

West Hill Primary School - Pupil premium strategy statement 3 year Plan

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Oct 2023 Census: 152
Proportion (%) of pupil premium eligible pupils	Oct 2023 Census: 75 pupils 49.3%
Academic year/years that our current pupil premium strategy plan covers	2021-24 3 years
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Richard Milsom
Pupil premium lead	Richard Milsom
Governor / Trustee lead	Tamazin Steele

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,575
Recovery premium funding allocation this academic year (School led tutoring grant funds 50% and the school funds 50% from PP fund) £4117.50 + £2058.75	Academic Year 23/24: £4117.50 from sch Led Tutoring £2058.75 from sch budget
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 £94,575

Historic funding overview

Academic Year	2017/18	2018/19	2019/20	2020/20	2020/21	2022/23	2023/2024
No. on roll	321	307	252	223	203	184	152
Eligible for PP	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	78	75
Pupil Premium %	37.3%	40.4%	47.2%	40.4%	44%	42.4%	49.3%
Total Grant £	£162,940	£163,340	£158,060	£118,360	£106,778	106,778	94,575
Differential	+£1547	+£400	-£5280	-£39,700	-£11,582	£0	-£12,203

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	Legacy of Covid 19 impact (Years 1-3)

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%

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)

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Quality first teaching before, during and after school.</p> <p>CPD</p> <p>All teachers and teaching assistants to champion pupil premium pupils</p> <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>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils (The EEF Guide to Pupil Premium 2019)</p> <p>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.</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.</p> <p>Significantly low starting points for N and R pupils. 95% start below expected.</p> <p>SALT greatest SEND need.</p> <p>Children have limited vocabulary in first and second language.</p>	1,2,3,4,5
<p>Reception HLTA</p> <p>Afternoon support from Nursery teacher (previously timetabled elsewhere in school)</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.</p> <p>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.</p>	1,2,3,4,5

	<p>On entry into the reception and nursery classes pupils require additional highly skilled support in order to access the provision.</p> <p>Parents require the support of highly skilled staff to ensure that they understand how best to support their children at home.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Quality targeted Intervention</p> <p>Additional EP package to meet the needs of SEND pupils</p> <p>Benchmark reading project</p> <p>Learn to love to read project – Y1, Y2, Y5</p> <p>TT Rock stars/ Numbots</p> <p>Subsidised clubs</p> <p>Sonar tracker (previously called Target Tracker)</p> <p>B Squared</p> <p>Phonics reading books</p>	<p>% of disadvantaged children have significant SEND/ learning difficulties requiring high levels of care.</p> <p>Significantly low starting points for N and R pupils. 80% start below expected.</p> <p>SALT greatest SEND need.</p> <p>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>	1,2,3,4,5,6

<p>Dyslexia screening</p> <p>Rising stars NTS assessments</p> <p>Suffolk reading tests</p> <p>Maths.com</p> <p>Spag.com</p> <p>White rose texts books</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>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 £11,463</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)</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 continues to have an impact on outcomes in 2022.</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>We estimate that we can provide school led tutoring for 2xdays per week with a qualified teacher. From November 22 to July ’22.</p> <p>Pupils who will receive the additional support are identified through the pupil progress meetings with teachers.</p> <p>We are focusing on those key marginal pupils who with input can make the expected level of attainment or close the gap towards the expected level.</p>	1,2,3,4,5

	<p>Pupils in year 2,3,4 will be identified for the additional tutoring. The focus of which will likely be reading with increased fluency and confidence, writing and writing with clarity.</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)

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Full time learning mentor</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>Worry boxes</p> <p>Emotional regulation barometers</p> <p>Positive behaviour management</p> <p>Lovely lunchtimes</p> <p>Soft start/ early work</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. 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>Engaging with parents to create a cohesive and supportive community ensures that parents engage in their child's education.</p>	1,2,3,4,5,6

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 2021 to 2022 academic year.

Desired Outcomes	Outcomes
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.	
Pupils achieve above national average progress scores in ks2 reading, writing and maths.	Reading attainment: above national comparison PPG pupils but below national non-PPG pupils. Progress is below non-PPG pupils at West Hill. Writing: above national comparison PPG pupils but below national non-PPG pupils. Progress is above non-PPG pupils at West Hill. Maths: In line with national PPG pupils but below national non-PPG pupils. Progress is below non-PPG pupils at West Hill.
Pupils achieve above national average in phonics screening check	Comparison shows outcomes are below national non-PPG outcomes.
Ensure attendance of disadvantaged pupils is above 95%	Attendance is below the target. SLT are reviewing approach to increase attendance.
Pupils access high quality teaching	To further develop the quality of teaching the school has implemented an instructional coaching approach to help guide and develop the quality of teaching for all pupils.

