25%	-	-
Writing	EXP+	50%	63%	80%	69%	75%	55%	61%	69%	55%	73%
	H	25%	0%	0%	0%	0%	0%	0%	15%	-	-
Maths	EXP+	58%	63%	80%	69%	75%	64%	89%	76%	62%	79%
	H	25%	0%	27%	8%	25%	18%	11%	22%	-	-
RWM	EXP+	33%	50%	80%	69%	75%	46%	61%	-	-	-
	H	25%	0%	0%	0%	0%	0%	0%	-	-	-

The Pupil Premium cohort at West Hill has a significantly higher proportion of SEND than the national average so it is useful to look at pupil attainment for the pupil premium and non-pupil premium cohorts with regard to their SEND constituents.

KS1		2021 Pupil Premium (11)	2021 Pupil Premium & SEN (5)	2021 Pupil Premium & Non SEN (6)	2021 Non Pupil Premium (18)	2021 Non Pupil Premium & SEN (2)	2021 Non Pupil Premium & Non SEN (16)	Nat Av 2019	Nat Av PP 2019	Nat Av Non PP 2019
Reading	EXP+	63.6%	40%	83.3%	77.8%	50%	81.3%	75%	62%	78%
	H	9.1%	0%	16.7%	5.6%	0%	6.3%	25%	-	-
Writing	EXP+	54.5%	20%	83.3%	61.1%	0%	68.8%	69%	55%	73%
	H	0%	0%	0%	0%	0%	0%	15%	-	-
Maths	EXP+	63.6%	20%	100%	88.9%	50%	93.8%	76%	62%	79%
	H	18.2%	0%	33.3%	11.1%	0%	12.5%	22%	-	-
RWM	EXP+	45.5%	0%	83.3%	61.1%	0%	68.8%	-	-	-
	H	0%	0%	0%	0%	0%	0%	-	-	-

KS2		2021 Pupil Premium (17)	2021 Pupil Premium & SEN (8)	2021 Pupil Premium & Non SEN (9)	2021 Non Pupil Premium (15)	2021 Non Pupil Premium & SEN (2)	2021 Non Pupil Premium & Non SEN (13)	Nat Av 2019	Nat Av PP 2019	Nat Av Non PP 2019
Reading	EXP+	70.6%	50%	88.9%	80%	100%	76.9%	73%	62%	78%
	H	17.6%	12.5%	22.2%	40%	50%	38.5%	27%	17%	31%
Writing	EXP+	58.8%	25%	88.9%	80%	100%	76.9%	78%	68%	83%
	H	17.6%	12.5%	22.2%	26.7%	0%	30.8%	20%	11%	24%
Maths	EXP+	70.6%	50%	88.9%	80%	100%	76.9%	79%	67%	84%
	H	11.8%	12.5%	11.1%	40%	50%	38.5%	27%	16%	31%
RWM	EXP+	58.8%	25%	88.9%	73.3%	100%	69.2%	65%	51%	71%
	H	5.9%	0%	11.1%	13.3%	0%	15.4%	11%	5%	13%

Yr 1 Phonics Pupil Premium 3/24 pupils (each child = 33.3%) No national data for 2020 or 2021 due to Covid							
2016	2017	2018	2019	2020	2021	2021 Non PP	National Average PP 2019
67%	73%	86%	78%	75%	67%	71%	71%

Early Years Good Level of Development Pupil Premium 1/27 pupils (each child = 100%)							
2016	2017	2018	2019	2020	2021	2019 Non PP	National Average PP 2019
77%	33%	90%	25%	0%	0%	64%	57%

Progress (July 2021)			
<p>These statistics relate to Summer KS2 2021, they are teacher assessments. Progress is measured from KS1 SATs to KS2 TA. (No SATs due to Covid.)</p> <p>Children's attainment and progress have been severely affected by school closure from March 2020 - June 2020 and Jan 2021 - March 2021.</p>	<p>Non PP Progress</p> <p>July 2021 (Teacher assessment)</p>	<p>Pupils eligible for Pupil Premium</p> <p>Progress July 2021 (Teacher assessment)</p>	<p>Pupils eligible for Pupil Premium</p> <p>Progress July 2021 (SATs data)</p>
% making expected progress in reading	54%	38%	No data due to Covid

% making expected progress in writing	85%	69%	No data due to Covid
% making expected progress in mathematics	77%	69%	No data due to Covid

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
Rock music cross age bands / lessons	Rocksteady
Sports coaching and CPD for staff	Kick London
Theatre company – productions and workshops	Big Foot
Theatre company – productions and workshops	Young Shakespeare Company
Theatre company – productions and workshops	Big Fish
PSHE and RSHE education - workshops	NSPCC

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	0 service pupils
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

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