<p>Pupils access a wide range of enrichment experiences</p>	<p>Wrap around care</p> <p>After school clubs</p> <p>Access to Wandsworth music service</p> <p>Kick London P.E provision</p> <p>Extra-curricular activities Learn to Love to read</p> <p>TT rock stars/numbots</p> <p>Sonar Tracker</p> <p>Breakfast club</p> <p>Learning mentor</p>
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Pupil Premium Data 2022-2023

Attainment (July 2023)											
KS2 Pupil Premium 11/28 pupils (1 pupil = 9.1%)											
		2018	2019	2020	2021	2022	2023	2023 Non PP	Nat Av All Pupils	Nat Av PP	Nat Av Non PP
Reading	EXP+	77%	40%	61%	71%	71%	64%	71%	73%	60%	78%
	H	36%	8%	17%	18%	21%	9%	29%	29%	17%	34%
Writing	EXP+	68%	48%	50%	59%	79%	73%	82%	72%	58%	77%
	H	9%	0%	22%	18%	7%	0%	12%	13%	7%	16%
Maths	EXP+	82%	48%	50%	71%	71%	73%	88%	73%	59%	79%
	H	14%	4%	17%	12%	14%	0%	29%	24	13%	29%
RWM	EXP+	64%	24%	33%	59%	57%	55%	65%	59%	44%	66%
	H	5%	0%	11%	6%	7%	0%	12%	8%	3%	10%

KS1 Pupil Premium 8/22 pupils (1 pupil = 12.5%) National data not yet available											
		2018	2019	2020	2021	2022	2023	2023 Non PP	Nat Av	Nat Av PP	Nat Av Non PP
Reading	EXP+	80%	77%	75%	64%	75%	50%	54%			
	H	0%	15%	13%	9%	0%	0%	0%			
Writing	EXP+	80%	69%	75%	55%	25%	50%	62%			
	H	0%	0%	0%	0%	0%	0%	0%			
Maths	EXP+	80%	69%	75%	64%	50%	50%	62%			
	H	27%	8%	25%	18%	0%	0%	0%			
RWM	EXP+	80%	69%	75%	46%	0%	50%	46%			
	H	0%	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. National data not yet available.

KS1		2023 Pupil Premium (8)	2023 Pupil Premium & SEN (4)	2023 Pupil Premium & Non SEN (4)	2023 Non Pupil Premium (13)	2023 Non Pupil Premium & SEN (2)	2023 Non Pupil Premium & Non SEN (10)	Nat Av 2023	Nat Av PP 2023	Nat Av Non PP 2023
Reading	EXP+	50%	25%	75%	54%	50%	70%			
	H	0%	0%	0%	0%	0%	0%			
Writing	EXP+	50%	25%	75%	62%	50%	70%			
	H	0%	0%	0%	0%	0%	0%			
Maths	EXP+	50%	25%	75%	62%	50%	70%			
	H	0%	0%	0%	0%	0%	0%			
RWM	EXP+	50%	25%	75%	46%	0%	60%			
	H	0%	0%	0%	0%	0%	0%			

KS2		2023 Pupil Premium (11)	2023 Pupil Premium & SEN (1)	2023 Pupil Premium & Non SEN (10)	2023 Non Pupil Premium (17)	2023 Non Pupil Premium & SEN (3)	2023 Non Pupil Premium & Non SEN (14)	Nat Av 2023	Nat Av PP 2023	Nat Av Non PP 2023
Reading	EXP+	64%	0%	70%	71%	67%	71%	73%	60%	78%
	H	9%	0%	10%	29%	0%	36%	29%	17%	34%
Writing	EXP+	73%	0%	80%	82%	67%	86%	72%	58%	77%
	H	0%	0%	0%	12%	0%	14%	13%	7%	16%
Maths	EXP+	73%	0%	80%	88%	67%	93%	73%	59%	79%
	H	0%	0%	0%	29%	33%	29%	24	13%	29%
RWM	EXP+	55%	0%	60%	65%	67%	64%	59%	44%	66%
	H	0%	0%	0%	6%	0%	14%	8%	3%	10%

Yr 1 Phonics Pupil Premium 6/18 pupils (each child = 17%) No national data for 2020 or 2021 due to Covid							
2018	2019	2020	2021	2022	2023	2023 Non PP	National Average PP 2023
86%	78%	75%	67%	56%	17%	83%	

Early Years Good Level of Development Pupil Premium 5/24 pupils (each child = 20%)							
2018	2019	2020	2021	2022	2023	2023 Non PP	National Average PP 2023
90%	25%	0%	0%	17%	40%	65%	

Progress (July 2023)		
<p>Progress is measured from Key Stage One to Key Stage 2. Pupils with no KS1 result have been excluded.</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 2023</p>	<p>Pupils eligible for Pupil Premium</p> <p>Progress July 2023</p>
% making expected progress in reading	56%	9%
% making expected progress in writing	56%	60%
% making expected progress in mathematics	72%	40%

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
Bop Stars	Drama and theatre club

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?	0 service pupils
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.